COMSTOCK ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Dade County School Board on 10/16/2024.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

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

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

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and

2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Dr. Orna Campbell

Position Title
Principal

Job Duties and Responsibilities

The principal oversees all of the major systems (budgetary, personnel, academic, cultural) of the schoolhouse. The principal guides the development of school-wide initiatives and ensures all stakeholders are working collaboratively towards those overarching goals. The principal ensures that the appropriate personnel oversee the implementation of all District Initiatives so that the school's programs and curriculum are aligned to those of the District. Furthermore, the Principal analyzes progress monitoring data and conducts frequent data chats in order to ensure students are mastering concepts and that intervention programs are effective.

Leadership Team Member #2

Employee's Name
Dr. Viviana Lumpkin

Position Title
Assistant Principal

Job Duties and Responsibilities

The assistant principal assists with the management of all the major systems (personnel, academic, cultural) of the schoolhouse. The assistant principal assists with the development of school-wide initiatives and works with all stakeholders towards achieving those overarching goals. The assistant principal oversees curriculum planning to ensure that State Standards and District Pacing Guides are being followed. The assistant principal assists with the collection of progress monitoring data in order to analyze the effectiveness of grade level instruction and/or intervention programs. In addition, the assistant principal is a member of the MTSS team to ensure that early interventions are in place to assist all students who need additional learning opportunities.

Leadership Team Member #3

Employee's Name
Alisson Quintana

Position Title
Reading Coach

Job Duties and Responsibilities

The Reading Coach works collaboratively with the leadership team and all teachers to ensure that the Reading Program is being implemented with fidelity. The Reading Coach spearheads professional development initiatives and provides in-class assistance on an individual basis. The Reading Coach leads collaborative planning sessions to ensure that ELA lessons are standards-based and aligned to District Pacing Guides. In addition, the Reading Coach oversees intervention programs and assists with collecting and disaggregating OPM data to ensure that intervention programs are effective.

Leadership Team Member #4

Employee's Name
Mayra Reyes

Position Title
ELL Compliance Specialist

Job Duties and Responsibilities

The ELL Compliance Specialist works collaboratively with the leadership team and all teachers to ensure that students who are second language learners are receiving language support with fidelity. The ELL Compliance Specialist spearheads professional development initiatives and provides in class assistance on the effective use of strategies to support secondlanguage learners. In addition, the ELL Compliance Specialist ensures that
student assessments, parent meetings, and ESOL Learning plans are in compliance with state timelines and regulations.

Leadership Team Member #5

Employee's Name
Yannet Lopez

Position Title
Parent Engagement Liaison

Job Duties and Responsibilities

The CIS (Community Involvement Specialist) acts as a liaison between the school and the families in the community. The CIS oversees all parent activities. She encourages parents to participate in such activities and fosters communication with parents so that parents have a way to communicate their cares and concerns with the school. The CIS will also oversee attendance initiatives to ensure that school families understand the importance of good attendance.

Leadership Team Member #6

Employee's Name
Natascha Casola

Position Title
Teacher K-12

Job Duties and Responsibilities

Teacher leaders act as liaisons between the leadership team and the faculty. Teacher leaders assist with the implementation of school-wide initiatives and activities by communicating with their grade level teams and delegating tasks and responsibilities. They also present faculty concerns, ideas, and suggestions to administration during Leadership Team Meetings.

Leadership Team Member #7

Employee's Name
Lidia Castilla

Position Title

Teacher K-12

Job Duties and Responsibilities

Teacher leaders act as liaisons between the leadership team and the faculty. Teacher leaders assist with the implementation of school-wide initiatives and activities by communicating with their grade level teams and delegating tasks and responsibilities. They also present faculty concerns, ideas, and suggestions to administration during Leadership Team Meetings.

Leadership Team Member #8

Employee's Name

Helen Alonso

Position Title

Teacher K-12

Job Duties and Responsibilities

Teacher leaders act as liaisons between the leadership team and the faculty. Teacher leaders assist with the implementation of school-wide initiatives and activities by communicating with their grade level teams and delegating tasks and responsibilities. They also present faculty concerns, ideas, and suggestions to administration during Leadership Team Meetings.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

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

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

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

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

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

5. Selection of Interventions: The committee then identifies potential interventions that can address the prioritized areas of improvement. These interventions can include changes to curriculum,

instructional strategies, professional development for teachers, family engagement programs, or partnerships with community organizations. The committee considers evidence-based practices and research to ensure the selected interventions have a high likelihood of success.

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

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

8. Finalizing the SIP: Once all stakeholder input has been incorporated, the leadership team that attends the Strategic Planning sessions at Synergy finalizes the SIP. This includes setting specific goals, outlining the selected interventions, establishing timelines, and assigning responsibilities for implementation.
By involving stakeholders and incorporating their input throughout the SIP development process, the resulting plan is more likely to be comprehensive, effective, and reflective of the needs of the school community.

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

To ensure effective implementation and monitor the impact of the School Improvement Plan (SIP) on increasing student achievement, particularly for students with the greatest achievement gap, the school will employ various processes and strategies. These include regular monitoring, data analysis, feedback collection, and revision of the plan as necessary. The following steps outline how the school will monitor and revise the SIP:

1. Monitoring Processes: The school will utilize a range of monitoring processes to assess the implementation and impact of the SIP. These may include classroom walkthroughs, student progress monitoring, common planning minutes/input, staff feedback, and parental and community input. Informal walkthroughs conducted by the administrative team will be conducted weekly to ensure implementation of strategies and initiatives. FAST progress monitoring and i-Ready progress

monitoring is conducted three times a year and is used to make instructional decisions. Common planning is conducted at least once a week for each content area and staff can share their input during that time as well as during faculty meetings, and formal and informal surveys throughout the year. Parents, students, and community members are given opportunities to provide feedback formally on the end-of-the-year Climate Survey and throughout the year at ESSAC, PTSA, Title I, and other open forums.

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

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

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

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

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**99.8%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**TSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: C** **2022-23: C*** **2021-22: C** **2020-21:** **2019-20:**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	15	13	9	10	10				57
One or more suspensions	0	0	0	3	2	0				5
Course failure in English Language Arts (ELA)	0	3	13	28	5	17				66
Course failure in Math	0	2	8	21	14	24				69
Level 1 on statewide ELA assessment	0	0	0	16	15	47				78
Level 1 on statewide Math assessment	0	0	0	14	18	35				67
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			25	60						85
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	9	27	18	39				96

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	3	2	17	0	0				22
Students retained two or more times	0	0	0	3	0	0				3

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		32	19	16	20	18				105
One or more suspensions				1	2	1				4
Course failure in ELA		11	23	22	15	13				84
Course failure in Math		9	12	22	9	20				72
Level 1 on statewide ELA assessment				18	29	38				85
Level 1 on statewide Math assessment				11	18	35				64
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	47	57	56							244

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		11	14	28	25	35				113

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		12	4	18						34
Students retained two or more times				4		2				6

2. Grades 9-12 (optional)

> This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024 SCHOOL	2024 DISTRICT†	2024 STATE†	2023 SCHOOL	2023 DISTRICT†	2023 STATE†	2022** SCHOOL	2022** DISTRICT†	2022** STATE†
ELA Achievement *	38	63	57	33	60	53	31	62	56
ELA Grade 3 Achievement **	53	63	58	37	60	53			
ELA Learning Gains	43	64	60				53		
ELA Learning Gains Lowest 25%	55	62	57				42		
Math Achievement *	53	69	62	58	66	59	36	58	50
Math Learning Gains	61	65	62				60		
Math Learning Gains Lowest 25%	52	58	52				45		
Science Achievement *	38	61	57	48	58	54	24	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	38	64	61	45	63	59	53		53

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL FPPI – All Students	48%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	431
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
48%	46%	43%	32%		53%	58%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	29%	Yes	4	3
English Language Learners	47%	No		
Black/African American Students	50%	No		
Hispanic Students	48%	No		
Economically Disadvantaged Students	48%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	19%	Yes	3	2
English Language Learners	45%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Black/African American Students	36%	Yes	2	
Hispanic Students	47%	No		
Economically Disadvantaged Students	45%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	31%	Yes	2	1
English Language Learners	41%	No		
Native American Students				
Asian Students				
Black/African American Students	33%	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Hispanic Students	44%	No		
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	43%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	38%	53%	43%	55%	53%	61%	52%	38%					38%
Students With Disabilities	19%	50%	29%		25%	50%		0%					33%
English Language Learners	36%	62%	40%	56%	52%	61%	49%	27%					38%
Black/African American Students	40%		40%		50%	70%							
Hispanic Students	38%	55%	43%	55%	53%	61%	53%	37%					38%
Economically Disadvantaged Students	39%	56%	43%	55%	51%	60%	55%	39%					38%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	33%	37%			58%			48%					45%
Students With Disabilities	10%				10%								36%
English Language Learners	32%	37%			59%			42%					54%
Black/African American Students	28%				44%								
Hispanic Students	34%	36%			60%			52%					54%
Economically Disadvantaged Students	30%	34%			54%			54%					52%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	31%		53%	42%	36%	60%	45%	24%					53%
Students With Disabilities	7%		26%	20%	8%	67%	69%	8%					45%
English Language Learners	30%		49%	36%	36%	58%	42%	23%					53%
Native American Students													
Asian Students													
Black/African American Students	25%		61%		23%	50%		7%					
Hispanic Students	32%		53%	40%	39%	63%	46%	29%					53%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	31%		53%	43%	36%	60%	47%	25%					52%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

		2023-24 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	41%	56%	-15%	55%	-14%
Ela	4	25%	55%	-30%	53%	-28%
Ela	5	24%	56%	-32%	55%	-31%
Math	3	39%	65%	-26%	60%	-21%
Math	4	45%	62%	-17%	58%	-13%
Math	5	48%	59%	-11%	56%	-8%
Science	5	29%	53%	-24%	53%	-24%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The data component that showed the most improvement was 3rd grade reading proficiency. Fifty-three percent of third graders were proficient last year, the highest percentage amongst ETO Tier II schools. Students were provided double support through phonics and comprehension using the Measuring Up book and Sadler. Reviewing the portfolios after the assessment was crucial in helping to master the standard. In addition, we placed additional personnel in the third-grade reading classes as additional support for DI thus creating two teacher-led centers.

Lowest Performance

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

Using the concordant F.A.S.T levels, the data component that showed the lowest performance was Star Grade 2 in Reading and Math. Second grade had the highest population of level 1 & 2 ELL students. In addition, second grade reading had two new teachers to the grade and to the subject. For one of the teachers, this was the first time they taught a content area.

Greatest Decline

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

Fifth grade science data showed the greatest decline by 10 percentage points. Looking at the correlation between reading proficiency and science proficiency, the reading scores declined this year in fifth grade. The fifth-grade reading teacher was not strong in the content area. Also, the fifth-grade science teacher was not proficient in providing reading strategies and making the connections between science and reading.

Greatest Gap

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

The data component which had the greatest gap compared to the state average was Science. The 5th grade science teacher struggled with utilizing reading strategies to help students comprehend

informational texts.

EWS Areas of Concern

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

Attendance

Students with substantial reading deficiencies

Highest Priorities

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

1. New teacher training and retention
2. Grade 3-5 Reading and Math Proficiency
3. Building science from K up to 5th grade
4. Building a solid foundation for K-2 reading fluency.
5. ELL & ESE Strategies and accommodations.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2023-2024 Science State Assessment, 38% of fifth grade students were proficient compared 48% of fifth grade students in the 2022-2023 school year. Based on the data and the identified contributing factors of lack of foundational science skills in grades K-4th, lack of teacher knowledge and implementation of reading strategies for comprehension, and lack of commitment by both the teacher and students to continue science tutoring with fidelity, we will implement the Targeted Element of Science.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of the Interactive Science Notebbooks, an additional 12% (for a total of 50%) of the fifth grade students will score at grade level or above in Science on the 2024-2025 Science Assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Assistant Principal will facilitate collaborative planning with each grade level to ensure that science instruction is on pace and that the science interactive notebooks are being implemented with fidelity. Science teachers will be required to bring samples of interactive journals to collaborative planning to share with the assistant principal. In addition, the science teachers will calibrate their grading of science interactive notebooks and labs to ensure mastery of the standard rather than completion of the assignment. By completing product reviews with the science interactive notebooks, the teacher can ensure that the students are reaching the desired achievement outcomes of mastery of the content.

Person responsible for monitoring outcome

Dr. Viviana Lumpkin, Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Interactive Notebooks teach students to organize their notes/learning and synthesize their thoughts. These notebooks can be developed and utilized in all content areas. Additionally, the students can take these meaningful resources home for home learning and study guide support.

Rationale:

The interactive notebooks will ensure that students are synthesizing the information they are learning in science. In addition, the interactive notebooks will include the science labs, in which students will have the opportunity to apply their learning with hands-on labs.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Development on Implementing Interactive Science Notebooks

Person Monitoring:	**By When/Frequency:**
Dr. Viviana Lumpkin	September 13

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Science CSS will facilitate professional development for teachers on implementing the new science interactive journals. The expectation is that students are using the science interactive notebooks paired with their Elevate Science textbooks or consumables during science instruction to synthesize science content.

Action Step #2

Implement Evidenced-based walkthroughs

Person Monitoring:	**By When/Frequency:**
Dr. Viviana Lumpkin	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The assistant principal will conduct evidenced-based walkthroughs. The assistant principal will use a science walkthrough form to record the evidence that was observed in the classroom. The teacher and the assistant principal will then meet to debrief.

Action Step #3

Collaborative Planning Support from ETO CSS

Person Monitoring:
Ms. Gilma Cortez

By When/Frequency:
August 26, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The 5th grade Science teachers will get support during collaborative planning from Science CSS on Tuesdays. The CSS will ensure teachers are staying on pace and are implementing the science notebooks with fidelity. Administrators will check lesson plans and ensure it aligns with the assignment in the Science Interactive notebook.

Action Step #4
Hiring Science Interventionist to Assist with Labs

Person Monitoring:
Dr. Orna Campbell

By When/Frequency:
October 14, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Science Interventionist was hired to provide support to 4th and 5th grade teachers during science instruction and specifically during science labs. The Science Interventionist will ensure that the lab requirements in the science notebook are completed with fidelity. Administrators will monitor the completion of lab requirements in the Science Interactive Notebook.

Action Step #5
Provide Morning Tutoring to Top 50 and Bubble Students

Person Monitoring:
Dr. Orna Campbell

By When/Frequency:
Ongoing (October 14, 2024- January 17, 2025)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The 5th grade Science teacher will facilitate morning tutoring through the S.W.A.G. (Science with a Genuis) Club for the Top 50 Science students and Science Bubble students. Students will be receiving additional support based on their lowest benchmarks on their Topic Assessments and evidenced by their work in their Science Interactive Notebooks.

Action Step #6
Continue Morning Tutoring to Top 50

Person Monitoring:
Dr. Orna Campbell

By When/Frequency:
Ongoing (January 21, 2025- May 23, 2025)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The 5th grade Science teacher will facilitate morning tutoring through the S.W.A.G. Club for the Top 50 Science students and Science Bubble students. City Year Corp. members will assist will gathering students for tutoring. Students will continue to receive additional support based on their lowest benchmarks on their Topic Assessments and evidenced by their work in their Science Interactive Notebooks.

Action Step #7
Interventionist Push-In and Pull-Out Instruction

Person Monitoring:
Dr. Orna Campbell

By When/Frequency:
Ongoing (January 21, 2025- May 23, 2025)

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

The support that the Science Interventionist provides for the 5th grade Science classes that she services will shift from supporting labs to pushing-in during the Science block for small group and pulling out targeted students during alternative blocks. The Science Interventionist will keep attendance for students that she worked with during small group. Administration and the Science CSS will monitor the data of the small group that is being served by the Science Interventionist.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the FAST PM3 data, Students with Disabilities (SWD) scored 29%. Based on the data and ESSA Federal Index this category fell below the 41% threshold and the contributing factors of: students' readiness levels limiting the ability to master grade level tasks, minimal accommodations for SWD instruction, and lack of needed ESE support, we will implement the Targeted Element of ESSA Subgroups by providing flexible and/or strategic grouping.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of flexible and/or strategic grouping, SWD students will show an improvement of 12 percentage points on the 2025 Federal Index.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

In addition, administration will monitor the implementation of student-centered learning by reviewing student products to determine mastery of the content, and analyzing PMA data to guide instruction. ESE teachers will either provide support through resource room or support facilitation, which are small group settings.

Person responsible for monitoring outcome

Dr. Viviana Lumpkin

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Informally grouping and regrouping students for a variety of purposes throughout the school day or during an instructional unit supports the learning of all students. Flexible grouping strategies are used to meet curricular goals, engage students, and respond to individual needs. Flexible grouping helps teachers overcome the disadvantages of ability grouping while still attending to individual performance issues. Both teacher-led and student-led groups will contribute to learning, but grouping decisions should respond to the dynamics inherent in each type of group. Teacher-led groups are the most common configuration—whole-class, small group, and individual instruction—and provide an efficient way of introducing material, summing-up conclusions from individual groups, meeting the common learning needs of a large or small group, and providing individual attention or instruction. Student-led groups take many forms, but share a common feature—that students control the group dynamics and have a voice in setting the agenda. Student-led groups provide opportunities for divergent thinking and encourage students to take responsibility for their own learning.

Rationale:

Flexible grouping allows teachers to respond to students' individual needs. SWD students are entitled by law and bound by their IEP to receive individualized instruction. Flexible grouping may not only be based on data but also student ability. The expected outcome of implementing flexible grouping is to ensuring that SWD students are receiving their accommodations and in receiving their accommodations it will impact their academic achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Provide teachers with SPED accommodations

Person Monitoring:	**By When/Frequency:**
Dr. Viviana Lumpkin	August 19, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide teachers with SPED accommodations and a list of SPED students at the opening of school professional development by reviewing the IEP accommodations and giving examples of what that would look like in the classroom. Classroom walkthroughs will ensure that teachers are implemented accordingly.

Action Step #2

Differentiated Instruction

Person Monitoring:
Dr. Viviana Lumpkin

By When/Frequency:
August 26, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will be placed in differentiated instruction groups based on their state assessment data and ability level. Students in 3-5 will receive support facilitation from their assigned ESE teacher. Administration will review DI folders to ensure the fidelity of the implementation as well as monitor the mentor logs. Administrator will review DI Folder to ensure the fidelity of the implementation.

Action Step #3
Data Chats after State Assessments

Person Monitoring:
Dr. Orna Campbell

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The instructional team will meet with teachers to determine if the implemented strategies are effective in improving their reading proficiency. The instructional team then will determine the next steps to address the SWD student deficiencies. Administrators will monitor the data chat logs for the students and data chat reflections with teachers.

Action Step #4
Extended Learning Opportunities

Person Monitoring:
Dr. Orna Campbell

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
SWD students have the opportunity to participate in reading, math, and science extended learning opportunities that include before school tutoring, after school tutoring, and Saturday Academy. Administration will review attendance records for tutoring and Saturday Academy to ensure that students are attending. To determine whether the additional support is effective, administration will review Topic Assessment, Progress Monitoring, i-Ready, and state assessment data.

Action Step #5
Student-Led Data Chat Night

Person Monitoring:
Dr. Orna Campbell and Dr. Viviana Lumpkin

By When/Frequency:
October 30, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will empower students to know and understand their data by having SWD students fill out a data tracker, which they will present to their parents at a Data Chat night. The purpose of this night is not only for the students to share their data but also for the parents to understand the importance of extended learning opportunities. Administration will be monitoring the completion of the data trackers and will be facilitating the rotations for the Student-Led Data Chat Night.

Action Step #6
Mentoring for SWD students

Person Monitoring:
Dr. Viviana Lumpkin

By When/Frequency:
Ongoing (January 21, 2025-May 23, 2025)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration will assign mentors to students within the SWD subgroup to monitor the students' progress by reviewing i-Ready data and ensuring that the students are engaging in the program at least 75 minutes weekly and passing lessons with a score of 80% or higher, reviewing student attendance, and student services case management monthly to address the distinct learning need of each student. Administration will monitor mentor logs.

Action Step #7
City Year Push-In for Small Group

Person Monitoring:	**By When/Frequency:**
Dr. Orna Campbell	Ongoing (January 21, 2025- May 23, 2025)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
City Year Corp members have been assigned to selected classes in grades 3-5. City Year Corp. members will attend common planning with their partner teachers and will be assigned a targeted group of students. Small group instruction will conducted during Tier 1 instruction and small group instruction. The City Year Site Director and administration will monitor the attendance and effectiveness of instruction provided by City Year Corp. members through an attendance log created by the CSS.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

At Comstock Elementary, the instructional team decided that we should focus on cross-curricular vocabulary strategies to increase academic vocabulary and content-based vocabulary. Overall our school is at 38% proficiency in Reading. Over 50% of our students are ESOL and struggle with vocabulary. By implementing these vocabulary strategies, students will be able to identify and define in context vocabulary words that may impact their comprehension.

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

According to the 2023-2024 FAST PM 3 assessment, 37% of kindergarten students, 28% of first grade students, and 21% of second grade students were proficient on the STAR Early Literacy or Reading assessment. Based on the data and contributing factors of: high ESOL populations, we will implement explicit Academic Vocabulary strategies.

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

According to the 2023-2024 FAST PM 3 assessment, 53% of third grade students, 26% of fourth grade students, and 19% of fifth grade students scored proficient on the ELA assessment. Based on the data and contributing factors of high ESOL population, we will implement Contextual Processing strategies.

Grades K-2: Measurable Outcome(s)

With the implementation of Academic Vocabulary strategies, K-2 students will increase by 3% percentage points on the 2024-2025 PM 3 STAR Early Literacy or Reading Assessment.

Grades 3-5: Measurable Outcome(s)

With the implementation of Contextual Processing strategies, grade 3-5 students will increase by 3% proficiency on the 2024-2025 PM 3 ELA F.A.S.T.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Person responsible for monitoring outcome
Ms. Alisson Quintana, Reading Coach

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
K-2 Intervention: Academic Vocabulary Instruction plays a critical role in improving vocabulary skills for all learners. Academic Vocabulary should be incorporated through effective lessons in a myriad of ways including the use of interactive journals, interactive word walls, exposure to diverse texts, visual stimuli, incorporation into daily dialogue, etc., and associated with the content being taught. 3-5 Intervention: Contextual Processing is a technique used to develop new word meanings as they are found in the context of a selected story. This technique shows the student how to use context to figure out what new vocabulary words mean.

Rationale:
Comstock Elementary has a large population of English Language Learners with a high percentage

being newcomers. It is imperative to build our student's vocabulary in order build fluency and comprehension.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Professional Development on Academic Vocabulary and Contextual Processing

Person Monitoring:	**By When/Frequency:**
Ms. Alisson Quintana	August 30, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
PD on Academic Vocabulary and Contextual Processing during collaborative planning to assist in implementing the strategies in the classroom to foster an increase of vocabulary for our students in grades K-5. This action step promotes literacy leadership by promoting vocabulary acquisition before, during and after reading. The Reading Coach will monitor lesson plans to ensure vocabulary instruction is planned intentionally.

Action Step #2
Implementing Vocabulary journals

Person Monitoring:	**By When/Frequency:**
Ms. Alisson Quintana	September 6, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Vocabulary journals will be provided to each student to support the cross-curricular vocabulary strategies and all teachers will use the journal to teach new vocabulary terms.

Action Step #3
Monitoring use of vocabulary journal

Person Monitoring:	**By When/Frequency:**
Dr. Viviana Lumpkin	September 6, 2024/ Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The assistant principal will conduct walkthroughs to determine the implementation of the vocabulary journals in all content areas with fidelity. The Reading Coach will monitor the use of journals effectively based on what was planned.

Action Step #4
Visual Aids and Labels for ELL students

Person Monitoring:	**By When/Frequency:**
Dr. Viviana Lumpkin	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:
Teachers will provide visual aids as an ESOL strategy to support our ELL population. Teachers will also label common objects in their rooms as a way to build their vocabulary. The assistant principal will monitor the implementation of visual aids and labels in the classroom.

Action Step #5
Teaching students how to use Spanish/English dictionaries

Person Monitoring:
Dr. Viviana Lumpkin

By When/Frequency:
November 20, 2024/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Bilingual department will train teachers on how to use the Spanish/English dictionaries for instruction on the November 20th. Teachers will then turnkey that information to their students and will train them how to use Spanish/English dictionaries to assist them during instruction. The expectation will be that all students have their dictionaries on their desk and that they are actively using them. Administration will observe the use of dictionaries will conducting walkthroughs.

Action Step #6
Phonics Bootcamp

Person Monitoring:
Ms. Alisson Quintana

By When/Frequency:
January 31, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Based on student performance data from the i-Ready AP1 assessment, those who did not demonstrate mastery of phonics were assigned to the Phonics Bootcamp. This strategic focus on phonics allows these students to first build essential skills before advancing to more complex literacy tasks such as comprehension and vocabulary development. By completing 16 or more phonics lessons or I proving by at least one grade level, students are then able to access the other domains-comprehension, and vocabulary. This phased approach ensures that students have a solid foundation in phonics, which in turn supports more effective vocabulary acquisition and reading comprehension. The Reading Coach will monitor the completion of the Phonics Bootcamp. Once students have completed the Phonics Bootcamp, the Reading Coach will unlock the other domains.

Action Step #7
City Year Push-In for Small Group

Person Monitoring:
Dr. Viviana Lumpkin

By When/Frequency:
Ongoing (January 21, 2025-May 23, 2025)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
City Year Corp members have been assigned to selected classes in grades 3-5. City Year Corp. members will attend common planning with their partner teachers and will be assigned a targeted group of students. Small group instruction will conducted during Tier 1 instruction and small group instruction. The City Year Site Director and administration will monitor the attendance and effectiveness of instruction provided by City Year Corp. members through an attendance log created by the CSS.

IV. Positive Culture and Environment

Area of Focus #1

Teacher Retention and Recruitment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to our teacher recruitment and retention data, at the start of the 2024-2025 school year, we will have a total of 16 new teachers to Comstock Elementary with varying degrees of educational experience. Thirty-three percent of our teachers have remained at Comstock for between 2-3 years and 39% of our teachers have between 0-3 years of experience. The high turnover rate impacts content knowledge and instructional delivery that can affect student achievement. Based on the data and the identified contributing factors of limited content knowledge, limited years of educational experiences, and high turnover rates, we will implement the Targeted Element of Teacher Retention and Recruitment.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of Mentorship Programs, Comstock Elementary will retain 90% of their teachers for the 2025-2026 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The assistant principal will facilitate New Educator Support Team sessions for all new teachers to the building this year and teachers that were new to the profession in the last two years. Along with the NEST sessions, teachers will be assigned either mentors or buddy teachers. Teachers will be tiered to provide the most individualized support for each teacher. Mentor teachers will fill out a log each time they meet with their mentee or buddy teacher which includes a column for what they spoke about or worked on.

Person responsible for monitoring outcome

Dr. Viviana Lumpkin, Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Mentorship Programs refers to the implementation and maintenance of mentoring programs which may include: teacher to teacher, student to student, and teacher/staff to student. Effective Mentorship Programs include regularly scheduled meetings between the mentor and mentee(s) with a purposeful conversation that has set objectives. Mentorship can help develop students' social emotional competencies, create a sense of belonging, and increase valuing of school.

Rationale:
By providing mentors to new teachers, teachers will build content knowledge and improve their instructional practices. A by-product of mentorship is a fostering a positive school climate. Mentees will feel better supported.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Provide bi-monthly New Educator Support Team (N.E.S.T.) Sessions

Person Monitoring:	**By When/Frequency:**
Dr. Viviana Lumpkin	August 24, 2024/Every two weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
N.E.S.T. Sessions will be provided bi-monthly for new and identified teachers that need additional support. The principal and assistant principal will facilitate the N.E.S.T. Sessions. Additionally, administration and identified exemplar teachers will serve as Get Better Faster Coaches for new teachers which requires a coaching cycle for specified strategies to improve the teacher's instructional practices.

Action Step #2
Pairing teachers with compatible mentors

Person Monitoring:	**By When/Frequency:**
Dr. Orna Campbell	August 15, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The principal will provide each new teacher with either a mentor or buddy teacher depending on their years of experience. The principal will monitor the pairing by checking in with the mentor and mentee to ensure that the pairing is conducive for both parties.

Action Step #3
Implement Learning Walks

Person Monitoring:	**By When/Frequency:**
Dr. Viviana Lumpkin	September 12, 2024/Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The assistant principal will create a learning walk schedule for identified teachers to observe peer teachers that have mastered certain practices. The assistant principal and principal will be a part of

the learning walks.

Action Step #4
Modeling facilitated by Coach, CSS or Administration

Person Monitoring: **By When/Frequency:**
Dr. Viviana Lumpkin   Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
N.E.S.T. teachers will be provided with modeling as needed for skills necessary to support the teacher to get better faster in the classroom. Modeling can be facilitated by the coach, curriculum support specialist or administration. Topics for modeling include: opening routines, intervention, differentiated instruction, and the ETO Math Framework. Administration or the coach will observe a lesson after modeling to ensure that the teacher has mastered the desired outcome.

Action Step #5
Job-Embedded Professional Developments

Person Monitoring: **By When/Frequency:**
Dr. Viviana Lumpkin   Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers at Comstock Elementary will be provided with job-embedded professional development as the coach, administration, and ETO support staff deems necessary. Professional development has been provided for intervention, differentiated instruction, classroom management, and the ETO Math Framework. Additional topics will be determined through walkthroughs, teacher feedback, and collaborative planning. Administration will then conduct walkthroughs to ensure that the teacher has mastered the desired outcome.

Action Step #6
Second NEST session with Mentor Sessions

Person Monitoring: **By When/Frequency:**
Dr. Viviana Lumpkin   Ongoing (January 21, 2025- May 23, 2025)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Second NEST session will be focused on not only providing professional development sessions with the mentees but also support for the mentors. During their sessions, the mentors will review support tools to be used with the mentees. The second session will also include professional development focused on observational walkthroughs conducted by administration and MINT personnel. The focus of the second session will be on the Optimal Learning Environment and possibly CRISS strategies. Attendance will be monitored by administration for all professional development sessions and administration will also conduct walkthroughs to observe the implementation of strategies introduced during NEST sessions.

Action Step #7
MINT Classroom Support

Person Monitoring: **By When/Frequency:**
Dr. Viviana Lumpkin   Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

MINT personnel will provide additional classroom support for targeted teachers. Two Curriculum Support Specialists are pushing into the classroom to provide active coaching to two new teachers. MINT personnel will debrief with administration and administration will walkthrough to monitor the progress.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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

List the school's webpage where the SIP is made publicly available.

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

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

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

4. Newsletters and Emails: Regular newsletters and emails can be sent to students, families, school staff, and local businesses and organizations, providing updates and information about the SIP. These communications can include summaries of the plan, progress updates, and upcoming events or initiatives related to the improvement efforts. This will help keep stakeholders engaged and informed about the school's ongoing improvement efforts.

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

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

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

Positive Relationships With Parents, Families and other Community Stakeholders
Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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

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

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

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

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

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

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

Based on our test scores, students scored low in ELA and Science. In order to strengthen these programs, we will focus on differentiating instruction in small groups so that all student needs are being met. Differentiated instruction provides, as much as possible, individualized instruction based on the students' progress monitoring, topic assessment, mid-year assessment, and state assessment data. By analyzing various data points and triangulating the data, we plan to provide instruction that is targeted towards a students' deficiencies and builds on their strengths by providing accelerated instruction. In addition, we will provide vocabulary instruction focused on academic vocabulary in grades K-2 and contextual vocabulary instruction in grades 3-5. Evidence-based instructional strategies like word walls, interactive vocabulary journals, and teaching context clues will be utilized to strengthen the vocabulary of our large population of Level 1 and 2 ESOL students. In Science, we will be strengthening the capacity of our teachers to provided labs and hands-on learning experiences to reach a Gold ST.E.A.M. Designation. We are also creating an interactive Science Lab in which students in all grades levels will be exposed to the curriculum in a practical and fun way.

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

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

N/A

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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

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

Preparing for Postsecondary Opportunities and the Workforce

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

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

Addressing Problem Behavior and Early Intervening Services

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

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

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

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

Throughout the year, we will provide job-embedded PDs during common planning and monthly faculty meetings.

To recruit teachers, we will exhaust all avenues to attract high-quality teachers to Comstock Elementary. To retain teachers, we are focused, through our Positive Culture and Environment Area of Focus, on team building to increase the morale at the school. We will support new teachers by building capacity through coaching.

Strategies to Assist Preschool Children

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

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

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources
Describe the process to review the use of resources to meet the identified needs of students.

The leadership team met to discuss the outcomes of last year's ATSI plan. Last year, our SWD population increased by 10 percentage points from 19% to 29%. Nineteen percent of our SWD students were proficient in ELA, 26% were proficient in Math, and 0% were proficient in Science. It was first determined that the most basic need for the teachers is to understand who their SWD students are and how their exceptionalities affect their learning. In order to do so, we provided teachers with professional development on SPED accommodations. We also determined that we needed personnel in place to assist our students.

Specifics to Address the Need
Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Professional Development on SPED Accommodations- The assistant principal will provide teachers with a list of all their SWD students and their accommodations. The assistant principal facilitated a professional development on how to provide accommodations and what that looks like in the classroom. Starting Date: August 14, 2024
Resource Room- The K-1 ESE teacher will pull out ESE students during reading and math instruction to provide small group support. The SWD students in K-1 are the most fragile because they are learning how to adjust to the routine of a structured school day. Starting date: Week of September 12
Support Facilitation- The ESE teacher for 2nd and 3rd grade and the ESE teacher for 4th and 5th grade will push in to the classroom during the Math and Reading instructional block to provide small group support. Starting Date: September 12
Mentorship Program- Selected staff members will mentor our SWD students to motivate them with their academic performance and behaviors. Additionally, the mentor will track their data to encourage them to succeed. Starting date: The first week of October

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.	**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					**0.00**