Rock Island Elementary School

2019-20 Schoolwide Improvement Plan

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Rock Island Elementary School

2350 NW 19TH ST, Fort Lauderdale, FL 33311

[no web address on file]

Demographics

Principal: Cormic Priester

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: C (48%) 2017-18: D (33%) 2016-17: C (49%) 2015-16: D (39%) 2014-15: F (25%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	SIG Cohort 3
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	D	C	D

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Purpose and Outline of the SIP

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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.

This year we are placing an emphasis on increasing tier 1 teaching and learning, and closing the achievement gap through the studying and implementation of Don Lemov's text; Teach Like A Champion. The school leadership team is working with the Teacher Professional and Leadership Growth department to implement standards based instruction through high quality Tier 1 standards aligned units.

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	Job Duties and Responsibilities
Priester, Cormic	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.
Rumble-Wise, Marie	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.
Jordan, Valencia	Teacher, K-12	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.
Whittaker, Sophia	Instructional Coach	Create standards based assessments for grades K-5, asses 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.
Juin, Norma	Administrative Support	Monitor the progress of special needs students and provide instructional strategies and support to teachers.
Stephenson, Genvieve	Administrative Support	Monitor the progress of critical needs students and lead the implementation for Social Emotional Learning (SEL). Mentor and provide support for at risk students and students who have been retained.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	75	91	81	92	95	87	0	0	0	0	0	0	0	521
Attendance below 90 percent	18	18	17	13	7	10	0	0	0	0	0	0	0	83
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	12	20	17	0	0	0	0	0	0	0	49

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	2	3	0	0	0	0	0	0	0	5

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	5	3	8	12	3	0	0	0	0	0	0	0	0	31
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

FTE units allocated to school (total number of teacher units)
29

Date this data was collected or last updated
Thursday 8/29/2019

Prior Year - As Reported

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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 with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	15	11	0	0	0	0	0	0	0	26

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	15	11	0	0	0	0	0	0	0	26

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	37%	59%	57%	30%	55%	55%
ELA Learning Gains	56%	60%	58%	51%	58%	57%
ELA Lowest 25th Percentile	59%	54%	53%	54%	53%	52%
Math Achievement	54%	65%	63%	43%	61%	61%
Math Learning Gains	59%	66%	62%	69%	63%	61%
Math Lowest 25th Percentile	47%	53%	51%	70%	52%	51%
Science Achievement	27%	46%	53%	29%	45%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	75 (0)	91 (0)	81 (0)	92 (0)	95 (0)	87 (0)	521 (0)
Attendance below 90 percent	18 (10)	18 (13)	17 (7)	13 (14)	7 (13)	10 (8)	83 (65)
One or more suspensions	0 (0)	0 (2)	0 (0)	0 (6)	0 (5)	0 (8)	0 (21)
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)	12 (28)	20 (35)	17 (30)	49 (93)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	33%	60%	-27%	58%	-25%	
	2018	29%	59%	-30%	57%	-28%	
Same Grade Comparison		4%					
Cohort Comparison							
04	2019	48%	62%	-14%	58%	-10%	
	2018	18%	58%	-40%	56%	-38%	
Same Grade Comparison		30%					
Cohort Comparison		19%					
05	2019	28%	59%	-31%	56%	-28%	
	2018	27%	56%	-29%	55%	-28%	
Same Grade Comparison		1%					
Cohort Comparison		10%					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2019	61%	65%	-4%	62%	-1%	
	2018	37%	63%	-26%	62%	-25%	
Same Grade Comparison		24%					
Cohort Comparison							
04	2019	57%	67%	-10%	64%	-7%	
	2018	44%	63%	-19%	62%	-18%	
Same Grade Comparison		13%					
Cohort Comparison		20%					
05	2019	43%	64%	-21%	60%	-17%	
	2018	40%	62%	-22%	61%	-21%	
Same Grade Comparison		3%					
Cohort Comparison		-1%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2019	29%	49%	-20%	53%	-24%	
	2018	27%	51%	-24%	55%	-28%	
Same Grade Comparison		2%					
Cohort Comparison							

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	24	48	50	29	50	47					

2019 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 2017-18	C & C Accel 2017-18
ELL	37	63		70	77		38				
BLK	35	52	59	51	57	47	27				
HSP	67	100		87	90						
FRL	35	56	58	53	59	44	25				

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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	397
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	57
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	86
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

On the 2019 ELA assessment, Key Ideas and Details showed the lowest performance. Factors that contributed to this performance for our students with disabilities subgroup include; tier 1 reading instruction aligned to the depth and breadth of the standards.

In Math, Number and Operations showed the lowest performance. Factors that contributed to this performance for our students with disabilities subgroup involves building conceptual understanding of the standard, teachers understanding the CRA Model, and exposure to hands on real world activities.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

No data component showed the greatest decline. Each subskill indicator had an average increase of 7 percentage points.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

5th Grade Math showed the greatest gap when compared to the state average. Factors that contributed to this gap involve the majority of SWD receive support services in ELA. Math abilities per collected data are usually higher and the priority for intensive support is usually identified as ELA. The exposure to hands on real world activities in tier 1 instruction also played a factor in this gap.

Which data component showed the most improvement? What new actions did your school take in this area?

Measurement, Data, and Geometry showed the most improvement. New actions that we took included a Math Club during Extended Learning Opportunities (ELO), Math open labs every Monday, Wednesday, and Fridays of each week. Rock Island implemented a Student Experience Packet that focused on standards and assessments alignment.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Two areas of potential concerns from the EWS data is attendance below 90% in kindergarten and 1st, and the number of level 1s in 4th grade.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA proficiency for students with disabilities.
2. Math proficiency for students with disabilities.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	English Language Arts
Rationale	ELA proficiency for SWD is currently below 41%. Integration of Knowledge and Ideas yielded 31% which includes literature, informational and speech and language standards. Providing quality instruction in this area will positively impact student learning and success.
State the measurable outcome the school plans to achieve	By June 2020, 50% of SWD will score a level 3 or higher on the English Arts Florida Standards Assessment.
Person responsible for monitoring outcome	Cormic Priester (cormicpriester@browardschools.com)
Evidence-based Strategy	Tier 1 instruction using standards aligned units, skill based instruction, and Teach Like a Champion instructional strategies.
Rationale for Evidence-based Strategy	This year we are placing an emphasis on increasing tier 1 teaching and learning, and closing the achievement gap through the studying and implementation of Don Lemov's text; Teach Like A Champion. The school leadership team is working with the Teacher Professional and Leadership Growth department to implement standards based instruction through high quality Tier 1 standards aligned units.
Action Step	
Description	1. Children's Learning Initiative (CLI) participant in grades K - 3. 2. Uncommon Schools participant using standards aligned units. 3. Weekly planning with instructional coaches on using the standards aligned units, providing feedback to students and aggressively progress monitoring instruction. 4. ESE Facilitator planning with classroom teachers to align strategies with ESE goals. 5. Tier II and Tier III instruction will provide students with standards based remediation during small group instruction and the Rocket Power Hour (extended hour).
Person Responsible	Sophia Whittaker (sophia.whittaker@browardschools.com)

#2	
Title	Mathematics
Rationale	Math proficiency for SWD is currently below 41%. Number Operations and Base 10 yielded no increase from the previous year. Providing quality instruction in this area will positively impact student learning and success.
State the measurable outcome the school plans to achieve	By June 2020, 50% of SWD will score a level 3 or higher on the Math Florida Standards Assessment.
Person responsible for monitoring outcome	Cormic Priester (cormicpriester@browardschools.com)
Evidence-based Strategy	Tier 1 instruction using standards aligned units, skill based instruction, and Teach Like a Champion instructional strategies. Rock Island also incorporates a Student Experience Packet which incorporates strategies aligned to FSA type questions and tasks.
Rationale for Evidence-based Strategy	This year we are placing an emphasis on increasing tier 1 teaching and learning, and closing the achievement gap through the studying and implementation of Don Lemov's text; Teach Like A Champion. The school leadership team is working with the Teacher Professional and Leadership Growth department to implement standards based instruction through high quality Tier 1 standards aligned units.
Action Step	
Description	1. Uncommon Schools participant using standards aligned units. 2. Weekly planning with instructional coaches on using the standards aligned units, providing feedback to students and aggressively progress monitoring instruction. 3. ESE Facilitator planning with classroom teachers to align strategies with ESE goals. 4. Math Acaletics implementing a Math Club for 30 minutes daily. 5. Math Lab each morning 3 days weekly. 6. 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. 7. Go Math Strategic will be implemented during phase three and phase four for students in need of strategic math interventions to close achievement gaps. 8. Teachers will discuss student discuss student progress at Report Card/Conference Nights with parents twice yearly.
Person Responsible	Marie Rumble-Wise (marie.rumble-wise@browardschools.com)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Remaining school wide improvement focus includes;
1.) Decreasing the number of level 1s in 4th grade.
a.) We will be holding quarterly meeting with parents to share data and update them on student's academic progress.

b.) Students will be invited to ELOs to increase academic proficiency.
c.) Students will meet with the counselor for weekly groups, set goals, and learn strategies to self-monitor.

2.) Increasing attendance in grades K and 1.
a.) An attendance plan has been created to address increasing attendance.
b.) Wake up calls are done daily for students with less than 90% attendance.
c.) Students participate in monthly attendance celebrations as attendance improves.

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 Schoolwide Improvement Plan 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 specifc 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 Checkout 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 identifed 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 fulltime 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 Head Start year, parents are invited to monthly meetings that cover a wide variety of safety, nutrition, wellness and academic concerns. The Head Start Start 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.

Rock Island Elementary uses the Transformational model for the school. This "College and Career Ready" model promotes high quality instruction aligned to Florida Standards, engagement of all stakeholders, and ongoing professional development for teachers.
Each Month, we host a College Awareness Day, and our 4th and 5th grade students participate in 2 college tours yearly. We partner with Barry University, Broward College, Florida International University, and Florida Atlantic University.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: English Language Arts	$0.00

2	III.A.	Areas of Focus: Mathematics	$0.00
		Total:	$0.00