Rockway Elementary School

2015-16 School Improvement Plan

Rockway Elementary School

2790 SW 93RD CT, Miami, FL 33165

http://rockwayelementary.dadeschools.net/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	80%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	B

*Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

It is the mission of Rockway Elementary School in unity with all stakeholders to empower the students to become critical thinkers, productive citizens, and caring individuals. This mission will be accomplished by providing challenging educational experiences based on high academic standards in a nurturing environment.

Provide the school's vision statement

Rockway Elementary School is a beacon of light that guides our students to be life-long learners and active participants in creating a better future.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

All teachers take collective responsibility for students' success, work together to unify instruction, and help students learn across all areas. The teachers infuse the content knowledge as applicable, including but not limited to the history of the holocaust, history of African Americans, the contributions of Hispanics and Women to our country, the sacrifices of Veterans and Haitian Heritage.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Rockway Elementary supports a shared responsibility for student success through the involvement of students, staff, families, and the community. We establish a safe, supportive, respectful and productive learning environment for all students and staff by celebrating diversity as an essential asset for learning. We also have a dedicated counseling team for whole group presentations focusing on character education, small group counseling based on identified student need, and individual counseling based on referral or need.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Rockway Elementary follows the Code of Student Conduct (COSC) as set by Miami-Dade County Public Schools in order to promote and maintain a safe learning environment teachers and staff model and practice each of the behavioral expectations throughout the year. The District Core Values which includes Citizenship, Cooperation, Fairness, Honesty, Integrity, Kindness, Pursuit of Excellence, Respect, and Responsibility are incorporated into the curriculum. One value is emphasized each month through morning announcements, classroom presentations, small group discussions, and/or parent conferences. These values are also highlighted in the monthly calendar and during activities conducted throughout the school. Additionally, the Administrators promote the Core Values and established a monthly student of the month program which recognizes students caught modeling good values The school counselor visits all classrooms to present the values and give examples of ways in which they can be displayed in and out of school.
Teachers follow progressive discipline with established protocols for all disciplinary incidents. Clear

behavioral expectations are shared with all students via assemblies, school-wide signs, parent meetings and letters, Connect Ed messages and morning announcements.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Administrators engage with the school counselor and social worker to assist in providing a differentiated delivery of services based on student and/or school need. A School Discipline Committee is in place to address alternatives to suspension. Disciplinary actions include but are not limited to: removal of privileges, denial/non-participation in school/extracurricular activities and detentions. Students with excessive unexcused absences will be referred to the counselor or Community Involvement Specialist who will meet with the student's parents to address our concerns. Parent Workshop Meetings are held to develop strategies and goals to help improve student attendance.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Administrators, school counselor and school psychologist meet on a regular basis to analyze data and identify students who have attendance, behavioral or academic concerns. Students are moved through the multi-tiered system of supports in all areas as needed. Some of the indicators reviewed include:
1. Retention
2. Excessive Absences (Excused & Unexcused)
3. Excessive Tardies
4. Three (3) or more Disciplinary Referrals
5. D or F in a Core Subject
6. ELL six semesters or more
7. iReady score
8. FCAT Levels 1 or 2 (Science)
9. SAT Stanine (1,2,3,4) or lower than 50th Percentile on the Reading or Math Subtest of the Stanford Achievement Test
9. Promotion to Grade 4 based on Good Cause

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	7	3	11	0	2	6	29
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	3	8	3	2	2	3	21
Level 1 on statewide assessment	2	7	10	0	4	19	42

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	**1**	**2**	**3**	**4**	**5**	
Students exhibiting two or more indicators	6	7	5	2	7	2	29

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Rockway Elementary uses various early warning indicators based on readily accessible data which help promote student success. We systematically collect data on academic performance in diverse assessments and utilize all available information to look for patterns and identify school climate issues that may contribute to possible issues related to low academic performance. Students are generally identified as working above, at (proficient), or below grade level. Administrators and teachers conduct ongoing progress monitoring and data chats to identify and help develop individualized plans for students in jeopardy of failing and for every student to ensure academic, social, and behavioral success. Students who are retained also receive individual and/or group counseling. Students scoring below proficiency levels on standardized assessment are monitored and provided additional assistance in core subjects. Differentiated Instruction is provided at all grade levels for both reading and mathematics. Parent meetings are held to develop strategies and goals to help improve student attendance.

Rockway Elementary follows the Code of Student Conduct (COSC) as set by Miami-Dade County Public Schools in order to promote and maintain a safe learning environment free from disruptions that interfere with teaching and learning activities. In addition, a school-wide discipline plan is implemented. The District Core Values which include Citizenship, Cooperation, Fairness, Honesty, Integrity, Kindness, Pursuit of Excellence, Respect, and Responsibility are incorporated into the curriculum. One value is emphasized each month through morning announcements, classroom presentations, small group discussions, and/or parent conferences. These values are also highlighted in the monthly calendar and during activities conducted throughout the school. Additionally, the administrators promote the core values and established a monthly student of the month program which recognizes students caught modeling good values. Teachers follow progressive discipline with established protocols for all disciplinary incidents. Clear behavioral expectations are shared with all students via assemblies, school-wide signs, parent meetings and letters, Connect Ed messages as well as, morning announcements.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Rockway Elementary is a Title I school and will be using the Parental Involvement Plan. (Online PIP)

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Rockway Elementary strives to involve all families and community partners. The entire staff works towards building strong external relationships by working with parents and community businesses as partners in helping students learn. We create a welcoming environment for all parents and community business leaders by greeting them warmly when they call or visit the school. Staff members maintain regular, open communication with parents about how they can assist their children at home. There is a common understanding that teachers and parents are partners in the education and must work collaboratively to increase student learning. Every effort is made to ensure parents are active participants in their child's schooling. Parents are encouraged to volunteer their time to support the school.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Barreira, Mayra	Principal
Mitha-Ochoa, Sharika	Teacher, K-12
Rodriguez, Damaris	Teacher, K-12
Villanueva, Haydee	Assistant Principal
Bon, Lydia	Teacher, K-12
Jimenez , Mabel	Teacher, K-12
Camaraza, Rosa	Guidance Counselor
Marchante, Barbara	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Tier 1(Leadership Team)
Administrators, Mayra Barreira and Haydee Villanueva and the counselor will schedule and facilitate regular RtI meetings, ensure attendance of team members, follow up of action steps and allocate resources. In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving
• School reading, math, science, and behavior specialists - S. Mitha-Ochoa, M. Rossie, E. Hewitt
• Special education personnel- E. Scheneider, I. Estevez, N. Florian, J. Abreu
• School guidance counselor- Rosa Camaraza
• School psychologist - Tara Calvani
• School social worker - Rosa Almond
• Behavioral Management Therapist - Sofia Larraz
• Members of advisory group, community stakeholders and parents
In addition to Tier 1 problem solving, the Leadership Team members will meet periodically every quarter to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2
The Principal, Assistant Principal, Counselor, and ESOL Teacher will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected classroom teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST
The Tier 2 Team in addition to the school psychologist, social worker and parent/guardian make up
the Tier 3 SST Problem Solving Team.

***Describe the process through which school leadership identifies and aligns all available
resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students
and maximize desired student outcomes. Include the methodology for coordinating and
supplementing federal, state and local funds, services and programs. Provide the person(s)
responsible, frequency of meetings, how an inventory of resources is maintained and any
problem-solving activities used to determine how to apply resources for the highest impact***

Rockway Elementary's MTSS/RtI is an extension of the school's Leadership Team, strategically
integrated in order to support the administration through a process of problem solving as issues and
concerns arise through an ongoing, systematic examination of available data with the goal of
impacting student achievement, school safety, school culture, literacy, attendance, student social/
emotional well-being, and prevention of student failure through early intervention.
Title I, Part A
Rockway Elementary provides services to ensure students requiring additional remediation are
assisted through extended learning opportunities (in-school tutoring and/or after-school tutoring). The
district coordinates with Title I and Title III in ensuring staff development needs are provided. Support
services are provided to students. School based, Title I funded Community Involvement Specialists
(CIS), serve as a bridge between the home and school through home visits, telephone calls, school
site and community parenting activities. The CIS schedules meetings and activities, encourages
parents to support their child's education, provide materials, and encourage parental participation in
the decision making processes at the school site. Teacher leaders develop, lead, and evaluate school
core content standards/ programs; identify and analyze existing literature on scientifically based
curriculum/behavior assessment and intervention approaches. They identify systematic patterns of
student needs while working with district & region personnel to identify appropriate, evidence-based
intervention strategies; assist with whole school screening programs that provide early intervening
services for children to be considered "at risk;" assist in the design and implementation for progress
monitoring, data collection, and data analysis; participate in the design and delivery of professional
development; and provide support for assessment and implementation monitoring. Other components
that are integrated into the school wide program include a Parent Resource Room and hourly
personnel to assist with meeting the needs of each subgroup.
Title I, Part C- Migrant
The District Migrant Liaison coordinates with Title I and other programs and conducts a
comprehensive needs assessment of migrant students to ensure that the unique needs of migrant
students are met.
Title I, Part D
The District receives funds to support the Educational Alternative Outreach program. Services are
coordinated with the District.
Title II
N/A
Title III
These funds are used to support and enhance the programs for English Language Learners (ELL)
and immigrant students by providing funds to implement and/or provide:
• Tutorial programs (K-5) before and after school.
• CASTA Enrichment program before school for ELL whom have been in the country for less than two
years.
The above services will be provided should funds become available for the 2015 - 2016 school year
and should the FLDOE approve the application.
Title VI, Part B – N/A
Title X- Homeless
Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled,

Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

Supplemental Academic Instruction (SAI)

Rockway Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation. SAI funds will be coordinated with Title I funds to provide summer school for Level 1 retained students

Violence Prevention Programs

Rockway Elementary offers the DARE Program, a non-violence and anti-drug program to fifth grade students with activities and counseling to promote citizenship and team building.

Nutrition Programs

Rockway Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after school care snacks, follows the Healthy Food Service Program, school breakfast, school lunch, and after school care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start – N/A

Adult Education –N/A

Career and Technical Education – N/A

Job Training – N/A

Other –

Rockway Elementary offers Health Connect in Our Schools (HCiOS) a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds. HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program. We involve parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School- Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in September. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Mayra Barreira	Principal
Mabel Jimenez	Teacher
Marcy Zbik	Teacher
Diana Oshesky	Teacher
Damaris Fernandez	Teacher
Zena McCain	Teacher
Melva Garcia	Education Support Employee
Rosa Herrera	Parent
Annette Reyes	Parent
Michelle Palau	Parent
Michelle Palau	Parent
Regla Varela	Parent
Rhonda Smith	Business/Community
Melissa Aguiar	Student
Vanessa Carrasco	Parent
Jose Perez	Business/Community
Leidy Padron	Business/Community
Jennifer Romeu	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

At Rockway Elementary the SAC was involved in the following various activities as required by section 1001.452(2) Florida Statutes. The SAC continuously discussed the School Improvement Plan making various materials available to increase student achievement.

Development of this school improvement plan

The purpose of the Rockway Elementary Educational Excellence School Advisory Council is to work to ensure improved student achievement. One of the ways the Council will do this is by preparing and evaluating the School Improvement Plan as required by Section 229.591 F.S., Comprehensive Revision of Florida's System of School Improvement and Education Accountability.

Preparation of the school's annual budget and plan

Funds will be used to buy additional student enhancement materials for reading and mathematics as well as incentives and rewards for attendance and behavior. The approximate amount allocated for reading enhancements will be $500.00 allocating an approximate amount of $1,400 for technology enhancements.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The projected use of $1,932 of the school improvement funds include purchasing printer ink cartridges and technology upgrades in order to continue integrate technology in the Mathematics and Science classrooms.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Rodriguez, Damaris	Teacher, K-12
Mitha-Ochoa, Sharika	Instructional Media
Barreira, Mayra	Principal
Villanueva, Haydee	Assistant Principal
Bon, Lydia	Teacher, K-12
Camaraza, Rosa	Guidance Counselor
Jimenez , Mabel	Teacher, K-12
Marchante, Barbara	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year is to ensure the full implementation of the Common Core Standards. Vertical Teams will be organized to provide a seamless K-5 integrated curriculum. Additionally, this year we will expand the use of the Renaissance Learning STAR program, iReady, myOn and Reflex math as a means to document and track student progress and effectiveness of the implemented interventions.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Rockway Elementary School strives to ensure collaboration amongst teachers. All teachers work collaboratively to promote professional growth. Teachers are active partners in school improvement, committed to the school and focused on professional development and growth. Furthermore, they share a sense of responsibility for student development, school improvement and professional growth. They are supportive and respectful of one another, personally and professionally. Teachers at Rockway Elementary are provided opportunities to participate in high quality professional development opportunities and professional growth. The Administration and Leadership Team are both responsible for interviewing highly qualified, certified in-field individuals when recruiting applicants for open positions at Rockway Elementary School. In order to retain teachers, new teachers will be mentored and will participate in regular dialogue sessions.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Rockway Elementary has established partnerships with Florida International University and Miami-Dade College in order to recruit and retain highly qualified, certified-in-field, effective teachers.The school provides internships and field experience placement for college student teachers provided by Clinical Education Qualified teachers. In addition, our school provides professional development through teacher leaders arranged by the school-based PD Liaison.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teachers are partnered with veteran teachers. Regular monthly professional learning activities focus on development and alignment of instructional activities. Instructional coaches work with new teachers and model lessons. Common Planning time fosters an environment of support. Additionally, veteran teachers will review school board policies and procedures, assist with curriculum planning and writing lesson plans, and guide through various procedures for school activities, field trips and testing.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

At Rockway Elementary School classes are interactive and engaging in order to aid students in building and applying knowledge. Instruction is clear, aligned across grade levels and well structured following and the district's pacing guide.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Rockway Elementary School uses data-driven decision making in order to gather data to ensure that the students are meeting our purpose and vision in order to guarantee that every student learns and is successful. The school's MTSS/RtI Leadership Team collaborates monthly to analyze data such as Thinkgate and PMRN Reports and link it to instructional decisions and review progress monitoring data at the grade level and classroom level to recognize students who are meeting/exceeding benchmarks. Based on the following information, the leadership team will provide professional development and resources necessary to carry out effective interventions. The team collaborates regularly to resolve problematic issues, share efficient practices, assess implementation, execute choices, and practice new processes and skills. The team also supports the process of building consensus, increasing communications, and managing decisions about implementation. The team provides a common vision for the use of data-based decision making to include CELLA and District Interim Assessments; establishes that the school-based team is implementing MTSS/RtI; conducts assessments of MTSS/RtI skills; ensures implementation of intervention, support, and documentation; determine adequate professional development to support MTSS/RtI implementation; and communicates with parents regarding school- based MTSS/RtI plans and activities. They collaborate with teachers to verify that the intervention plan devised is appropriate to the needs of the targeted student or students. The Principal and Assistant Principal ensure that the team process and decisions are implemented in accordance with the goals and desired outcome of the team and the evidence-based strategies chosen. The Counselor offers quality services and expertise on areas of

concern ranging from outlining a plan to assisting individual students with assessment and interventions. In addition to providing interventions, student services personnel continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 55,500

Students Identified as Tier 2 and/or the lowest 25% in grades K-5 will be provided with one half hour daily reading intervention. Additionally, through Title III there will be reading and mathematics tutorials available for 3-5 grade ELL students in reading and mathematics. A partnership with Florida International University will provide an added two hours per week of tutoring for emergent readers in grades two and three. Through the Title III CASTA Program we will also provide a cultural engagement program two hours per week for six weeks to engage students with enrichment activities.

Strategy Rationale

In order to facilitate this, the students participating in the reading and math tutorials through the Title III funding will participate voluntarily in before and/or after school tutorial sessions. Students participating in the Florida International University tutoring program will also attend voluntarily on Tuesday and Thursday afternoons for one hour tutoring sessions. Students participating in the CASTA program through the Title III funds will be provided with a six week cultural engagement program voluntarily before or after school.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Barreira, Mayra, mbarreira@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The effectiveness of the programs provided will be monitored through benchmark assessment data, Interim Assessments, as well as both formative and summative assessments.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The Title I Program will assist with providing young children with a variety of meaningful experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.
In order to assist in the transition of Pre-K students into Kindergarten Rockway Elementary provides parents with the opportunity to visit our Kindergarten program and receive information or skills needed for a smooth transition. All incoming Kindergarten students are assessed upon entering

Kindergarten in order to ascertain individual and group needs and to assist in the development of constructive instructional/intervention programs. Students are assessed using the Florida Kindergarten Readiness Screener (FLKRS) composed of ECHOS and IDEL. The teachers also use a teacher-made kindergarten readiness screening to identify basic skills such as print/letter knowledge and level of phonological awareness/processing. In addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development. Informal teacher assessments/surveys will be used to determine social/emotional development. All data gathered will be used to plan academic as well as social skills instruction. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

.

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   We will increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. We will increase student achievement by improving core instruction in all content areas. `1a`

🔍 G070740

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - SWD	
AMO Math - ELL	
AMO Math - SWD	

Resources Available to Support the Goal `2`

- Mathematics: i-Ready, Reflex Math, Think Central, Quizmos, task cards, after school tutoring

- Science: Discovery Learning, NBC Learn, ScienceSaurus Handbooks, Lab Kits

- Social Science: Time for Kids, National Geographic

- Technology: iPads, Promethean Boards, Computer Lab, laptop computers

- ELA: i-Ready, Accelerated reader, Imagine Learning, task cards, myOn, thinking maps, after school tutoring

Targeted Barriers to Achieving the Goal `3`

- Evidence of the Gradual Release of responsibility Model (GRRM) is not present.

Plan to Monitor Progress Toward G1. `8`

Monitor student progress using Interim Assessments, data disaggregation and the Florida Standards Assessments or EOCs or the FCAT2.0 for Science

Person Responsible

Mayra Barreira

Schedule

Quarterly, from 9/23/2015 to 4/29/2016

Evidence of Completion

Interim Assessments, data disaggregation and the Florida Standards Assessments or EOCs or the FCAT2.0 for Science

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. We will increase student achievement by improving core instruction in all content areas. 1

🔑 G070740

G1.B1 Evidence of the Gradual Release of responsibility Model (GRRM) is not present. 2

🔑 B184347

G1.B1.S1 Implement the gradual release of responsibility model across all content areas as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student using higher order thinking skills and increased rigor in the curriculum. 4

🔑 S195886

Strategy Rationale

The GRRM will support student achievement in developing critical thinking and complete increasingly complex, grade level appropriate tasks.

Action Step 1 5

Provide professional development across all content areas on the effective implementation of the Gradual Release of Responsibility Model during the faculty meeting.

Person Responsible

Mayra Barreira

Schedule

On 9/23/2015

Evidence of Completion

Meeting agenda, Sign-in sheets, Handouts

Action Step 2 `5`

Teachers across all content areas will implement the Gradual Release Responsibility Model during classroom instruction.

Person Responsible

Mayra Barreira

Schedule

Daily, from 9/24/2015 to 11/2/2015

Evidence of Completion

Classroom visitation logs, Lesson plans, Student data, Data chats

Action Step 3 `5`

Provide additional support in the effective implementation of GRRM to the teachers that were identified by the administrative team, during planning sessions, early release days, and/or through lesson study sessions.

Person Responsible

Mayra Barreira

Schedule

On 10/2/2014

Evidence of Completion

Classroom visitations logs, Teacher observations

Action Step 4 `5`

Provide additional support across all content areas on the effective implementation of the Gradual Release of Responsibility Model during professional learning communities.

Person Responsible

Mayra Barreira

Schedule

Weekly, from 10/14/2014 to 11/2/2015

Evidence of Completion

Agendas, Sign-in sheets, Lesson plans

Action Step 5 `5`

Engage in ongoing monitoring of the implementation of the GRMM strategy to increase student ownership of the learning process.

Person Responsible

Mayra Barreira

Schedule

Monthly, from 9/21/2015 to 4/29/2016

Evidence of Completion

Classroom visitation logs, Teacher observations, Administrative feedback, Implementation plan

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

The fidelity of implementation will be monitored by the administration using various strategies such as classroom observations, monitoring effective lesson planning,data chats, common planning meetings, faculty meeting conversations and grade level meetings.

Person Responsible

Mayra Barreira

Schedule

Weekly, from 9/23/2015 to 4/29/2016

Evidence of Completion

Classroom observations, lesson plans and interim data.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Student work will be reviewed to ensure that the GRRM is being implemented.

Person Responsible

Mayra Barreira

Schedule

Weekly, from 9/23/2015 to 4/29/2016

Evidence of Completion

Meeting agendas, sign-in sheets and lesson study artifacts

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development across all content areas on the effective implementation of the Gradual Release of Responsibility Model during the faculty meeting.	Barreira, Mayra	9/23/2015	Meeting agenda, Sign-in sheets, Handouts	9/23/2015 one-time
G1.B1.S1.A2	Teachers across all content areas will implement the Gradual Release Responsibility Model during classroom instruction.	Barreira, Mayra	9/24/2015	Classroom visitation logs, Lesson plans, Student data, Data chats	11/2/2015 daily
G1.B1.S1.A3	Provide additional support in the effective implementation of GRRM to the teachers that were identified by the administrative team, during planning sessions, early release days, and/or through lesson study sessions.	Barreira, Mayra	10/1/2014	Classroom visitations logs, Teacher observations	10/2/2014 one-time
G1.B1.S1.A4	Provide additional support across all content areas on the effective implementation of the Gradual Release of Responsibility Model during professional learning communities.	Barreira, Mayra	10/14/2014	Agendas, Sign-in sheets, Lesson plans	11/2/2015 weekly
G1.B1.S1.A5	Engage in ongoing monitoring of the implementation of the GRMM strategy to increase student ownership of the learning process.	Barreira, Mayra	9/21/2015	Classroom visitation logs, Teacher observations, Administrative feedback, Implementation plan	4/29/2016 monthly
G1.MA1	Monitor student progress using Interim Assessments, data disaggregation and the Florida Standards Assessments or EOCs or the FCAT2.0 for Science	Barreira, Mayra	9/23/2015	Interim Assessments, data disaggregation and the Florida Standards Assessments or EOCs or the FCAT2.0 for Science	4/29/2016 quarterly
G1.B1.S1.MA1	Student work will be reviewed to ensure that the GRRM is being implemented.	Barreira, Mayra	9/23/2015	Meeting agendas, sign-in sheets and lesson study artifacts	4/29/2016 weekly
G1.B1.S1.MA1	The fidelity of implementation will be monitored by the administration using various strategies such as classroom observations, monitoring effective lesson planning,data chats, common planning meetings, faculty meeting conversations and grade level meetings.	Barreira, Mayra	9/23/2015	Classroom observations, lesson plans and interim data.	4/29/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. We will increase student achievement by improving core instruction in all content areas.

G1.B1 Evidence of the Gradual Release of responsibility Model (GRRM) is not present.

G1.B1.S1 Implement the gradual release of responsibility model across all content areas as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student using higher order thinking skills and increased rigor in the curriculum.

PD Opportunity 1

Provide professional development across all content areas on the effective implementation of the Gradual Release of Responsibility Model during the faculty meeting.

Facilitator

Laura Perez

Participants

Instructional Staff

Schedule

On 9/23/2015

PD Opportunity 2

Teachers across all content areas will implement the Gradual Release Responsibility Model during classroom instruction.

Facilitator

Laura Perez

Participants

Instructional Staff

Schedule

Daily, from 9/24/2015 to 11/2/2015

PD Opportunity 3

Provide additional support across all content areas on the effective implementation of the Gradual Release of Responsibility Model during professional learning communities.

Facilitator

Laura Perez

Participants

Instructional Staff

Schedule

Weekly, from 10/14/2014 to 11/2/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. We will increase student achievement by improving core instruction in all content areas.

G1.B1 Evidence of the Gradual Release of responsibility Model (GRRM) is not present.

G1.B1.S1 Implement the gradual release of responsibility model across all content areas as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student using higher order thinking skills and increased rigor in the curriculum.

PD Opportunity 1

Provide additional support in the effective implementation of GRRM to the teachers that were identified by the administrative team, during planning sessions, early release days, and/or through lesson study sessions.

Facilitator

Laura Perez

Participants

Instructional Staff

Schedule

On 10/2/2014

Budget

Budget Data

1	G1.B1.S1.A1	**Provide professional development across all content areas on the effective implementation of the Gradual Release of Responsibility Model during the faculty meeting.**				**$0.00**
2	G1.B1.S1.A2	**Teachers across all content areas will implement the Gradual Release Responsibility Model during classroom instruction.**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	510-Supplies	4721 - Rockway Elementary School	School Improvement Funds		$500.00
			Notes: Purchase of Library books for intermediate grades			
3	G1.B1.S1.A3	**Provide additional support in the effective implementation of GRRM to the teachers that were identified by the administrative team, during planning sessions, early release days, and/or through lesson study sessions.**				**$0.00**

Budget Data

4	G1.B1.S1.A4	**Provide additional support across all content areas on the effective implementation of the Gradual Release of Responsibility Model during professional learning communities.**				**$0.00**
5	G1.B1.S1.A5	**Engage in ongoing monitoring of the implementation of the GRMM strategy to increase student ownership of the learning process.**				**$1,432.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	510-Supplies	4721 - Rockway Elementary School	School Improvement Funds		$1,432.00
			Notes: Tecnological upgrades to assist in implementing and achieving the School Improvement Goal.			
					Total:	**$1,932.00**