

Broward County Public Schools

Rock Island Elementary School



2017-18 Schoolwide Improvement Plan

Rock Island Elementary School

2350 NW 19TH ST, Fort Lauderdale, FL 33311

[no web address on file]

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	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	F*	F

**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 Broward 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>.

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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 Rock Island Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Rock Island Elementary School's mission is committed to providing students with a safe and stimulating environment, a love of learning and respect for our World through combined efforts of faculty, staff, parents and community. Through a love of learning, we foster a motivational environment in which students can be successful in Reading, Mathematics, Science, and Writing. This mission was the foundation that led to choosing the Transformational model for the school. This "College and Career Ready" model will promote high quality instruction aligned to Florida Standards, engagement of all stakeholders, and ongoing professional development for teachers.

b. Provide the school's vision statement.

The vision of the school was established and grounded in the University of Chicago Consortium on school research that sustains the five essential supports for school reform:

- 1) Instruction
- 2) Learning Climate
- 3) Instructional Leadership
- 4) Professional Capacity
- 5) Family and Community Involvement

2. School Environment

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

Responsive Classroom Morning Meetings, is a powerful teaching tool used by hundreds of thousands of teachers in K–8 schools. It builds a classroom climate of trust, academic growth, and positive behavior by launching each school day with a whole class gathering. Morning Meetings provide an opportunity for our kids to get warmed up for the day, enjoy participating in a friendly greeting so everyone feels welcome at school, provides an opportunity to engage with written language, informs the kids of the schedule and expectations, and addresses social emotional learning each day. Everyone does Morning Meeting a bit differently, but core themes persist. It is positive, child-centered, interactive, and includes the Peacebe Kids Character literature series and the Life Excelsior and Assessment of Personal Skills (LEAPS) curriculum.

Rock Island Elementary has 4 Core Values intertwined in our School-Wide Positive Behavior Plan (SPBP); Be Responsible, Be Respectful, Be In Control, and Be Kind. These core values are posted throughout the school in a myriad of environments and is a part of the school's culture.

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

A safe and supportive school environment is at the core of student success. In an effort to address the needs of students, teachers and staff will learn and implement Social and Emotional Learning (SEL) standards and goals to embed into instruction and classroom management. De-escalation and restorative justice practices are alternative strategies that reduce disparities and promote positive discipline. They are essential in creating and sustaining a safe and supportive environment for student learning. SEL programming is based on the understanding that the best learning emerges in

the context of supportive relationships that make learning challenging, engaging, and meaningful. We have implemented a common language around the 4 Core Values across the school building and in the classrooms (Be Responsible, Be Respectful, Be In Control, and Be Kind), and is reinforced daily in all environments.

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.

A school wide positive behavior plan (SPBP) is in place at Rock Island and incorporates our 4 Core Values: Be Responsible, Be Respectful, Be In Control, and Be Kind.

BE RESPECTFUL – Communicate to staff and peers in an appropriate manner.

BE RESPONSIBLE – Acknowledge and appropriately accept consequences.

BE IN CONTROL – Be in control of yourself and your actions. Appropriately respond to adult directives.

BE KIND – Interact appropriately with peers and adults during conflict situations.

All teachers will receive a leveled behavior monitoring system and a discipline flow chart to follow in cases of inappropriate behavior.

Class Dojo is used school-wide. Each teacher will utilize Class Dojo to monitor students and provide reinforcements and consequences. Students will receive rewards twice monthly and a weekly Class Dojo King and Queen is encouraged.

LEAPS is implemented school wide following an established monthly LEAPS focus. LEAPS lessons are to be taught daily during morning meetings.

LEAPS is designed to

? Reduce classroom disruptions and office referrals

? Improve classroom climate

? Increase student on-task behavior

? Establish respectful and civil interactions

Students receive the following rewards and incentives for exhibiting positive behaviors:

- School Store
- Golden Bucks – awarded for Caught Being Remarkable
- Dojo Points
- Café Lunch Bunch
- Students will be rewarded on a bi-weekly basis (pay cycle) on Friday afternoons at 1:30pm.

Teachers were provided with professional development on August 16th on the SPBP, the 4 Core Values, LEAPS, and Class DOJO. Teachers were also provided PD on proactively addressing classroom behaviors, classroom managed referrals, and office managed referrals.

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.

We have a Social Worker and School Counselor that work with each grade level team to discuss various strategies to meet the needs of their students. Our School Counselor pushes in to classrooms to engage in SEL (Social and Emotional Learning) activities with the class and offers Professional Development for teachers.

Support personnel conducts Check-In, Check-Out with selected students. Check-in Check-out is a Tier 2 intervention. Primary responsibilities of the support personnel are to: (a) lead morning check-in; (b) lead afternoon check-out; (c) enter CICO data onto spreadsheets on a daily basis; (d) input behavioral data/graphs into the student management system.

Students are identified based on behavioral data and teacher recommendation. Parents are informed by a letter at the beginning of the school year.

Selected students receive small group counseling sessions as identified by the School Counselor, Behavior Tech and Social Worker using The Leader in Me program.

Our teachers will receive ongoing training in the Rtl process and also receive ongoing support in implementing strategies to meet the needs of their students. We also have a full-time behavior tech to support restoration and support our students in returning to their classrooms after they have struggled with managing their behaviors. Positive Behavioral Supports are essential to ensure all needs are met.

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.

Administration and teachers review student data (past and current) ongoing in data cycles every two weeks to monitor student progress and/or lack of progress to implement interventions and adjust instruction based on student needs and individual data. The Social Worker and Support Team review early warning indicators on a weekly basis to identify students and identify areas for support. Early warning indicators include;

- Retention
- Attendance (tardies, early sign-outs, absences)
- Assessment Data (State, District, & School Based)
- Behavior

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	22	15	9	11	18	10	0	0	0	0	0	0	0	85
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	51	63	0	0	0	0	0	0	0	114

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	0	0	0	4	2	0	0	0	0	0	0	0	6

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

- 1.) All students identified by the early warning system will receive tiered interventions through the Multi-Tiered System of Supports in Leveled Literacy Intervention (LLI) and Foundations, where appropriate. They will also receive additional support by the school's reading interventionists and math interventionists using LLI, Foundations, and the Go Math Reteach.
- 2.) All students identified as performing in the lowest quartile (2nd - 5th) will participate in the Academic Success Program. This is a joint collaboration with Broward College, through which students will receive tutoring in Math using the Math in Practice resource.
- 3.) All students identified as performing in the lowest quartile (2nd - 5th) will be closely monitored by the school's leadership team using the Student Success Binder on a quarterly basis to review student academic progress in ELA and Math. Instructional coaches, Reading Interventionists will use the data to support grade levels individual teachers with support strategies, as well as provide targeted small group instruction.
- 4.) All students identified by the early warning system will participate in Rock Island's Check In Check Out program and receive small group counseling sessions as identified by the School Counselor, Behavior Tech and Social Worker using The Leader in Me program. The School Counselor and RtI:B team will assist teachers with behavioral interventions.
- 5.) All student's academic progress will be monitored using School City, i-Ready Standard's Mastery, Benchmark Assessment System, and performance based tasks on a weekly, monthly, and quarterly basis. Quarterly parent meetings will be held to inform parents of students academic progress, provide parents with academic strategies for the home.
- 6.) All students will be monitored closely during weekly Professional Learning Communities by classroom teachers and remediation activities identified for them.
- 7.) All students will participate in Rock Island's attendance initiative led by the Principal and Social Worker. Students who are present for the entire month and have no tardies recorded, will receive a monthly incentive.
- 8.) All students will participate in extended day instruction in Literacy (60 minutes).
- 9.) Instructional Coaches, Reading Interventionists, & Literacy Consultant support grade levels and individual teachers with instructional strategies.
- 10.) On-going professional development per grade level on multi-tiered strategies and support.
- 11.) Parent and Teacher meetings to support the home/school connection and updated reports to parents on a quarterly basis using the Student Success Academic Binder.
- 12.) Teachers will receive ongoing professional development on the multi-tiered system of supports, problem identification, and data-based problem solving to identify appropriate Tier 2 and Tier 3 interventions, progress monitor, and assess student progress.

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?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/441869>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

The school will provide high quality instruction for students and increase collaboration and communication with parents through parent letters, monthly newsletters, weekly teacher phone calls, monthly parent nights, and parent conferences to support students and their families.

Teacher parent conferences are held at minimum of two times throughout the school year. Monthly parent meetings are scheduled through SAC, PTA, and Title I. Curriculum parent nights are held each quarter to inform parents about content, material, and student data in order to help their children succeed. For example, the school held a Science Night (experiments, actual scientists working with families, etc.) and a Family Reading Night with local authors, activities, and book giveaway to build home libraries.

Rock Island's Parent University initiative will be incorporated into our Curriculum/Family Nights. This initiative was aligned to the SSOS efforts by offering parents and community members a range of personal and professional growth opportunities. These opportunities will include GED, financial literacy, English Language classes, and a law clinic for parents to support the growth of the entire family and community. This will provide parents with the tools to assist children in becoming 21st Century learners, college and career ready, as well as global citizens prepared to make positive contributions to society.

Parents and community members are stakeholders in this initiative and need to feel a part of the school in order to improve outcomes for students. Through the SSOS initiative, stakeholders had the opportunity to offer feedback during the decision-making process as the school's transformation model was developed. Their valuable recommendations were considered as the "College and Career Ready" model progressed. As a result, the school has experienced increased participation in parent nights and school functions and will continue to work to improve parental involvement.

Rock Island Elementary works closely with various business partners to support and utilize resources to encourage and support student achievement. Partnerships with The Broward County Library (Tyrone Bryant Branch), the Urban League of South Florida, Crossway Church, Florida Drilling, The Kiwanis Club of Central Broward, Walgreens, and Girls Scout of South East Florida serve to provide all stakeholders with increased access to literacy resources, health resources, and increased community support.

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
Priester, Cormic	Principal
Cruz, Cassandra	Teacher, K-12
Rumble-Wise, Marie	Assistant Principal
Jordan, Valencia	Teacher, K-12
Light, Jessica	Teacher, K-12
Brown, Jennifer	Teacher, K-12
Clark, Angela	Instructional Coach
Geffon, Amy	Teacher, K-12
Alveranga, Natatcha	Teacher, K-12
Porter, Danielle	SAC Member
Whittaker, Sophia	Instructional Coach

b. Duties

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

The School Counselor serves as the coordinator of the school-based Rtl Leadership Team. The school's administration, support staff, which includes the instructional coaches and grade level lead teachers; are assigned as case managers for academic and behavioral referrals on a case-by-case basis. Classroom teachers consult with case managers to track the implementation of interventions and monitor their effectiveness.

Members of the Rtl Leadership Team work with the SAC team to develop and implement the School Improvement Plan. They identify the problem, analyze data, develop and implement the intervention plan and evaluate its effectiveness.

The Literacy Coach, Sophia Whittaker implements and monitors instructional pacing guides, guides grade level teams in evaluating data, manages all intervention and ELA instructional programs, and provides professional development to teachers to increase teacher proficiency and student achievement.

The Math Coach, Ms. Angela Clark implements and monitors instructional pacing guides, guides grade level teams in evaluating data, manages all intervention and math instructional programs, and provides professional development to teachers to increase teacher proficiency and student achievement.

The Assistant Principal, Mrs. Rumble-Wise implements and monitors instructional pacing guides, guides grade level teams in evaluating data, manages all intervention and science instructional programs, oversees the science lab, organizes science materials for small group instruction, and provides professional development to teachers to increase teacher proficiency and student achievement.

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.

When students do not respond to well-designed lessons, effective instruction, and supportive classroom environments; the data-based problem solving process is used by their primary classroom teachers to identify needed instructional or intervention directions or supports. If a student still does not respond, the process becomes more formal; more focused and is referred to the Rtl Leadership Team for review. The Rtl Leadership Team meets weekly. The team offers support through a tiered approach for instructional delivery by collecting an array of data to make instructional decisions that include interventions to assist student learning. The School Counselor, Genevieve Stephenson, serves as the coordinator of the school-based Rtl Leadership Team. Tier 1 data is routinely inspected in the areas of reading, math, and behavior. Data is used to make decisions about modifications needed to the core curriculum and behavior management strategies for all students.

Funds are used to fund teachers' salary, provide staff development, and purchase materials to implement and support the staff development. Parent activities are planned that will assist parents in helping their child improve his/her academic performance in addition to obtaining materials that parents may use at home to support and assist their child.

Teachers participate in district-developed workshops in differentiated instruction and academic standards training. Summer leadership and curriculum workshops are supported with district Title I funds.

The Social Worker, Community, Liaison, Teachers and staff members are responsible for helping to identify homeless students and referring them to the Homeless Education Program offered by the district. The purpose of the Homeless Education Program is to identify homeless students, remove barriers to their education, including school enrollment, provide them with supplemental academic and counseling case management services as well as linkages to their school social worker while maintaining school as the students stable environment.

SAI funds are used to provide additional tutoring for struggling students.

Rock Island Elementary builds a violence prevention culture through classroom instruction in anger management, conflict resolution, bullying prevention, and the Broward County adopted character traits. In addition to the classroom instruction, all teachers and staff members received training on the Anti-Bully policy.

Food and Nutrition Services provide high quality, nutritious meals and nutrition education to students and staff, through programs that are efficient and effective. All students are provided with free breakfast funded through a Nutrition grant.

Head Start is a federal funded program that provides comprehensive services for low-income preschool children and their families. Services include educational, social, medical, vision, dental, nutritional and mental health.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Angela Clark (Co-Chair)	Teacher
Jennifer Brown (SAC Secretary)	Teacher
Latoria Sweet (Parent)	Parent
Angella Steadman (YMCA/Community)	Business/Community
Danielle Porter (Co-Chair)	Teacher
Cormic Priester (Principal)	Principal

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

SAC was given the SIP plan and data. Members of the SAC were part of the review of the SIP and made suggestions for addressing areas of growth and strategies for this year's SIP.

- increase student achievement data through extended learning time and teacher professional development

- based on last year's SIP, we want to grow our parent involvement this school year and increase parent participation in SAC, as volunteers, and in making academic decisions to support the school

- support classroom instruction through volunteering, feedback, and fundraisers.

b. Development of this school improvement plan

- Reviewed Instructional Review for Differentiated Accountability Elements and Indicators
- Teacher and Staff one on one protocol/needs assessment and input given through grade levels
- Community/Teacher Meeting with SAC members present and school data and needs presented
- Shared SIP Initial Draft with SAC Chair
- Shared with school Leadership Team
- Scheduled SAC Meeting for 10/04/2017 to review the SIP Data

c. Preparation of the school's annual budget and plan

Reviewed school data and allocations and made suggestions on areas of focus.

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

We have an extended learning day with an additional 60 minutes of Literacy Instruction each day. The teachers have developed a collective overall plan based on the school data and Common Core Standards to create lessons to intervene and support each student through Guided Reading. Guided Reading is supported by a consultant each week to guide and support implementation. Teachers are on a Grade Level Team in order to collaborate as a PLC (Professional Learning Community) to focus on the district initiative of CARE (Curriculum, Assessment, Remediation, and Enrichment) to enhance and leverage student learning and outcomes. The Reading Coach works intimately with the teachers to monitor progress, name areas of growth, and to support their instruction weekly through classroom observations, meetings, and one on one support.

We've been awarded the School Improvement Grant (SIG) and will receive \$750,000 this year to implement new programs and enhance those in existence to meet the needs of all of our students.

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
Whittaker, Sophia	Instructional Coach
Cruz, Cassandra	Teacher, K-12
Brown, Shlonda	Teacher, K-12
Rumble-Wise, Marie	Assistant Principal
Jordan, Valencia	Teacher, K-12
Light, Jessica	Teacher, K-12
Brown, Jennifer	Teacher, K-12
Clark, Angela	Instructional Coach
Geffon, Amy	Teacher, K-12
Alveranga, Natatcha	Teacher, K-12

b. Duties

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

- To increase the Reading proficiency percentage school-wide
- To develop and increase the instructional capacity of our teachers
- To use data to drive instruction and interventions/strategies class by class and student by student
- To ensure that each teacher scaffolds instruction to ensure that all students, including students with disabilities and English Language learners, access complex texts and engage in complex tasks
- To observe and support each teacher's use of formative assessments during instruction to monitor student progress and check for understanding of student learning
- To model lessons to support instructional capacity
- To implement the CARE model (Curriculum, Assessment, Remediation, Enrichment)

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.

Professional Learning Communities (PLCs) were developed as a way to support teacher's instructional capacity and collaboration to increase student achievement. Grade Level PLCs meet once a week formally for 60 minutes to plan, analyze, and collaborate with each another.

Systems and structures were created to map out the curriculum based on standards. In addition data systems are also implemented to analyze student by student data every three weeks. Also, there is common planning time daily for 40 minutes each day, and parental and community engagement through parent nights, SAC, and PTA.

Feedback and observation cycles were established to monitor and support the efforts for improvement, and track progress on stated goals. The school's firm belief in the logic model that strong leadership develops organizational capacity which then improves teacher instruction that then increases student achievement.

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

The principal is responsible for reviewing all resumes. The principal will then create a team of stakeholders to interview all candidates using an interview protocol that requires the candidate to name areas of success, demonstrate content knowledge, explain team experiences, and role play school-based scenarios. The team then rates the candidates and the highly qualified candidates are invited to meet with the principal one on one.

Common planning meeting (PLCs) time is built into our school's weekly routine to privilege teacher collaboration and support through building professional learning communities that practices job-embedded professional development. The purpose of common planning time is to create a professional learning system that builds opportunities for growth in teacher content/skill knowledge, intervention strategies, best practice sharing, and an evaluation/reflection system that analyzes instructional capacity, strategies, and teacher support based on the analysis and reflection to develop teacher capacity.

The principal is investing in and has developed a leadership team to practice distributive leadership as well as to set up systems of support within each grade level. The administrative team's goal is to develop teacher leaders that promote and cultivate equity of voice on their teams and increase instructional capacity to improve student achievement and outcomes.

The school is currently establishing clear goals around school data in order to be strategic and intentional with our work, which creates a culture that is consistent, transparent, and collaborative in working toward common goals.

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

A major plan for mentorship this year is through our Grade Level Teams. Grade Level Leads are the teacher leaders on each grade level and their role is to facilitate a weekly 60 minute PLC (Professional Learning Community) meeting with their team to develop a year-long scope and sequence that maps out Common Core Standards and skills teachers will need to teach throughout the year. During common planning time, teachers will plan using their instructional materials that are aligned to standards and analyze student data to plan re-teaching plans, differentiation, and support class by class and student by student. Data tools and protocols have been established to use in order to plan intentionally for instruction. Each Grade Level Team has an administrator and/or coach assigned to support each team's specific needs and teachers.

Grade Levels will observe one another and give one another feedback and share best practice strategies through their grade level common planning time. Coaches are also working with our new teachers one on one and differentiating support and releasing support as it is no longer needed based on classroom observations, lesson plans, and data analysis.

New teachers will work closely with our teacher mentors. Once a month our Tier mentors will conduct classroom observations and give teachers feedback. A new teacher induction sessions will take place once a month in order to provide effective support and to meet their specific needs. We have the Teacher Incentive Fund and have assigned TIF coaches to mentor teachers one on one to support teacher growth.

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.

As the school shifts the instructional focus to a College and Career Ready curriculum based on Florida Standards and project-based learning, every student has a voice for authentic learning and leadership. Our mission is to provide all students a superior education that meets their individual needs so they may achieve their full potential. Based on student surveys, parent meetings, and community forums, we have established a Transformational model that will expose our students to various college and career areas of focus.

Teachers will develop and implement standards based curriculum through differentiated and interactive instruction that is informed by best practices that build student literacy and critical thinking skills. In order for this to be achieved, the school must have focused Professional Learning Communities (PLCs), common planning, addition of new technology and initiatives based around the "College and Career Ready" model. Teachers will engage in common planning five times per week to build and support teacher instructional capacity to increase student achievement.

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.

Teachers review formative assessment data every 2 weeks based on standards-based assessments and name specific obstacles and strengths in order to inform their daily instruction. Students are grouped based on performance levels (deficient, struggling, proficient, mastery) and remediation and enrichments activities determined based on where students perform.

Teachers analyze the data to determine their students level of mastery of the standards, use performance tasks, formative/summative assessments, and adjust instruction based on the data.

The Grade Level PLCs use a cycle of inquiry tool during their data deep dive to name specific areas of growth and share best practices in order to grow their students and improve their achievement.

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: Extended School Day

Minutes added to school year: 10,860

By extending our day an hour each day, we are able to give our students 60 minutes of Reading instruction given by their classroom teacher for continuity and they have planned intentionally for Reading/Writing instruction and support. Our teachers work closely with our Reading Coach and Literacy Consultant and have used our school data to develop intentional plans to meet the needs of specific students and grade levels through the Guided Reading program and integrated writing lessons.

Strategy Rationale

In order to increase student achievement, our students need a strong foundation, remediation, and enrichment in literacy in order to access complex texts and fluency, students need more concentrated time on building and increasing their reading skills as well as to remediate deficits.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Priester, Cormic, cormicpriester@browardschools.com

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

Baseline data was given at the beginning of the year and data will be collected informally weekly by the classroom teachers and the Reading teachers. Formative data will be collected and analyzed every three weeks by all teachers and summative/on-going district assessments will be disaggregated to analyze the data kid by kid to get to specific interventions based on individual student needs. Teachers will use this data to inform their instruction, re-teaching plans, and to differentiate their instruction.

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 Head Start (HS) Program has implemented a new literacy, math, and science curricula in HS classrooms. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students progress in the program.

The Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and time lines to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools.

Rock Island houses four Pre-School (1-Head Start, 1 VPK, and 2 Specialized PreK) classes that provide services to 3 and 4 year-olds. The Head start department collaborates with the KG Grade Level Team and attends their meetings to understand the KG curriculum and align their work with where their HS need to be by the end of the school year.

During the Headstart year, parents are invited to monthly meetings that cover a wide variety of safety, nutrition, wellness and academic concerns. The Head Start staff sends invitations to parents for a "Meet & Greet" during the Back to School Community Night the week before school begins. At the Meet & Greet parents meet their child/children's teachers, explore their classrooms, tour the school and meet key support personnel.

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.

The academic focus of our school is College and Career Ready through Common Core (Florida Standards) and Project Based Learning.

Our goal is to implement a program this year that focuses on the whole child through engaging, relevant, challenging, and high quality curricula and instruction. Our goal is to provide students with multiple opportunities to problem solve, explore, investigate, and have a literacy rich environment.

Through the following initiatives and programs;

- Literature (for students) and Project Based Learning Teacher materials.
- Technology is used in K-5th to compliment their classroom learning and to push students to be 21st Century thinkers and learners with the creation of a technology lab special.
- Transportation to college, businesses, community organizations, and misc. trips to enhance their learning and deepen their understanding of options and the world around them
- Parent University...funds to host parent workshops to support and connect with the whole family in order to improve student outcomes
- School garden will support college and career experiences as well as give the students a sense of community and ownership of their learning and experiences

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

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

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.

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 the school continues to provide community outreach opportunities to assist parents with understanding and identifying the social, emotional, and academic needs of their children, then students will continue to become well-rounded individuals and achieve academic success.
- G2.** If all classrooms are equipped with a wide range of enriching literature, then all students will receive adequate exposure to grade appropriate texts, that integrate literary skills and writing across the curriculum.
- G3.** If teachers effectively deliver academic instruction, that is standards-based with an emphasis on ELA/Guided Reading, Science, Technology, Engineering, and Math, then student proficiency will increase for all students.

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 the school continues to provide community outreach opportunities to assist parents with understanding and identifying the social, emotional, and academic needs of their children, then students will continue to become well-rounded individuals and achieve academic success. 1a

G098568

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	10.0

Targeted Barriers to Achieving the Goal 3

- Scheduling of meetings and parent nights may conflict with parent schedules

Resources Available to Help Reduce or Eliminate the Barriers 2

- Curriculum / parent nights have been scheduled for once a quarter.
- Open House once per quarter
- SAC/PTA meetings once a month
- Parent letters go home weekly by classroom teachers and the school
- Collaboration with Arthur Ashe Technical Center to offer our parents GED, ELL, and Technical classes
- Collaboration with the YMCA and 21st Century Community Learning Center on a monthly basis (through parent nights, flyers, outreach, school visits, and monthly collaboration opportunities)
- Watch DOG Program - initiative that promoted and encourages the involvement of significant males in the school

Plan to Monitor Progress Toward G1. 8

Increased evidence of staff involvement, collaboration, and shared decision-making

Person Responsible

Cormic Priester

Schedule

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

Evidence of Completion

PLC minutes, surveys, focus group feedback, etc.

G2. If all classrooms are equipped with a wide range of enriching literature, then all students will receive adequate exposure to grade appropriate texts, that integrate literary skills and writing across the curriculum.

1a

G098569

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	49.0

Targeted Barriers to Achieving the Goal 3

- Grade Level Team collaboration and planning consistently and intentionally

Resources Available to Help Reduce or Eliminate the Barriers 2

- Our teachers teach an intensive Reading/Writing Workshop daily for 60 minutes in addition to the 90 minute Reading block - Common planning time 5 x's a week to build teacher instructional capacity in order to increase student achievement as teacher's are an immediate lever for student achievement - Data cycles and analysis every three weeks to analyze student data in a granular way to create specific interventions and strategies to support student achievement - Common Core Standards based instructional materials and lesson plan alignment - Common Core professional development throughout the year to support implementation and application of the standards and curriculum - Accelerated Reader, BAS, robust classroom libraries, and a variety of literature for teachers and students - Reading Coach and Instructional Coach Support - District Instructional Coaching support weekly

Plan to Monitor Progress Toward G2. 8

- Effectiveness of common planning time
- Assessment data cycles and analysis (team and individual teacher)
- Vertically and horizontally aligned curriculum to Florida Standards
- Fully implement school-wide RtI strategies so that tiers and strategies are known and implemented in each class
- Fully implemented classroom libraries that are filled with complex texts, leveled readers, and non-fiction texts

Person Responsible

Cormic Priester

Schedule

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

Evidence of Completion

- Actions taken based on data to improve team/individual functions/instruction and progress toward stated team/school goals - Incremental progress toward achievement goals, student by student, as well as by grade level to measure student growth - Grade Level curriculum maps aligned to Florida Standards and implemented through lesson plans per grade level - RtI weekly meetings, teacher documentation, and RtI support for teachers by the RtI team - Classroom libraries with a usage protocol and complete with complex texts and non-fiction texts

G3. If teachers effectively deliver academic instruction, that is standards-based with an emphasis on ELA/ Guided Reading, Science, Technology, Engineering, and Math, then student proficiency will increase for all students. 1a

G098570

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	49.0
FCAT 2.0 Science Proficiency	55.0

Targeted Barriers to Achieving the Goal 3

- Implementation, analysis and use of data by teachers to inform instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- - Structured Common Planning time for teachers daily for 40 minutes to support grade level teams and teachers in their PLC's - Coach support, peer to peer classroom observations, mentoring, job-embedded professional development given by Instructional Coaches - Classroom resources, manipulatives, and consumables - Engineering is Elementary, iReady, First in Math, Reflex Math - BAS, LLI, i-Ready - Technology Lab and Robotics (Digital 5)

Plan to Monitor Progress Toward G3. 8

Implementation of the Standards-Based Curriculum IFCs and Performance Tasks, progress monitoring toward moving AMO subgroups to proficiency based on Running Records, District Beginning and Mid-Year Assessments, Formative and Summative Assessments, and the new Florida Standards End of Year Assessment

Person Responsible

Cormic Priester

Schedule

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

Evidence of Completion

- Student Assessment Data (formative and summative) - Classroom Observations/Walkthroughs (for teacher effectiveness) - Results of all the assessment data named above

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 the school continues to provide community outreach opportunities to assist parents with understanding and identifying the social, emotional, and academic needs of their children, then students will continue to become well-rounded individuals and achieve academic success. 1

G098568

G1.B2 Scheduling of meetings and parent nights may conflict with parent schedules 2

B265225

G1.B2.S1 Communicate with parents at minimum two weeks prior to a scheduled meeting and schedule meetings to begin at 6:00 p.m. for parents that work and need time to make it to school. Schedule parent phone blast one week prior to the meeting as well as two days prior to the meeting. Schedule the meetings once a quarter to offer multiple opportunities for parents to attend. 4

S281122

Strategy Rationale

It is essential to be intentional about actively engaging our parents and giving them multiple opportunities and a variety to partner with us and be involved.

Action Step 1 5

Plan for parent nights

Person Responsible

Cormic Priester

Schedule

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

Evidence of Completion

Letters, agenda, phone blasts, and attendance for the events

Action Step 2 5

Teachers will increase parental communication by calling home weekly to express academic and behavioral information, concerns, and/or needs

Person Responsible

Marie Rumble-Wise

Schedule

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

Evidence of Completion

Weekly parent call log submitted to administration with names of students and specific next steps and follow up

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Parent communication, schedule of parent nights, teacher communication, and opportunities for parents to attend school meetings/functions.

Person Responsible

Angela Clark

Schedule

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

Evidence of Completion

Increased attendance at events, increased communication and awareness, and increased participation in SAC/PTA meetings

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Increased parental attendance, communication, and participation

Person Responsible

Angela Clark


Schedule

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

Evidence of Completion

Attendance data, SAC/PTA involvement, and increased communication (letters, phone calls, conferences) and increased student achievement

G2. If all classrooms are equipped with a wide range of enriching literature, then all students will receive adequate exposure to grade appropriate texts, that integrate literary skills and writing across the curriculum. 1

 G098569

G2.B2 - Grade Level Team collaboration and planning consistently and intentionally 2

 B265228

G2.B2.S1 Common planning time daily for each grade level, Professional Learning Community (PLC) once a week for 60 minutes. Grade Level Lead works closely with Instructional Coaches and Administration to lead and develop teachers on their team. Data, assessment, and lesson protocols are used to develop consistency and to plan intentionally for differentiated instruction that addresses deficits and enrichment for each student. Grade level walk-throughs and observations to give one another feedback weekly. Modeling and best practices shared in exemplar classrooms. 4

 S281124

Strategy Rationale

Teacher's benefit immensely from collaboration and working toward common goals in their Professional Learning Communities. It is essential that teachers effectively use data and through their PLCs to help teachers feel comfortable, knowledgeable, and skilled in using a variety of data on a regular basis to improve teaching and learning.

Action Step 1 5

Meet once a week for 60 minutes and Coaches will offer a differentiated PD opportunity per grade level in a named area of need

Person Responsible

Cormic Priester

Schedule

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

Evidence of Completion

Weekly agenda and minutes and established grade level SMART Goals

Action Step 2 5

All grade levels will implement best practices and learning provided during professional developments, when planning for instruction, and discuss implementation during grade level PLCs.

Person Responsible

Cormic Priester

Schedule

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

Evidence of Completion

Unit Plan contents, Data Tools feedback, classroom walk-throughs, student performance task samples, etc.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Fidelity and productivity of grade level meetings

Person Responsible

Marie Rumble-Wise

Schedule

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

Evidence of Completion

Agenda and minutes, data analysis, and walk throughs to observe application of strategies

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Utilizing data as a catalyst to reflect on one's own practice and progress monitor student achievement.

Person Responsible

Marie Rumble-Wise


Schedule

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

Evidence of Completion

Weekly formative assessments and formal assessments every three weeks, and collaborative data deep dive discussions weekly in PLC's and the diagnose student learning needs and modify instruction.

G3. If teachers effectively deliver academic instruction, that is standards-based with an emphasis on ELA/ Guided Reading, Science, Technology, Engineering, and Math, then student proficiency will increase for all students. 1

 G098570

G3.B3 Implementation, analysis and use of data by teachers to inform instruction 2

 B265233

G3.B3.S1 Grade Level Leads/Leadership Team will develop tiered Professional Development based on the data analysis process, use, and monitor Grade Level Professional Learning Community effectiveness and impact on student achievement. 4

 S281127

Strategy Rationale

Improve teacher effectiveness in order to increase student achievement

Action Step 1 5

Provide ongoing Professional Development on-site and off-site for project-based learning, integrated lessons, assessment development for performance tasks, and use of data to drive instruction.

Person Responsible

Cormic Priester

Schedule

Weekly, from 8/16/2017 to 6/8/2018

Evidence of Completion

Increased use of data analysis to inform instruction, re-teaching plans and differentiation strategies in 4 week unit plans, increased student achievement student by student

Action Step 2 5

All grade levels will effectively implement guided reading, project-based learning, and thematic unit strategies/activities from PDs, along with feedback from leadership team to further develop teaching pedagogy.

Person Responsible

Cormic Priester

Schedule

Biweekly, from 8/16/2017 to 6/8/2018

Evidence of Completion

Lesson plan contents that include small group instruction, project-based activities, Remediation, and Enrichment activities; Student assessment results; classroom walk throughs, etc.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Lesson Plans, student assessment data (formative and summative), re-teaching plans, classroom observations and teachers will use the data to inform instruction, to provide remediation and enrichment, and to monitor student progress

Person Responsible

Cormic Priester

Schedule

Biweekly, from 8/16/2017 to 6/8/2018

Evidence of Completion

Increased student achievement data and increased differentiation and re-teaching that is individualized based on the data

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Standards-Based Curriculum IFCs, SMART Goals & Progress Monitoring toward moving AMO subgroups to proficiency, walkthroughs, instruction, and classroom data

Person Responsible

Cormic Priester

Schedule

Biweekly, from 8/21/2017 to 6/8/2018




Evidence of Completion

Teacher classroom instruction, lesson plans, PLC's effectiveness, student data analysis and data tools.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B2.S1.A1  A379021	Plan for parent nights	Priester, Cormic	8/21/2017	Letters, agenda, phone blasts, and attendance for the events	6/6/2018 quarterly
G1.B2.S1.A2  A379022	Teachers will increase parental communication by calling home weekly to express academic and...	Rumble-Wise, Marie	8/21/2017	Weekly parent call log submitted to administration with names of students and specific next steps and follow up	6/6/2018 weekly
G1.MA1  M410980	Increased evidence of staff involvement, collaboration, and shared decision-making	Priester, Cormic	8/21/2017	PLC minutes, surveys, focus group feedback, etc.	6/7/2018 monthly
G2.MA1  M410983	- Effectiveness of common planning time - Assessment data cycles and analysis (team and...	Priester, Cormic	8/21/2017	- Actions taken based on data to improve team/individual functions/ instruction and progress toward stated team/school goals - Incremental progress toward achievement goals, student by student, as well as by grade level to measure student growth - Grade Level curriculum maps aligned to Florida Standards and implemented through lesson plans per grade level - RtI weekly meetings, teacher documentation, and RtI support for teachers by the RtI team - Classroom libraries with a usage protocol and complete with complex texts and non-fiction texts	6/7/2018 weekly
G1.B2.S1.MA1  M410978	Increased parental attendance, communication, and participation	Clark, Angela	8/21/2017	Attendance data, SAC/PTA involvement, and increased communication (letters, phone calls, conferences) and increased student achievement	6/7/2018 monthly
G1.B2.S1.MA1  M410979	Parent communication, schedule of parent nights, teacher communication, and opportunities for...	Clark, Angela	8/21/2017	Increased attendance at events, increased communication and awareness, and increased participation in SAC/PTA meetings	6/7/2018 biweekly
G2.B2.S1.MA1  M410981	Utilizing data as a catalyst to reflect on one's own practice and progress monitor student...	Rumble-Wise, Marie	8/21/2017	Weekly formative assessments and formal assessments every three weeks, and collaborative data deep dive discussions weekly in PLC's and the diagnose student learning needs and modify instruction.	6/7/2018 weekly
G2.B2.S1.MA1  M410982	Fidelity and productivity of grade level meetings	Rumble-Wise, Marie	8/21/2017	Agenda and minutes, data analysis, and walk throughs to observe application of strategies	6/7/2018 weekly
G2.B2.S1.A1  A379023	Meet once a week for 60 minutes and Coaches will offer a differentiated PD opportunity per grade...	Priester, Cormic	8/21/2017	Weekly agenda and minutes and established grade level SMART Goals	6/7/2018 weekly
G2.B2.S1.A2  A379024	All grade levels will implement best practices and learning provided during professional...	Priester, Cormic	8/21/2017	Unit Plan contents, Data Tools feedback, classroom walk-throughs, student performance task samples, etc.	6/7/2018 biweekly
G3.MA1  M410990	Implementation of the Standards-Based Curriculum IFCs and Performance Tasks, progress monitoring...	Priester, Cormic	8/21/2017	- Student Assessment Data (formative and summative) - Classroom Observations/Walkthroughs (for teacher effectiveness) - Results of all the assessment data named above	6/8/2018 monthly
G3.B3.S1.MA1  M410988	Standards-Based Curriculum IFCs, SMART Goals & Progress Monitoring toward moving AMO subgroups to...	Priester, Cormic	8/21/2017	Teacher classroom instruction, lesson plans, PLC's effectiveness, student data analysis and data tools.	6/8/2018 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B3.S1.MA1  M410989	Lesson Plans, student assessment data (formative and summative), re-teaching plans, classroom...	Priester, Cormic	8/16/2017	Increased student achievement data and increased differentiation and re-teaching that is individualized based on the data	6/8/2018 biweekly
G3.B3.S1.A1  A379027	Provide ongoing Professional Development on-site and off-site for project-based learning,...	Priester, Cormic	8/16/2017	Increased use of data analysis to inform instruction, re-teaching plans and differentiation strategies in 4 week unit plans, increased student achievement student by student	6/8/2018 weekly
G3.B3.S1.A2  A379028	All grade levels will effectively implement guided reading, project-based learning, and thematic...	Priester, Cormic	8/16/2017	Lesson plan contents that include small group instruction, project-based activities, Remediation, and Enrichment activities; Student assessment results; classroom walk throughs, etc.	6/8/2018 biweekly

V. Professional Development Opportunities

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

G2. If all classrooms are equipped with a wide range of enriching literature, then all students will receive adequate exposure to grade appropriate texts, that integrate literary skills and writing across the curriculum.

G2.B2 - Grade Level Team collaboration and planning consistently and intentionally

G2.B2.S1 Common planning time daily for each grade level, Professional Learning Community (PLC) once a week for 60 minutes. Grade Level Lead works closely with Instructional Coaches and Administration to lead and develop teachers on their team. Data, assessment, and lesson protocols are used to develop consistency and to plan intentionally for differentiated instruction that addresses deficits and enrichment for each student. Grade level walk-throughs and observations to give one another feedback weekly. Modeling and best practices shared in exemplar classrooms.

PD Opportunity 1

Meet once a week for 60 minutes and Coaches will offer a differentiated PD opportunity per grade level in a named area of need

Facilitator

Grade Level Teams and Instructional Coaches

Participants

Grade Level Teams

Schedule

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

PD Opportunity 2

All grade levels will implement best practices and learning provided during professional developments, when planning for instruction, and discuss implementation during grade level PLCs.

Facilitator

Instructional Coaches and Grade Level Teams

Participants

Grade Level Teams

Schedule

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

G3. If teachers effectively deliver academic instruction, that is standards-based with an emphasis on ELA/ Guided Reading, Science, Technology, Engineering, and Math, then student proficiency will increase for all students.

G3.B3 Implementation, analysis and use of data by teachers to inform instruction

G3.B3.S1 Grade Level Leads/Leadership Team will develop tiered Professional Development based on the data analysis process, use, and monitor Grade Level Professional Learning Community effectiveness and impact on student achievement.

PD Opportunity 1

Provide ongoing Professional Development on-site and off-site for project-based learning, integrated lessons, assessment development for performance tasks, and use of data to drive instruction.

Facilitator

Administration, Instructional Coaches, Grade Level Leads, and Outside Vendor

Participants

Leadership Team

Schedule

Weekly, from 8/16/2017 to 6/8/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Plan for parent nights	\$0.00
2	G1.B2.S1.A2	Teachers will increase parental communication by calling home weekly to express academic and behavioral information, concerns, and/or needs	\$0.00
3	G2.B2.S1.A1	Meet once a week for 60 minutes and Coaches will offer a differentiated PD opportunity per grade level in a named area of need	\$0.00
4	G2.B2.S1.A2	All grade levels will implement best practices and learning provided during professional developments, when planning for instruction, and discuss implementation during grade level PLCs.	\$0.00
5	G3.B3.S1.A1	Provide ongoing Professional Development on-site and off-site for project-based learning, integrated lessons, assessment development for performance tasks, and use of data to drive instruction.	\$0.00
6	G3.B3.S1.A2	All grade levels will effectively implement guided reading, project-based learning, and thematic unit strategies/activities from PDs, along with feedback from leadership team to further develop teaching pedagogy.	\$0.00
Total:			\$0.00