

# Rockway Elementary School



# 2017-18 Schoolwide Improvement Plan

## Rockway Elementary School

2790 SW 93RD CT, Miami, FL 33165

<http://rockwayelementary.dadeschools.net/>

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	A*	A

*\*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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	9
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	14
<b>8-Step Planning and Problem Solving Implementation</b>	<b>18</b>
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	20
<b>Appendix 1: Implementation Timeline</b>	<b>25</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>26</b>
Professional Development Opportunities	26
Technical Assistance Items	27
<b>Appendix 3: Budget to Support Goals</b>	<b>27</b>

## 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Rockway Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

##### b. 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.

#### 2. School Environment

##### a. 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.

##### b. 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.

##### c. 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) 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. In addition, the School-Based Alternatives to Suspension Plan is in place. Rockway Elementary has implemented school-wide intervention strategies as alternatives for suspension. The strategies include the Student-of-the-Month program, The Do The Right Thing Program, The Youth Crime Watch Program, the Let's Talk Counselor On Duty Program and the Ten Step Disciplinary Action Plan. The Student-of-the-Month program emphasizes model behavior, focuses on prevention and solution thereby creating a positive school climate. Each month a character value is introduced and presented to the students as part of the Values Matter Miami program via Nearpod. A student who demonstrates that month's character value is nominated by their teacher as the Student-of-the-Month. Students are recognized for their outstanding behavior on the morning announcements. Students receive a certificate, pencil and their

picture is taken to be posted on our school's Student-of-the-Month Bulletin board. The Do The Right Thing program provides all staff members the opportunity to nominate a student who has demonstrated a righteous act. The staff who nominates the student will write four sentences explaining the reasons for the student's nomination. The nominated student receives a t-shirt with the Do the Right Thing logo, a letter of recognition signed by the Chief of Police, a certificate with their full name, a bumper sticker indicating the student was chosen for the DTRT program and a coupon for free pizza. This program is sponsored by the Miami Police Department. The Youth Crime Watch (YCW) program implemented in our location trains students in decision making. YCW program fosters a safe school wide environment impacting students' well-being through awareness. The program is implemented via YCW presentations, safety projects, YCW meetings, assemblies, rallies and special events. The students learn about drug prevention, crime prevention, character education, bullying and cyber-bullying prevention, personal safety, online safety, anger management, and more. The Let's Talk Counselor on Duty program allows the opportunity to serve the students, parents and stakeholders with a personal approach and an authentic relationship. The school counselor provides in-school individual counseling, group counseling, classroom discussions and presentations about Values Matter Miami, career orientation, social and personal skills facilitating the development of students character. The school counselor applies conflict resolution, peer mediation, anger management, and solution focus techniques. The Ten Step disciplinary plan is an alternative to outdoor suspension. Our school uses these activities both in isolation and collaboratively.

- Instructional staff warns the student
- Teacher conference with the student
- Teacher notifies the parents (telephone or written note) and record it in the parent contact log.
- Referral to Student Services
- Conference with student
- Conference with parent
- Individual and/or Group Counseling

Teachers will implement the Ten Step Discipline Plan to correct negative behaviors 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.

**d. 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. Teachers can refer students to counselors and forms are available for parents to request.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Administrators, the school counselor and the 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. 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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	4	4	11	5	6	0	0	0	0	0	0	0	31
Level 1 on statewide assessment	0	7	4	13	14	30	0	0	0	0	0	0	0	68

**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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	8	5	8	14	26	0	0	0	0	0	0	0	61

**c. 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. Rockway has established an Attendance Review Committee (ARC) which meets periodically to target students with attendance and tardy issues. We systematically collect data on academic performance in various 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 assessments are monitored and are provided with additional assistance in core subjects and will be provided with Tier 2 Intervention. Students receive Differentiated Instruction in Tier I within RtI and Tier 2 students also receive 30 minutes of intervention outside of the 90 minute reading and language arts block. Differentiated Instruction is provided at all grade levels for reading and math. 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. Each month a character value is introduced and presented to the students as part of the Values Matter Miami program via Nearpod. The District Values Matter Miami include Citizenship, Cooperation, Fairness, Honesty, Integrity, Kindness, Pursuit of Excellence, Respect, and Responsibility are incorporated into the curriculum. Additionally, the administrators promote the core values and establish a monthly student of the month program which recognizes students observed modeling good values. Teachers will implement and follow the Ten Step Discipline Plan to correct



negative behaviors 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.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

### 1. 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.

#### a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

##### 1. PFEP Link

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

##### 2. Description

Rockway Elementary School will work together with families to support learning where children are not just better prepared to succeed in school but throughout life. At Rockway Elementary we recognize that a child's education is a responsibility shared by the school and family. Although parents come to school with diverse backgrounds, primary languages, and needs, they want their children to be successful in school. Through the collaboration of our school's Parent Teacher Association(PTA), our Title I Liaison, parents, teachers, students, community leaders and administrators work together to enhance parental involvement and recognize the needs of students and families in our school's community. The Educational Excellence School Advisory Council (EESAC) of our school brings together all stakeholders and involves them in an authentic role in decisions which affect instruction and the delivery of programs.

### 2. 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 by providing additional resources, school supplies and incentives. 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 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.

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Vigoa, Denise	Principal
Rodriguez, Damaris	Teacher, K-12
Marchante, Barbara	Teacher, K-12
Thompson, Shante	Assistant Principal
Guerra, Angela	Teacher, K-12
Mejia, Jennifer	Teacher, K-12
Mitha-Ochoa, Sharika	Teacher, K-12
Navarro, Lisbeth	Teacher, K-12
Perez, Laura	Teacher, K-12
Tables, Danielle	Teacher, PreK
Interian, Susana	School Counselor

## b. Duties

### ***1. 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, Denise Vigoa and Shante Thompson and the counselor, Susanna Interian will schedule and facilitate regular Rtl 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, M. Jimenez, and Cassie Elias
- Special education personnel- E. Scheneider, I. Estevez, J. Ferrare, S. Coego
- School guidance counselor- S. Interian
- School psychologist - Carolina Correa
- School social worker - Rocio Lopez
- Behavioral Management Therapist - Cassie Elias
- Members of advisory group, community stakeholders and parents

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically 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.

### ***2. 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 Specialist (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 administration and district 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.

#### 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 before and after school for grades 3-5.

The above services will be provided should funds become available for the 2017 - 2018 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.

#### Violence Prevention Programs

Rockway Elementary offers the Do the Right Thing Program, the Youth Crime Watch program and 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.

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.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Denise Vigoa	Principal
Mabel Jimenez	Teacher
Marcy Zbik	Teacher
Damaris Fernandez	Teacher
Zena McCain	Teacher
Rosa Herrera	Parent
Michelle Palau	Parent
Rhonda Smith	Business/Community
Vanessa Carrasco	Parent
Leidy Padron	Business/Community
Diana Oshesky	Teacher
Dr. Susanna Interian	Education Support Employee
Felicia Ojeda Martin	Education Support Employee
Mayte Gonzalez	Education Support Employee
Grethel Espinales	Parent
Isabel Perez	Parent
Gabriel Buchillon	Student
Kamila Rojano	Student
Yurel Perez	Business/Community
Laura Perez	Teacher

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

*a. 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.

*b. 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.

*c. 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.

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

During the 2016-2017 school year the school improvement funds were used towards the purchase of a student computer for the Media Center Lab, student home learning folders and pencils. All purchases were made with approval of the EESAC where quorum was established and a consensus was reached.

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Rodriguez, Damaris	Teacher, K-12
Mitha-Ochoa, Sharika	Instructional Media
Marchante, Barbara	Teacher, K-12
Guerra, Angela	Teacher, K-12
Thompson, Shante	Assistant Principal
Vigoa, Denise	Principal
Mejia, Jennifer	Teacher, K-12
Navarro, Lisbeth	Teacher, K-12
Perez, Laura	Teacher, K-12
Tables, Danielle	Teacher, PreK
Interian, Susana	School Counselor

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The major initiatives of the LLT this year is to ensure the full implementation of the Florida Standards. Vertical Teams will be organized to provide a seamless K-5 integrated curriculum. Additionally, we

will use Accelerated Reader, iReady, MyOn and Reflex math as a means to document and track student progress and effectiveness of the implemented interventions with a focus on increasing student engagement.

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

### 1. 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. Grade levels meet weekly to problem solve concerns within their grade levels and plan respectfully. 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.

### 2. 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, the University of Miami 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 professional learning communities arranged by the school-based PD Liaison.

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

Rockway Elementary will participate in the district sponsored Mentoring and Induction for New Teachers (MINT) program if applicable and/or necessary. MINT is a three-year comprehensive induction program designed to assist and retain new teachers by providing high quality professional development opportunities that will enable teachers to enhance student learning and increase student achievement. The program is aligned with the Florida Educators Accomplished Practices (FEAP) and will provide sustained support by enlisting veteran school, regional and district educators to mentor, coach and guide new teachers.

New teachers are partnered with veteran teachers based on teacher area of need as identified by administration. Regular monthly professional learning activities focus on development and alignment of instructional activities. Administration, liaisons and grade level chairs works with new teachers and model lessons. Common Planning time also 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. Teachers will also participate in professional learning communities through New Educator Support Team (NEST) sessions, participation in a new teacher orientation, activities focusing on reflection, self-assessment and goal setting and release time for classroom observations.

## E. Ambitious Instruction and Learning



## 1. Instructional Programs and Strategies

### a. Instructional Programs

#### **1. 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, rigorous and robust and aligned across grade levels to the Florida Standards and well structured following and the district's pacing guide, item specifications and content limits.

### b. Instructional Strategies

#### **1. 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 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 iReady Reports and link it to instructional decisions and review progress monitoring data at the grade level and classroom level to recognize students who are not meeting/exceeding standards/benchmarks. Students are then grouped homogeneously and small groups are established. Students considered high risk meet with the teacher in a teacher-led group. Based on the following information, professional development is provided 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 online CELLA, ACCESS 2.0 for ELL and District Interim Assessments, FSA and SAT; 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 meet 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 outcomes 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 school and families to support the child's academic, emotional, behavioral, and social success.

#### **2. 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: After School Program**

**Minutes added to school year: 3,000**

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.

**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.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Vigora, Denise, dvigora@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 as well as both formative and summative assessments.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**1. 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) Star Early Literacy. 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.

## b. College and Career Readiness

**1. 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

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

N/A

**3. 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

**4. 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

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. 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:

*No files were uploaded*

#### 2. 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.

### B. 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.

### C. Strategic Goals

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If ESE/ELL students are fully integrated in the general education instruction then students will be included and engaged in rigorous and robust instruction within the general education classroom.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1.** If ESE/ELL students are fully integrated in the general education instruction then students will be included and engaged in rigorous and robust instruction within the general education classroom. 1a

G096908

**Targets Supported** 1b

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

**Targeted Barriers to Achieving the Goal** 3

- General education teachers are not fully integrating ESE/ELL students in the general education instruction. Students are not actively engaged in whole group instruction.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Mathematics: i-Ready, Reflex Math, Think Central, Gizmos, task cards, after school tutoring, Go Math, pacing guides Topic Assessments, Item Specifications
- Science: Discovery Learning, NBC Learn, ScienceSaurus Handbooks, Lab Kits, pacing guides, J and J Bootcamp, Item Specifications
- Social Science: Discovery Learning, Time for Kids, National Geographic, pacing guides, Florida Alive!
- Technology: iPads, Promethean Boards, Computer Lab, laptop computers, Nearpod
- ELA: i-Ready, Accelerated Reader, Imagine Learning, task cards, myOn, after school tutoring, Wonders, Wonder Works, pacing guides, eAssessments, Item Specifications, Wordly Wise

**Plan to Monitor Progress Toward G1.** 8

Monitor student progress using Mid-Year Assessments, data disaggregation of iReady and the Florida Standards Assessments, and FCAT2.0 for Science.

**Person Responsible**

Denise Vigoa

**Schedule**

Quarterly, from 8/21/2017 to 6/7/2018

**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

 = Problem Solving Step     S123456 = Quick Key

**G1.** If ESE/ELL students are fully integrated in the general education instruction then students will be included and engaged in rigorous and robust instruction within the general education classroom. **1**

 G096908

**G1.B1** General education teachers are not fully integrating ESE/ELL students in the general education instruction. Students are not actively engaged in whole group instruction. **2**

 B260697

**G1.B1.S1** General education teachers will plan intentionally for ESE/ELL students. Every classroom that has a subgroup must show strategies to include these students. ESE/ELL teachers will eliminate sending students with packets or alternative work to general education teachers. Instead those students will be included and engaged in rigorous and robust instruction within the general education classroom. Providing the staff with a professional development in this area to enlighten teachers in the process. Therefore, when classes are cancelled the general education teacher must include all students in their instruction. **4**

 S276087

### **Strategy Rationale**

Providing student with rigorous and robust instruction within the general education classroom will increase student achievement in developing critical thinking and complete increasingly complex grade level appropriate tasks across the curriculum.

### **Action Step 1 **5****

Provide professional development across all content areas on the effective implementation of inclusion strategies. Professional development opportunities will be provided to collaborate after attending an on-site or off-site PD. Teachers will be assigned a follow-up activity/reflection to ensure implementation of new practice.

#### **Person Responsible**

Denise Vigoa

#### **Schedule**

Monthly, from 9/20/2017 to 6/7/2018

#### **Evidence of Completion**

Meeting agenda, Sign-in sheets, Handouts, Follow-up Activity, Evaluation Feedback

## Action Step 2 5

Teachers across all content areas will implement inclusion best practices during classroom instruction.

### **Person Responsible**

Denise Vigoa

### **Schedule**

Daily, from 8/21/2017 to 6/7/2018

### **Evidence of Completion**

Classroom visitation logs, Lesson plans including outline of inclusion strategies, Student data, Data chats

## Action Step 3 5

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

### **Person Responsible**

Denise Vigoa

### **Schedule**

Monthly, from 8/21/2017 to 6/7/2018

### **Evidence of Completion**

Classroom visitations logs, Teacher observations, Lesson Plans, Observation notes

## Action Step 4 5

Engage in ongoing monitoring of the inclusion best practices and rigorous and robust instruction to increase student ownership of the learning process.

### **Person Responsible**

Denise Vigoa

### **Schedule**

Daily, from 8/21/2017 to 6/7/2018

### **Evidence of Completion**

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



### Action Step 5 5

Student products will be reviewed to show evidence of inclusion strategies as well as rigorous and robust instruction.

**Person Responsible**

Denise Vigoa

**Schedule**

On 6/7/2018

***Evidence of Completion***

Lesson Plans, Student work

### Action Step 6 5

Data will be monitored to observe the effectiveness of rigorous and robust instruction with the use inclusion strategies.

**Person Responsible**

Denise Vigoa

**Schedule**

Quarterly, from 8/21/2017 to 6/7/2018

***Evidence of Completion***

Students scoring at risk on the iReady diagnostic assessment will decrease and student scoring on grade level will increase.

### Action Step 7 5

Students scoring within the lowest 25% in Reading and in Math will be pulled out to receive intervention.

**Person Responsible**

Shante Thompson

**Schedule**

Daily, from 11/6/2017 to 6/6/2018

***Evidence of Completion***

The interventionist will follow a schedule with students identified and reinforce areas of deficiencies. Students will be progressed monitored using iReady.

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

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

**Person Responsible**

Denise Vigoa

**Schedule**

Weekly, from 8/21/2017 to 6/7/2018

***Evidence of Completion***

Classroom observations, lesson plans and mid-year data, topic assessments and iReady data.

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

Student work will be reviewed to ensure that rigorous and robust instruction is being delivered with the use of inclusion best practices.

**Person Responsible**

Denise Vigoa

**Schedule**

Weekly, from 8/21/2017 to 6/7/2018

***Evidence of Completion***

Meeting agendas and notes, sign-in sheets and student artifacts

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.B1.S1.A7 A371508	Students scoring within the lowest 25% in Reading and in Math will be pulled out to receive...	Thompson, Shante	11/6/2017	The interventionist will follow a schedule with students identified and reinforce areas of deficiencies. Students will be progressed monitored using iReady.	6/6/2018 daily
G1.MA1 M399760	Monitor student progress using Mid-Year Assessments, data disaggregation of iReady and the Florida...	Vigoo, Denise	8/21/2017	Interim Assessments, data disaggregation and the Florida Standards Assessments or EOCs or the FCAT2.0 for Science	6/7/2018 quarterly
G1.B1.S1.MA1 M399758	Student work will be reviewed to ensure that rigorous and robust instruction is being delivered...	Vigoo, Denise	8/21/2017	Meeting agendas and notes, sign-in sheets and student artifacts	6/7/2018 weekly
G1.B1.S1.MA1 M399759	The fidelity of implementation will be monitored by administration using various strategies such as...	Vigoo, Denise	8/21/2017	Classroom observations, lesson plans and mid-year data, topic assessments and iReady data.	6/7/2018 weekly
G1.B1.S1.A1 A371502	Provide professional development across all content areas on the effective implementation of...	Vigoo, Denise	9/20/2017	Meeting agenda, Sign-in sheets, Handouts, Follow-up Activity, Evaluation Feedback	6/7/2018 monthly
G1.B1.S1.A2 A371503	Teachers across all content areas will implement inclusion best practices during classroom...	Vigoo, Denise	8/21/2017	Classroom visitation logs, Lesson plans including outline of inclusion strategies, Student data, Data chats	6/7/2018 daily
G1.B1.S1.A3 A371504	Provide additional support in the effective implementation of inclusion best practices to the...	Vigoo, Denise	8/21/2017	Classroom visitations logs, Teacher observations, Lesson Plans, Observation notes	6/7/2018 monthly
G1.B1.S1.A4 A371505	Engage in ongoing monitoring of the inclusion best practices and rigorous and robust instruction to...	Vigoo, Denise	8/21/2017	Classroom visitation logs, Teacher observations, Administrative feedback, Implementation plan	6/7/2018 daily
G1.B1.S1.A5 A371506	Student products will be reviewed to show evidence of inclusion strategies as well as rigorous and...	Vigoo, Denise	8/21/2017	Lesson Plans, Student work	6/7/2018 one-time
G1.B1.S1.A6 A371507	Data will be monitored to observe the effectiveness of rigorous and robust instruction with the use...	Vigoo, Denise	8/21/2017	Students scoring at risk on the iReady diagnostic assessment will decrease and student scoring on grade level will increase.	6/7/2018 quarterly

## V. Professional Development Opportunities

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

**G1.** If ESE/ELL students are fully integrated in the general education instruction then students will be included and engaged in rigorous and robust instruction within the general education classroom.

**G1.B1** General education teachers are not fully integrating ESE/ELL students in the general education instruction. Students are not actively engaged in whole group instruction.

**G1.B1.S1** General education teachers will plan intentionally for ESE/ELL students. Every classroom that has a subgroup must show strategies to include these students. ESE/ELL teachers will eliminate sending students with packets or alternative work to general education teachers. Instead those students will be included and engaged in rigorous and robust instruction within the general education classroom. Providing the staff with a professional development in this area to enlighten teachers in the process. Therefore, when classes are cancelled the general education teacher must include all students in their instruction.

### PD Opportunity 1

Provide professional development across all content areas on the effective implementation of inclusion strategies. Professional development opportunities will be provided to collaborate after attending an on-site or off-site PD. Teachers will be assigned a follow-up activity/reflection to ensure implementation of new practice.

#### Facilitator

Laura Perez

#### Participants

Instructional Staff

#### Schedule

Monthly, from 9/20/2017 to 6/7/2018

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Provide professional development across all content areas on the effective implementation of inclusion strategies. Professional development opportunities will be provided to collaborate after attending an on-site or off-site PD. Teachers will be assigned a follow-up activity/reflection to ensure implementation of new practice.				\$0.00
2	G1.B1.S1.A2	Teachers across all content areas will implement inclusion best practices during classroom instruction.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	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 inclusion best practices to the teachers that were identified by the administration, during planning sessions, early release days, and/or through lesson study sessions.				\$0.00
4	G1.B1.S1.A4	Engage in ongoing monitoring of the inclusion best practices and rigorous and robust instruction to increase student ownership of the learning process.				\$1,450.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	4721 - Rockway Elementary School	School Improvement Funds		\$1,450.00
Notes: Tecnological upgrades to assist in implementing and achieving the School Improvement Goal.						
5	G1.B1.S1.A5	Student products will be reviewed to show evidence of inclusion strategies as well as rigorous and robust instruction.				\$0.00
6	G1.B1.S1.A6	Data will be monitored to observe the effectiveness of rigorous and robust instruction with the use inclusion strategies.				\$0.00
7	G1.B1.S1.A7	Students scoring within the lowest 25% in Reading and in Math will be pulled out to receive intervention.				\$24,520.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	4721 - Rockway Elementary School	Title, I Part A		\$24,520.00
<b>Total:</b>						<b>\$26,470.00</b>