



Comstock Middle School



BELIEVE! ACHIEVE!

LCAP Goals

Goal 1: Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.

Goal 2: Increase student and family wellness and engagement through the full service community school model.

SRCS Theory of Action

If we improve the quality of practice **through the** continuous development of Leadership capacity to:

- A. Assure warm, safe, dry schools and facilities
- C. Confront and address issues of equity and access
- E. Engage in problem-solving through an inquiry cycle for growth
- F. Facilitate the development of a sense of purpose
- L. Lead and guide focused professional learning
- P. Provide and strengthen social and emotional supports
- R. Recognize and implement quality instruction
- T. Target and align resources
- U. Utilize data to inform the inquiry cycle for growth

Then, we have much work to do as a district. No longer will student outcomes be predicted based on race, differently abled, socioeconomic status, and/or the language spoken at home.

Santa Rosa City Schools Strategic Plan

2019-2024

Vision: SRCS will send students into the world who are empowered to work together, find purpose, think critically, embrace diversity, adapt to our changing planet, and live healthy and fulfilling lives.

Mission: SRCS ensures equitable access to a transformative educational experience grounded in the assets of our students, staff, and community. We nurture the whole student in an engaging, challenging, and safe environment. We recognize and value each student's individuality and our community's cultural wealth.

Santa Rosa City Schools Strategic Plan Priorities

2019-2024

Priority 1- Life Ready Learners

Priority 2- Balanced Education

Priority 3- High Quality Staff

Priority 4- Teaching and Learning Environment and Resources

Priority 5- Equity and Excellence

Priority 6- Family Engagement and Community Partnerships

Priority 7- Sustainable Funding

Comstock Middle School SPSA Goals

SCHOOL GOAL #1: College and Career Readiness

- A. Provide a comprehensive instructional program that supports college and career readiness.***
- B. Provide support to cultivate measurable student growth in literacy.***
- C. Provide 21st century learning opportunities specifically Google Apps for Education, blended learning opportunities, maker spaces and collaborative classroom design***

SCHOOL GOAL #2 Student and Family Wellness

Develop a strong school culture through community engagement and activities.

Comstock Middle School's Site Council Members created our SPSA goals based on SRCS LCAP

NAME OF MEMBER	ROLE	NAME OF MEMBER	ROLE
Kasia King Sasha Oster Sue Cleek Mike Frisina Lory Hovland Laura Hendrickson	Teacher Teacher Teacher COMMUNITY MEMBER Registrar Principal	Carolyn Reyes Mony Neang Evelyn Basurto Diana Flores Mariela Arcos Lupe Reyes	Student Student Student Student Parent/Guardian Parent/Guardian Parent/Guardian

Coherence

- LCAP Goal 1: *Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.*
- **SPSA GOAL:** *Demonstrate measurable student growth in literacy.*

Data: Statewide and Local data (rubrics; CAASP; Let's Go Learn)

Inquiry questions: How can we: increase literacy in academic vocabulary, and expository writing?

Theory of Action

- L. Lead and guide focused professional learning
- R. Recognize and implement quality instruction
- T. Target and align resources
- U. Utilize data to inform the inquiry cycle for growth

Evidence of Impact (Action) Increased rubric scores in formative assessment (calibrated scoring); Measurable growth in summative assessments such as Let's Go Learn

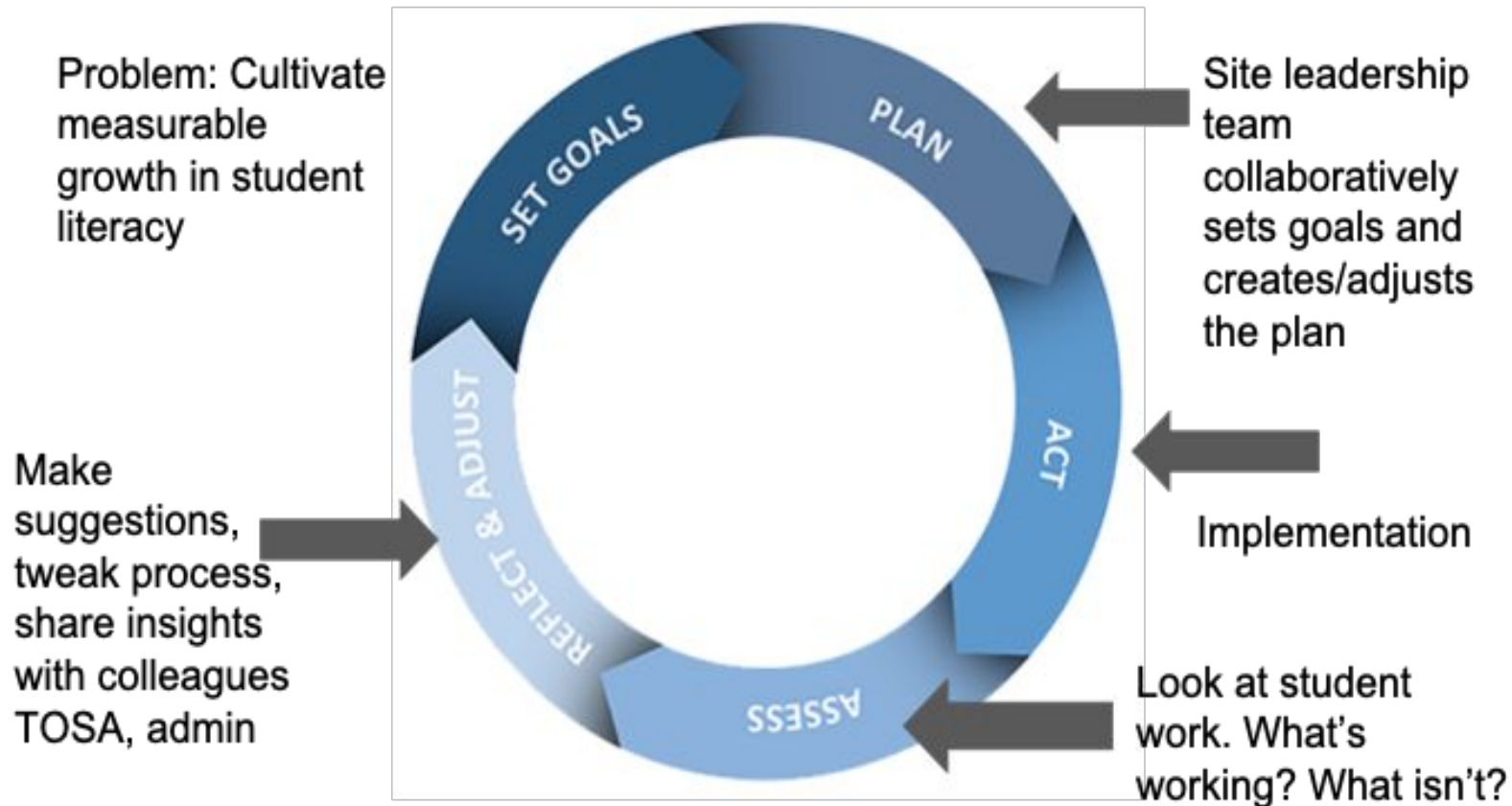
COMSTOCK MIDDLE SCHOOL'S INTER-DEPARTMENTAL SCHOOL-WIDE LITERACY PLAN

Report to the Santa Rosa City Schools Board of Education

May, 2020

A comprehensive 5+ year plan

Participating in this Dynamic Process



Inquiry Cycle Phase 1: Analyze Evidence

- Only 48% of Comstock students nearly met, met or exceeded proficiency in 2018-2019
- Of our English only students (16%), 47% of Comstock students nearly met, met or exceeded proficiency 2018-2019. This is not only a 2nd language issue.
- 85% of Comstock's students are English Language Learners or RFEP; 90% of our students are bilingual learners
- Students in middle school in particular, and ours especially struggle with incorporating evidence and reasoning into well-constructed paragraphs and essays
- Let's Go Learn assessments show a specific need need to develop academic vocabulary usage in speaking and writing
- We only have 2 years from elementary school to High School to prepare our students for A-G expectations

[View Test Results](#)

[Search / Compare Results](#)

[Understanding Results](#)

[Performance Trend Reports](#)

[Research Files](#)

[Back to Test Results at a Glance](#)

[Print Test Results](#)

[Get Research Files](#)

Detailed Test Results for: School: Hilliard Comstock Middle

CDS Code: 49-70920-6068977 | County: Sonoma | District: Santa Rosa High

SUMMARY REPORT

[CHANGE OVER TIME](#)

Report Options

Year:

2018-19

Student Group:

All Students (Default)

School Type:

All Schools

[Apply Selections](#)

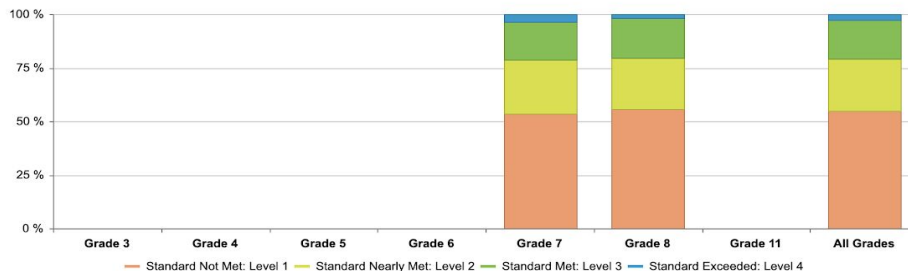
PLEASE NOTE: Achievement level percentages in the same subject can be compared within grade levels, with adjacent grades, and from one year to another. Note that schools made up of differing grade levels should be compared with caution.

To learn more about the results displayed below, please visit the [Understanding Results](#) page.

2018-19 Detailed Test Results

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



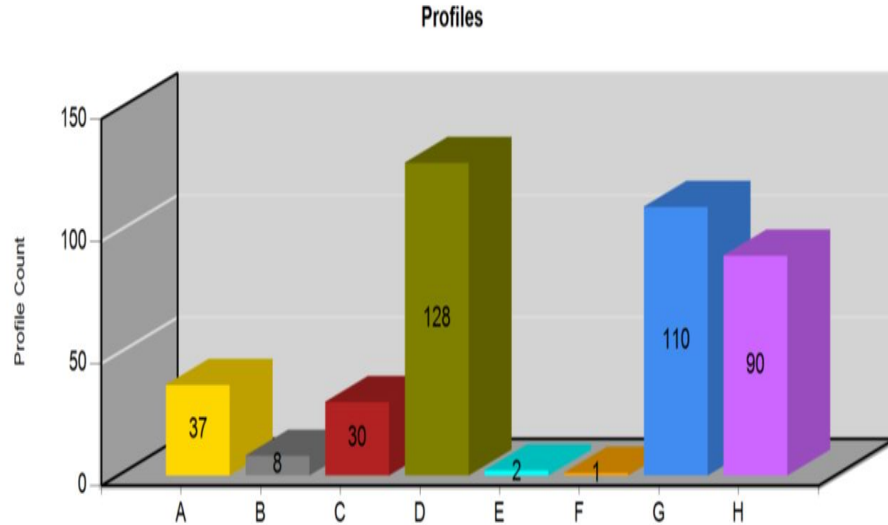
In order to protect student privacy, an asterisk () will be displayed instead of a number on test results where 10 or fewer students had tested. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.*

[English Language Arts/Literacy Achievement Level Descriptors](#)

[Data Detail - All Students \(accessible data\)](#)

What does this data tell us?

Inquiry Cycle Phase 1: Analyze Evidence



Profiles	Decoding	Vocabulary	Comprehension
A	Low	Low	Low
B	Low	Med-High	Low
C	Med-High	Med-High	Low
D	Med-High	Low	Low
E	Low	Low	Med-High
F	Low	Med-High	Med-High
G	Med-High	Low	Med-High
H	Med-High	Med-High	Med-High

Inquiry Cycle Phase 2: Determine Focus

- How can Comstock provide collaborative instructional practices that help students increase literacy especially in Academic Vocabulary development, writing and comprehension?
- How can Comstock teachers collaborate among the 4 core subject areas of English, Math, History and Science to provide a cohesive expository writing experience to support student literacy?

Inquiry Cycle Phase 2 Determine Focus:

5 Year Implementation

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Survey staff & students and study CCSS to determine focus: Depths of Knowledge levels 3 & 4. This led to us realizing that providing students with support in claims/evidence and reasoning strategies in speaking & writing would provide a strong foundation in depth of knowledge standards.	Developed Claims, Evidence & Reasoning Implementation Plan including goals, actions and assessments. Discussed need for Structured Academic conversations to support writing: Reciprocal Teaching; Fishbowl; Socratic Seminar All 4 subject areas on board; TOSA pushes out weekly lessons; training and rubric calibration	Literacy TOSA trained teachers in Step Up to Writing as a writing model for paragraphs and essays. Literacy TOSA also collected resources to support classroom discussions; Tech TOSA trained teachers in Google Classroom to create seamless transition in all core classes.	Extend lessons to two week period to support more research & discussion on topics; provide more practice for students in speaking and then writing. Extended evidence based paragraph writing to school-wide evidence based ESSAY writing. Literacy TOSA developed common formative assessments that mirror SBAC. Shifted entirely to paperless with Google Classroom	Keep two week units but go back to evidence based paragraphs with quarterly essays. Incorporate more lessons using CER in other assignment formats in all core classes.
	Develop CER rubric & plan to use SERP*; test rubric & assessment calibration in English classes only Evaluate assessment benchmarks: LGL, CAASP, Refine Rubric	Use LGL information as summative assessment; rubric calibration. Moved CER goal to evidence based paragraph. Created assessments in English.	Collect evidence of student work as models for rubric scores. Refined rubric to reflect all core subject area literacy assessment.	Teachers shared student CER work in after-school meetings to facilitate discussion around assessment. Literacy TOSA and InnovateEd consultant conducted learning rounds (feedback to follow)

PHASE 3: ACTION

What is SERP?
Stanford
Educational
Research
Project-multi-subj
ect vocabulary
and expository
writing by grade
level

Word Generation

UNIT 1.23

accountable | disseminate | constant | inappropriate | legal

This week's issue:

EXPLICIT PHOTOS AND CELL PHONES: ILLEGAL OR JUST RISKY?



Questions for Classroom Discussion:

- What inappropriate thing did Jessica do?
- Who disseminated the picture of Jessica?
- Who is more accountable in a situation like this: the original sender or the person who forwarded the photo without consent? Why?
- What do people opposed to the legal charges against the Cape Cod teenagers argue?

Jessica made a mistake. She sent her boyfriend a nude photo of herself using her cell phone. Without her consent, her boyfriend sent the message to other students in their school. An incident like this can be hurtful to the student in the photo. It can make it hard for them to concentrate on schoolwork, and will be a constant reminder of a bad decision.

Sending sexually explicit pictures using a cell phone is sometimes called "sexting." A recent survey showed that one third of teens in the U.S. had sent this kind of inappropriate picture.

It is not just teens that engage in this kind of risky behavior. Anthony Weiner, a popular seventh-term Congressman from New York, sexted a number of women. When the photos were disseminated widely, he was forced to resign from Congress and publicly apologize to his wife.

Sexting can have legal consequences. Depending on the ages of the senders and receivers, they can be charged with disseminating child pornography. In one case, six middle school students on Cape Cod in Massachusetts faced charges for disseminating a photo showing a semi-nude schoolmate. Their parents argued that such charges would be extreme. They said that what began as a teenage mistake should not end up as a criminal charge on their sons' permanent records.

Who is accountable for sexting? Should students involved in sexting be charged as criminals, or should their acts simply be seen as teenage mistakes?

Inquiry Cycle Phase 3: Implementation & Support Literacy Across the Curriculum

SERP
Is an extended school
day the right choice
for U.S. students?

Vocabulary words:

Extend
Radical
Crucial
Attain
Initiative



Monday in English - Push out units and digital outline to Google classroom. Students read and discuss main idea.



Tuesday in History - Students identify their claim create a key/star idea, find evidence and justify reasoning both verbally and in writing .



Wednesday in Math - Create 2nd key idea, find evidence and justify reasoning both verbally and in writing.



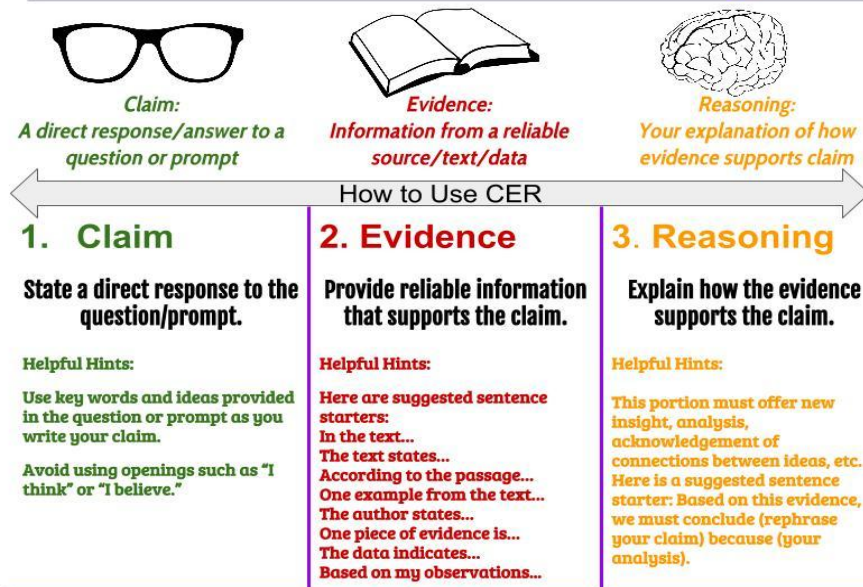
Thursday in Science - Create 3rd key/star idea, find evidence and justify reasoning both verbally and in writing.



Friday in English - Write paragraph and/or turn in detailed outline with 3 pieces of evidence with reasoning.

CER: Evidence-Based Response

CER = Claim + Evidence + Reasoning



More Sentence Starters for Your Reasoning

A logical conclusion we can draw from this evidence is that (rephrase your claim) because (your analysis).

This is important because (explain why in a way that directly relates to the claim).

The fact that (rephrase your evidence) shows that (rephrase your claim) because (your analysis).

This proves that (rephrase your claim) because (your analysis).

Based on this evidence, we conclude (rephrase claim) (analysis).

These facts work together to build a case that (rephrase claim) because (your analysis).

(Rephrase your evidence) matters because (give your reasoning). Thus, (rephrase your claim) because (your analysis).

This (illustration, graph, statistic/etc.) is strong evidence that (rephrase claim) because (your analysis).

Considered together, the fact that (rephrase one piece of evidence), and that (rephrase more evidence), clearly demonstrate that (rephrase claim) because (your analysis).

COMMON
RUBRIC OVER
4 CORE
SUBJECT
AREAS
DEVELOPED
BY TEACHERS

SCAFFOLDS
AND GRADUAL
RELEASE ARE
TEACHING
MODELS

Inquiry Cycle 4: Analyzing Data

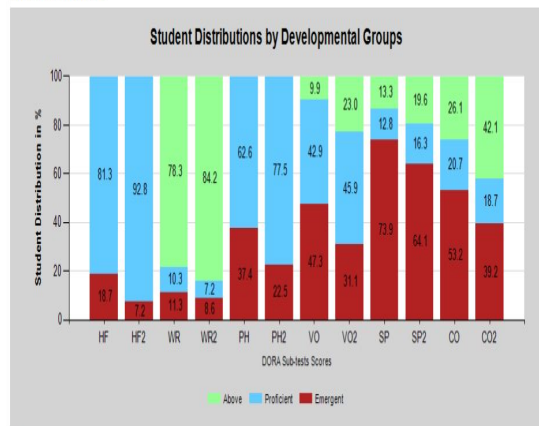
2019

Performance 3-Band Report for DORA K-12

P1) Pre-Test: 8/7/2017 To 10/27/2017 P1 Count: 203 Grade Range: 0 to 7.99

P2) Pre-Test: 4/2/2018 To 5/17/2018 P2 Count: 209 Mode: A

Sites: Hilliard Comstock MS



Status	High-Freq. Words	Word Rec.	Phonics	Spelling	Vocabulary	Comprehension
Above	0.0%	0.0%	78.3%	84.2%	0.0%	0.0%
Proficient	81.3%	82.8%	10.3%	7.2%	77.5%	12.8%
Emergent	18.7%	7.2%	11.3%	8.6%	22.5%	73.9%

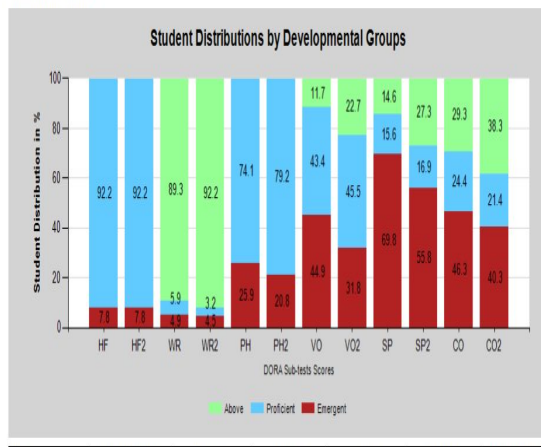
2018

Performance 3-Band Report for DORA K-12

P1) Pre-Test: 8/7/2016 To 10/27/2016 P1 Count: 205 Grade Range: 0 to 7.99

P2) Pre-Test: 4/2/2017 To 5/30/2017 P2 Count: 154 Mode: A

Sites: Hilliard Comstock MS



Status	High-Freq. Words	Word Rec.	Phonics	Spelling	Vocabulary	Comprehension
Above	0.0%	0.0%	89.3%	92.2%	0.0%	0.0%
Proficient	92.2%	92.2%	5.9%	3.2%	74.1%	79.2%
Emergent	7.8%	7.8%	4.9%	4.5%	25.9%	20.8%

2017



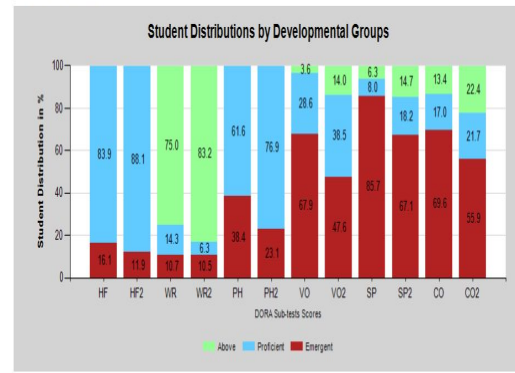
Data Distribution Portal

Performance 3-Band Report for DORA K-12

P1) Pre-Test: 8/7/2015 To 10/27/2015 P1 Count: 112 Grade Range: 0 to 7.99

P2) Pre-Test: 4/2/2016 To 5/30/2016 P2 Count: 143 Mode: A

Sites: Hilliard Comstock MS



Status	High-Freq. Words	Word Rec.	Phonics	Spelling	Vocabulary	Comprehension
Above	0.0%	0.0%	75.0%	83.2%	0.0%	6.3%
Proficient	83.9%	88.1%	14.3%	6.3%	61.6%	76.9%
Emergent	16.1%	11.9%	10.7%	10.5%	38.4%	23.1%

2019: Vocabulary from 51.9% to 68.9% proficient; Comprehension from 45.8% to 60.8% proficient

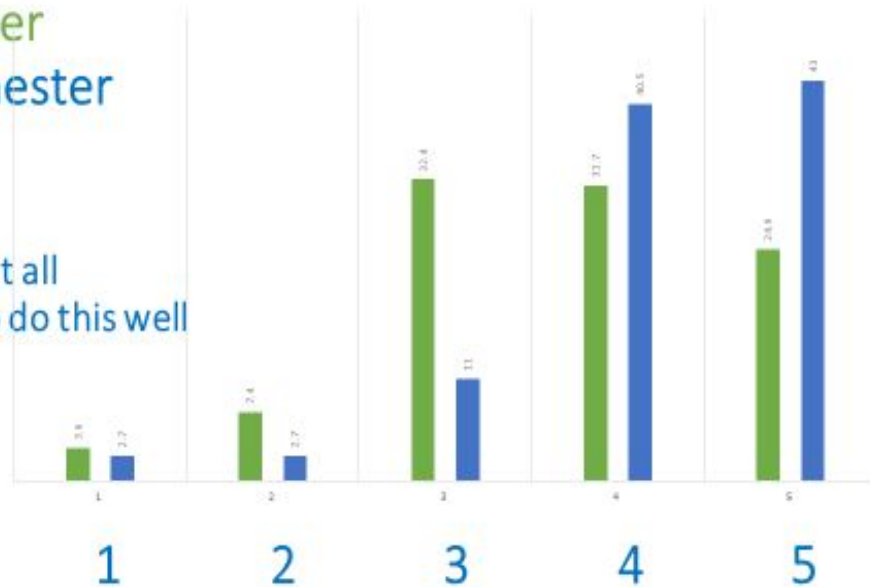
...help students grow academically in
common core skills

How well do you understand how to write an evidence-based paragraph?

First semester

Second Semester

1=I don't know at all
5=I know how to do this well



Discovery

- Students feel confident in their ability to write an evidence-based paragraph and the summative data supports this. We were able to exceed our outcome goals with increased scores.
- Streamlining the assignment by using a digital outline accessible through all Google classrooms has helped increase engagement and turn-in rates.
- Discussion of complex SERP topics like cloning, genetic testing, and green technologies is helping build our students' critical thinking skills as well as enriching their vocabularies. This may be a reason for the strong improvement in school wide assessments.

Learning Rounds

Visible Evidence of Student Learning

- Students engaged in SERP
- Students identify evidence through "source."
post-its, highlighters, graphic organizers
- Students support a claim or develop
their own claims + reason why
- Students collaborate with partner(s)
through deliberate conversations
w/ use of academic vocab. + reasoning
ie domain specific, "because"

Any barriers to meet your goals?

- Loss of TOSAs did a lot of the work along with administration and consultant and we will cut their positions next year
- We used Common Planning Time to facilitate professional development and that will sunset next year (after school extended day pay)
- InnovateEd consultant will most likely not be with us; used their support for the past 5 years

Next Steps for 2020-2021

- Continue training for new teachers
- Ensure SAI and GEN ED classes (including co-taught classes) are providing grade level instruction)
- Continue to incorporate more structured academic speaking into the process
- Adapt modified rollout for 7th grade
- Calibrate using rubric school-wide and use evidence of learning to guide instruction
- Develop a plan for Learning Rounds
- Continue to venture outside of the SERP environment to identify and use Claims/Evidence/Reasoning opportunities in subject area materials; how can school-wide improvements result in increased state-wide test scores?