

Broward County Public Schools

Rock Island Elementary School



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	C	D	F*

School Board Approval

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

SIP Authority

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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

Rock Island Elementary School is committed to providing students with a safe and stimulating environment, a love of learning and respect for our world through the 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, technology, 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.

Provide the school's vision statement.

The vision of the school is grounded in the second generation of The Seven Correlates of Highly Effective Schools which serves as the guiding principles of the school's vision. The Seven Correlates of Effective School's are:

1. Climate of High Expectations
2. Positive Home and School Relations
3. Opportunity to Learn and Student Time on Task
4. Frequent monitoring of student progress
5. Strong instructional leadership
6. Clear and focused mission
7. Safe and orderly environment

School Leadership Team

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
Brown, Jennifer	Teacher, K-12
Geffon, Amy	Teacher, K-12
Whittaker, Sophia	Instructional Coach
Wallace, Tonya	SAC Member
Juin, Norma	Administrative Support
Stephenson, Genvieve	Administrative Support

Duties

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

The roles and responsibilities of the team include gathering and assessing data to determine needs, and monitoring instruction and curriculum to determine if the identified needs are addressed. The leadership team supports instructional activities and programs by modeling expected behaviors, participating and/or leading professional learning communities and staff development. The leadership team prioritizes instruction and support of their team on a day-to-day basis.

Cornic Priester (Principal) - Lead the school leadership team and ensure the vision is implemented. Monitor and lead as the instructional leader ensuring high quality standards based instruction. Monitor school data to assess student, class, grade, and school-wide progress to ensure school is achieving its goals. Share decision making with leadership team to ensure student progress. Support teachers and coaches in developing their knowledge about the curriculum and promote teacher collaboration with a focus on effective classroom instruction. Engage teachers in conversations regarding class, grade, and school data, facilitate teacher reflection, mentor and train teachers.

Marie Rumble-Wise (Assistant Principal) - Support teachers in developing their knowledge about the curriculum and promote teacher collaboration with a focus on effective classroom instruction. Engage teachers in conversations regarding class, grade, and school data, facilitate teacher reflection, mentor and train teachers. Lead the school leadership team and ensure the vision is implemented. Monitor and lead as the instructional leader ensuring high quality standards based instruction. Monitor school data to assess student, class, grade, and school-wide progress to ensure school is achieving its goals. Share decision making with leadership team to ensure student progress. Ensure the vision of the principal is achieved.

Sophia Whittaker (Literacy Coach) - Create standards based assessments for grades K-5, assess data and determine needs, create, monitor and modify Instructional Focus Calendars (IFC) based on assessment data. Participate and lead Professional Learning Communities, monitor the progress of the lowest quartile students and outline specific plans for improvement. Mentor, coach support teachers, and provide ELA professional development to build teacher pedagogy.

Tonya Wallace (SAC Member and Science Coach) - Create targeted plan to increase science instruction and Science proficiency. Lead family nights and assist in bridging the gap between parents and school community. Create standards based assessments for grades K-5, assess data and determine needs, create, monitor and modify Instructional Focus Calendars (IFC) based on assessment data. Participate and lead Professional Learning Communities, monitor the progress of the lowest quartile students and outline specific plans for improvement in Science. Mentor, coach support teachers, and provide ELA professional development to build teacher pedagogy.

Genevieve Stephenson (Administrative Support and School Counselor) - Monitor the progress of critical needs students and lead the implementation for Social Emotional Learning (SEL).

Norma Juin (Administrative Support and ESE Specialist) - Monitor the progress of special needs students and provide instructional strategies and support to teachers.

Cassandra Cruz (Kindergarten Teacher) - Lead the Kindergarten team with delivering standards based instruction, assessing, and analyzing data for improvement. Communicates student and grade level progress with administration and support and promote the vision of the school's principal. Monitor and implement IFC and modify as needed based on assessment data with coach support.

Amy Geffon (Second Grade Teacher) - Lead the second grade team with delivering standards based instruction, assessing, and analyzing data for improvement. Communicates student and grade level progress with administration and support and promote the vision of the school's principal. Monitor and

implement IFC and modify as needed based on assessment data with coach support.

Jennifer Brown (First Grade Teacher) - Lead the first grade team with delivering standards based instruction, assessing, and analyzing data for improvement. Communicates student and grade level progress with administration and support and promote the vision of the school's principal. Monitor and implement IFC and modify as needed based on assessment data with coach support.

Valencia Jordan (Third Grade Teacher) - Lead the third grade team with delivering standards based instruction, assessing, and analyzing data for improvement. Communicates student and grade level progress with administration and support and promote the vision of the school's principal. Monitor and implement IFC and modify as needed based on assessment data with coach support.

Early Warning Systems

Year 2017-18

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	10	13	7	14	13	8	0	0	0	0	0	0	0	65
One or more suspensions	0	2	0	6	5	8	0	0	0	0	0	0	0	21
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	28	35	30	0	0	0	0	0	0	0	93

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	15	11	0	0	0	0	0	0	0	26

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	3	3	5	7	10	0	0	0	0	0	0	0	29
Retained Students: Previous Year(s)	3	3	0	6	0	2	0	0	0	0	0	0	0	14

Date this data was collected

Wednesday 7/18/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Measurement and Data received the lowest performance score in Math.
Integration of Knowledge and Ideas received the lowest performance score in ELA.

Which data component showed the greatest decline from prior year?

Overall math learning gains for the lowest quartile yielded the biggest gap this year, which is a 40 percentile point decrease from 70% to 30%.

Which data component had the biggest gap when compared to the state average?

ELA proficiency is 25%, which is 31 percentile points less than the state average of 56%. Overall math learning gains for the lowest quartile yielded the biggest gap this year, which is a 40 percentile point decrease from 70% to 30%.

Which data component showed the most improvement? Is this a trend?

Not Applicable

Describe the actions or changes that led to the improvement in this area.

Not applicable.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	25%	56%	56%	27%	50%	52%
ELA Learning Gains	30%	57%	55%	44%	52%	52%
ELA Lowest 25th Percentile	35%	51%	48%	48%	45%	46%
Math Achievement	41%	62%	62%	31%	57%	58%
Math Learning Gains	44%	60%	59%	49%	58%	58%
Math Lowest 25th Percentile	30%	47%	47%	40%	45%	46%
Science Achievement	28%	49%	55%	37%	43%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	10 (22)	13 (15)	7 (9)	14 (11)	13 (18)	8 (10)	65 (85)
One or more suspensions	0 (0)	2 (0)	0 (0)	6 (0)	5 (0)	8 (0)	21 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	28 (0)	35 (51)	30 (63)	93 (114)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	29%	59%	-30%	57%	-28%
	2017	35%	57%	-22%	58%	-23%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2018	18%	58%	-40%	56%	-38%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	24%	56%	-32%	56%	-32%
Same Grade Comparison		-6%				
Cohort Comparison		-17%				
05	2018	27%	56%	-29%	55%	-28%
	2017	33%	54%	-21%	53%	-20%
Same Grade Comparison		-6%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	37%	63%	-26%	62%	-25%
	2017	44%	61%	-17%	62%	-18%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2018	44%	63%	-19%	62%	-18%
	2017	37%	64%	-27%	64%	-27%
Same Grade Comparison		7%				
Cohort Comparison		0%				
05	2018	40%	62%	-22%	61%	-21%
	2017	49%	60%	-11%	57%	-8%
Same Grade Comparison		-9%				
Cohort Comparison		3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	27%	51%	-24%	55%	-28%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	8	18	25	13	24	29	7				
ELL	31	45		44	50						
BLK	22	28	37	38	42	31	23				
HSP	83			83							
FRL	25	31	36	41	45	31	28				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	2	32	38	11	46	47	17				
ELL	41	71		58	76		30				
BLK	28	49	53	41	67	69	27				
FRL	29	50	54	43	68	69	27				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	ELA
Rationale	Overall ELA learning gains decreased by 21 percentile points.
Intended Outcome	Overall ELA learning gains will increase by 25 percentile points from 30% to 55% of students making learning gains.
Point Person	Sophia Whittaker (sophia.whittaker@browardschools.com)
Action Step	
Description	<ol style="list-style-type: none"> 1. The Instructional Leadership Team will implement and monitor twice monthly the progress of the Lowest Quartile ELA Flight Plan for Action. 2. Action steps will be implemented in four phases each quarter. 3. Tier I instruction will be provided to all students based on a Balanced Literacy Approach for teaching reading (guided reading, read alouds and use on fiction and non-fiction text). Based on the Benchmark Assessment System (BAS) data, 17/18 Florida Standards Assessment data and quarterly I-Ready Diagnostic data, intensive interventions will be identified for each student beginning with building foundational skills and progress based on the progression of reading development. 4. Tier II and Tier III instruction will provide students with standards based remediation during small group instruction and the Rocket Power Hour (extended hour). 5. Students will be placed in homogenous groups and 4/5 grade vertical reading team by the Literacy Team. 6. The Literacy Coach will provide professional development to teachers in implementing intervention programs in August, how to utilize Leveled Literacy Intervention (LLI) based on the Benchmark Assessment System (BAS) data, 17/18 Florida Standards Assessment data and quarterly I-Ready Diagnostic data. in early September. 7. The ELA Action Plan for Rocket Power Hour will be implemented for students on tier II and tier III. 8. The use of Write Score to score student writing assessments as a 3rd party objective scorer. Data will be used to modify instructional focus and identify remediation activities. 9. i-Ready licences to assist with reinforcing foundational skills and providing extended opportunities for standards based practice. i-Ready toolkit will be utilized by teachers for additional resources for implementation.
Person Responsible	Sophia Whittaker (sophia.whittaker@browardschools.com)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. I-Ready Standards Mastery (Reading) will be used as a progress monitoring tool twice monthly. i-Ready diagnostic three times yearly. 2. BAS and progress monitoring tools for intervention programs will be administered monthly. 3. A summative ELA assessment will be administered quarterly. 4. I-Ready Reading Diagnostic will be administered during three assessment periods. 5. 7. Data chats will be conducted with teachers after each quarterly assessment to identify further identify student support and revise goals. 6. Teachers will discuss student progress at Report Card/Conference Nights with parents twice yearly. 7. Monitor and scoring of student writing monthly.
Person Responsible	Sophia Whittaker (sophia.whittaker@browardschools.com)

Activity #2	
Title	Math
Rationale	Overall math learning gains decreased by 25 percentile points and the lowest quartile learning gains decreased by 40 percentile points.
Intended Outcome	Overall math learning gains will increase by 22 points, from 44% to 66% and the lowest quartile learning gains will increase by 38 percentile points.
Point Person	Marie Rumble-Wise (marie.rumble-wise@browardschools.com)
Action Step	
Description	<ol style="list-style-type: none"> 1. The Instructional Leadership Team will implement and monitor the progress of the Lowest Quartile Math Flight Plan for Action monthly. 2. Action steps will be implemented in four phases each quarter based on the beginning of the year assessment data, I-Ready Math Diagnostic and 2017-2018 Florida Standards Assessment Data. 3. Tier I instruction will be provided to all students using Go Math 2015, Reflex Math and Analeptics daily. 4. Tier II and Tier III instruction will be implemented to provide students with standards based remediation through use of Everglades Math and Wiley's Math components. 5. Go Math Strategic will be implemented during phase three and phase four for students in need of strategic math interventions to close achievement gaps. 6. Teachers will discuss student progress at Report Card/Conference Nights with parents twice yearly.
Person Responsible	Marie Rumble-Wise (marie.rumble-wise@browardschools.com)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. Students will be administered a beginning of the year assessment in August. 2. I-Ready Standards Mastery will be used as a progress monitoring tool twice monthly. 3. Acaletics Scrimmages will be administered once a month. Students that meet the target for the month will attend a Green Party to celebrate success. 4. A summative math assessment will be administered quarterly. 5. I-Ready Math Diagnostic will be administered during three assessment periods. 6. 7. Data chats will be conducted with teachers after each quarterly assessment to identify further identify student support and revise goals.
Person Responsible	Marie Rumble-Wise (marie.rumble-wise@browardschools.com)

Activity #3	
Title	Math - Lowest Quartile
Rationale	Overall math learning gains for the lowest quartile decreased by 40 percentile points.
Intended Outcome	Increase overall learning gains by 38 percentile points in math.
Point Person	Marie Rumble-Wise (marie.rumble-wise@browardschools.com)
Action Step	
Description	<ol style="list-style-type: none"> 1. Hire and schedule push in daily math support (teacher assistant) assigned to lowest quartile students in grades 3, 4 and 5. 2. Identify lowest quartile students based on the 2017-2018 FSA data. 3. Set target goals for each student to achieve for each I-Ready Standards Mastery Checkpoint each assessment period. 4. The math coach and 4/5 math vertical team will review lowest quartile data during weekly PLC's. 5. Based on bi-weekly data the math coach and vertical math team will adjust support for target students and identity remediation activities. 6. Students will conference with teachers and math coach quarterly to receive feedback and an incentive for meeting their goal. 7. Data chats will be conducted with teachers after each quarterly assessment to identify further identify student support and revise goals. 8. Teachers will discuss student progress at Report Card/Conference Nights with parents twice yearly. 9. Extended Learning Opportunities/Tutoring opportunities 3 days weekly for 12 weeks to provide remedial instruction in Math.
Person Responsible	Marie Rumble-Wise (marie.rumble-wise@browardschools.com)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. I-Ready Standards Mastery (bi-weekly). 2. Lowest quartile students meet target scores quarterly. 3. Data chats for lowest quartile students will occur monthly. 4. Adjust instructional focus and tier II and tier III support based on data checkpoints.
Person Responsible	Marie Rumble-Wise (marie.rumble-wise@browardschools.com)

Activity #4	
Title	ELA - Lowest Quartile
Rationale	Overall ELA learning gains for the lowest quartile decreased by 21 percentile points.
Intended Outcome	Increase overall learning gains by 21 percentile points in ELA.
Point Person	Sophia Whittaker (sophia.whittaker@browardschools.com)
Action Step	
Description	<ol style="list-style-type: none"> 1. Schedule daily push in ELA support (teacher assistant) assigned to lowest quartile students in grades 3,4 and 5. 2. Identify lowest quartile students based on 2017-2018 FSA data. 3. Set target goals for students to achieve for each I-Ready Standards Mastery Checkpoint quarterly. 4. The Literacy Coach and 4/5 math vertical ELA team will review data during weekly PLC's. 5. Based on quarterly progress monitoring data the Literacy Team and vertical 4/5 ELA team will adjust support for target students. 6. Students will conference monthly with teachers and Literacy coach to receive feedback and an incentive for meeting their goal. 7. Teachers will discuss student progress at Report Card/Conference Nights with parents twice yearly. 8. Extended Learning Opportunities/Tutoring opportunities 3 days weekly for 12 weeks to provide remedial instruction in English Language Arts.
Person Responsible	Sophia Whittaker (sophia.whittaker@browardschools.com)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. I-Ready Standards Mastery (bi-weekly). 2. Lowest quartile students meet target scores quarterly. 3. Data chats for lowest quartile students will occur monthly. 4. Adjust instructional focus and tier II and tier III support based on data checkpoints.
Person Responsible	Sophia Whittaker (sophia.whittaker@browardschools.com)

Activity #5	
Title	High Quality Instruction
Rationale	Teachers continue to need professional development on delivering high quality instruction to increase student achievement, technology integration, and implement activities for increased parent involvement.
Intended Outcome	Teachers will deliver high quality instruction to achieve school goals and increase student achievement. 2018-2019 School Goals ELA - 35% proficient Math - 52% proficient Science - 40% proficient ELA Learning Gains - 55% ELA Lowest Quartile - 58% Math Learning Gains - 66% Math Lowest Quartile - 68%
Point Person	Cormic Priester (cormicpriester@browardschools.com)
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will receive professional development in quality small group instruction, guided reading, quality math instruction, and Science instruction using Science Boot Camp in August and September. 2. Teachers will receive training on the Recordex and use it as a medium to infuse technology in instruction in early September. 3. Lenovo Laptops will be purchased to increase 1:1 allocation to students. 4. I-Ready Toolkit will be purchased to allow teachers greater access to supplemental rescues and materials to remediate and supplement daily quality instruction. 5. Substitutes will provide coverage for each grade level teacher 3 times yearly to allow for analyzing data, plan collaboratively, conduct data chats, identify and revise goals, and creating quality instructional materials. \$100 per day will be allocated for 27 teachers 3 times yearly. 6. Substitutes will relieve teachers for in-house professional development on an as needed basis. 7. Teachers will discuss student progress at Report Card/Conference Nights with parents twice yearly. 8. Teacher stipends for professional development on balanced literacy and a variety of topics to improve teacher pedagogy. 9. Facilitator stipends for leading professional development weekly for a rate of \$65 dollars of each week for three days weekly for 1 hour each session on a variety of topics.
Person Responsible	Marie Rumble-Wise (marie.rumble-wise@browardschools.com)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. I-Ready Standards Mastery (Reading) will be used as a progress monitoring tool twice monthly. 2. BAS and progress monitoring tools for intervention programs will be administered monthly. 3. A summative Science assessment will be administered quarterly. 4. I-Ready Reading and Math Diagnostic will be administered during three assessment periods.

5. Data chats will be conducted with teachers after each quarterly assessment to identify further identify student support and revise goals.

Person Responsible Marie Rumble-Wise (marie.rumble-wise@browardschools.com)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Provide high-quality instruction for our students and increase collaboration and communication with our parents through parent letters, teacher phone calls, monthly parent nights, and parent conferences to support the student and their family.

Teacher parent conferences (school scheduled evening parent conferences) to be held at minimum two times throughout the school year. Teachers will call parents weekly based on student needs (both academically and behaviorally) to support parent communication and student achievement.

Monthly parent meetings through SAC, PTA, SAF and school fundraiser events. Grade level curriculum parent nights each quarter to inform parents about content, material, and work in order to help their child succeed.

Creation of a Parent University in the school to connect and/or provide GED, financial literacy, ESL, and a law clinic to support the growth of the entire family and community.

Provide parents with frequent reports on their child's progress through bi-weekly check ins, interim reports, report cards, and standardized test scores.

PFEP Link

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

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.

All teachers engage students in daily Morning Meetings utilizing the Responsive Classroom framework. LEAPS is an additional component that teachers specific skills as the activity and sharing piece of the Morning Meeting block. LEAPS lessons include topics such as "Responding When I Am Angry", "Respecting My Teacher", and "The Responsibility of Friendships".

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 RtI 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.

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.

The School Counselor works closely with feeder middle schools. Feeder schools visit Rock Island yearly for a Magnet Showcase to discuss program offerings.

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 intervention supports. If a student still does not respond, the process becomes more formal;

more focused and is referred to the RtI Leadership Team for review. The RtI 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. 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.

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 receive training on the Anti-Bully policy.

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 Life readiness through Florida Standards, STEM, rich literature, Robotics, 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 using an integrated framework. 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;

- Varied 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.
- Classrooms are 21st Century ready classrooms with a Recordex, one-to-one computers, 10 I-Pads per class, a Mimio, and overhead projector.
- 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
- A rich Robotics program that facilitates our students in building, coding, and programming various robotic functions.

Part V: Budget

Total:

\$263,981.25