

Broward County Public Schools

# Rock Island Elementary School



## 2021-22 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
<b>School Grades History</b>	2018-19: C (48%) 2017-18: D (33%) 2016-17: C (49%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	SIG Cohort 3
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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](http://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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## 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	87%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	D

### School Board Approval

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### SIP Authority

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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.

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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position 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
Ballard, Stephanie	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.
Juin, Norma	Teacher, ESE	Monitor the progress of special needs students and provide instructional strategies and support to teachers.
Stephenson, Genvieve	School Counselor	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.

## Demographic Information

### Principal start date

Saturday 7/1/2017, Cormic Priester

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

28

**Total number of teacher positions allocated to the school**

38

**Total number of students enrolled at the school**

442

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

6

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

5

**Demographic Data****Early Warning Systems****2021-22****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	78	73	88	80	85	96	0	0	0	0	0	0	0	500
Attendance below 90 percent	47	41	45	51	47	40	0	0	0	0	0	0	0	271
One or more suspensions	0	0	1	0	1	4	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	8	20	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	6	17	0	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	0	1	4	15	5	12	0	0	0	0	0	0	0	37
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	2	4	10	8	20	0	0	0	0	0	0	0	44

**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	0	1	0	4	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

**Date this data was collected or last updated**

Friday 9/24/2021

**2020-21 - 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	
Number of students enrolled	68	68	79	74	78	91	0	0	0	0	0	0	0	458
Attendance below 90 percent	26	30	25	31	27	23	0	0	0	0	0	0	0	162
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	9	19	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide Math assessment	0	0	0	0	6	8	0	0	0	0	0	0	0	14

**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	0	0	0	0	0	0	0	0	0	

**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	0	2	4	8	7	5	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**2020-21 - 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	
Number of students enrolled	68	68	79	74	78	91	0	0	0	0	0	0	0	458
Attendance below 90 percent	26	30	25	31	27	23	0	0	0	0	0	0	0	162
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	9	19	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide Math assessment	0	0	0	0	6	8	0	0	0	0	0	0	0	14

**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	0	0	0	0	0	0	0	0	0	

**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	0	2	4	8	7	5	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

## Part II: Needs Assessment/Analysis

### School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				37%	59%	57%	25%	56%	56%
ELA Learning Gains				56%	60%	58%	30%	57%	55%
ELA Lowest 25th Percentile				59%	54%	53%	35%	51%	48%
Math Achievement				54%	65%	63%	41%	62%	62%
Math Learning Gains				59%	66%	62%	44%	60%	59%
Math Lowest 25th Percentile				47%	53%	51%	30%	47%	47%
Science Achievement				27%	46%	53%	28%	49%	55%

### Grade Level Data Review - State Assessments

**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	2021					
	2019	33%	60%	-27%	58%	-25%
Cohort Comparison						
04	2021					
	2019	48%	62%	-14%	58%	-10%
Cohort Comparison		-33%				
05	2021					
	2019	28%	59%	-31%	56%	-28%
Cohort Comparison		-48%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	61%	65%	-4%	62%	-1%
Cohort Comparison						
04	2021					
	2019	57%	67%	-10%	64%	-7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-61%				
05	2021					
	2019	43%	64%	-21%	60%	-17%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	29%	49%	-20%	53%	-24%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady ELA and iReady Mathematics

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	21.5	29.2	37.7
	Economically Disadvantaged	21.8	30.9	37.3
	Students With Disabilities	50	40	50
	English Language Learners	33.3	31.3	37.5
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	22.7	14.3	23.9
	Economically Disadvantaged	19.6	13.2	21.1
	Students With Disabilities	40	0	40
	English Language Learners	37.5	18.8	26.7

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	10	30
	Economically Disadvantaged	19.4	29.6	38.4
	Students With Disabilities	33.3	6.7	21.4
	English Language Learners	0	10	30
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12.8	17.6	23.1
	Economically Disadvantaged	11.3	16.4	22.5
	Students With Disabilities	13.3	0	21.4
	English Language Learners	0	0	10
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22.4	30.3	37.2
	Economically Disadvantaged	21.5	30.8	37.3
	Students With Disabilities	21.4	23.1	35.7
	English Language Learners	8.3	27.3	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7.9	13.2	35.2
	Economically Disadvantaged	9.2	15.4	34.4
	Students With Disabilities	21.4	7.7	23.1
	English Language Learners	8.3	16.7	18.2

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24.7	26.8	5.9
	Economically Disadvantaged	21.7	23.4	5.9
	Students With Disabilities	0	10	0
	English Language Learners	14.3	7.1	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15.6	24.7	0
	Economically Disadvantaged	14.3	22.7	0
	Students With Disabilities	10	10	0
	English Language Learners	20	23.1	0
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17.4	15.3	0
	Economically Disadvantaged	18.4	16.2	0
	Students With Disabilities	0	12.5	0
	English Language Learners	16.7	8.3	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16.7	19.3	0
	Economically Disadvantaged	16	19.4	0
	Students With Disabilities	0	0	0
	English Language Learners	27.3	8.3	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

**Subgroup Data Review**

<b>2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2019-20</b>	<b>C &amp; C Accel 2019-20</b>
SWD	16			10							
ELL	26			41							
BLK	23	39		33	24		14				
HSP											
FRL	21	40		32	23		15				
<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2017-18</b>	<b>C &amp; C Accel 2017-18</b>
SWD	24	48	50	29	50	47					
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				
<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
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				

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	26
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	31
Total Points Earned for the Federal Index	205
Total Components for the Federal Index	8
Percent Tested	70%
<b>Subgroup Data</b>	

Students With Disabilities	
Federal Index - Students With Disabilities	13
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	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	21
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	27
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

Data trends match our FSA data as far as overall proficiency, FRL, SWD, and ELL in both ELA and Math.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

According to data points, our ELA for our SWD population has the greatest need for improvement.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The Covid-19 pandemic provided many challenges in reaching our SWD scholars' needs virtually, including attendance concerns for scholars to receive their individualized instruction. We will work to ensure data progress monitoring of scholars now on site, that they are receiving needs based on IEP goals, especially with our "Walk to Read" intervention programming,

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Math proficiency showed the most improvement.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

New actions that contributed to this growth included a Math Open Lab each morning focusing on fluency, contracting the services of J&J Math Boot Camp to provide supplemental Math instruction to scholars in grades 3-5, the establishment of a Math Club during Extended Learning Opportunities (ELO) twice weekly, and the implementation of targeted Math interventions during the daily Math block.

#### What strategies will need to be implemented in order to accelerate learning?



Monitoring of attendance.

Data progress monitoring.

Power Hour Intervention hour for individualized instruction.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional Learning in our grade-level PLCs will center around strategies for differentiating learning in ELA for our scholars, including our SWD students. Our CLI Coach provides weekly professional learning on writing strategies to increase reading performance. We also are planning The Science of Reading professional learning for our staff.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Attendance monitoring.

Progress monitoring of data.

Use of iReady Personalized Pathway to close gaps.

Power Hour interventions to target differentiated instructional needs of the scholars.

Continued coaching and feedback for teachers.

Continued weekly professional learning.

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** According to most recent data analysis, our critical need centers around ELA proficiency for SWD currently below 41%. 76.5% of SWD are not proficient nor can demonstrate proficiency on grade level standards. Many of these students perform 2-3 grade levels behind which impacts learning in other content areas requiring reading.

**Measurable Outcome:** By June 2022, 45% of SWD will score a level 3 or higher on the English Language Arts Florida Standards Assessment.

**Monitoring:** This year, we continue to place an emphasis on increasing tier 1 teaching and learning, and closing the achievement gap through the studying and implementation of Don Lemov's Teach Like a Champion. The school's 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 and align this work to our teaching of ELA. We will monitor teacher classroom walkthroughs for implementation of strategies and iReady ELA and Benchmark Advance Unit Assessments for our SWD scholars.

**Person responsible for monitoring outcome:** Cormic Priestester (cormicpriester@browardschools.com)

**Evidence-based Strategy:** Children's Learning Initiative (CLI) support Grades K-2.  
EMPOWER Broward lesson support for Grades 3-5.

**Rationale for Evidence-based Strategy:** CLI is a research-based program used throughout the state of Florida to assist with teaching and learning of Reading. EMPOWER Broward provides teaching and learning lesson plans with effective pedagogical skills aligned to the Florida standards.

**Action Steps to Implement**

Partnership and support of our school-based Children's Literacy Initiative (CLI) coach for grades K-3.

**Person Responsible** Sophia Whittaker (sophia.whittaker@browardschools.com)

Partnership and support from TPLG/ EMPOWER Broward lesson plans, resources, and professional learning with standards-aligned units for grades 3-5.

**Person Responsible** Sophia Whittaker (sophia.whittaker@browardschools.com)

Weekly professional learning communities for all ELA teachers grades K-5 to support effective standards-based teaching and learning

**Person Responsible** Cormic Priestester (cormicpriester@browardschools.com)

Support and consultation with ESE Facilitators and Specialist to align practices and strategies with ESE goals and needs.

**Person Responsible** Norma Juin (norma.juin@browardschools.com)

Tier II and III instruction and progress monitoring to ensure standards-based remediation during small group instruction and the common intervention hour

**Person Responsible** Valencia Jordan (valencia.jordan@browardschools.com)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org/), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**1.6=Rock Island**

**1.0=State of Florida**

**As a PBIS School, it is our charge to ensure a motivating, safe, and secure learning environment for our scholars and staff. Knowing as a school behavior and culture "set the table" for teaching and learning, we utilize our Behavior dashboard in BASIS to monitor data as we meet as a PBIS team monthly to review data and make adjustments as needed. We do utilize schoolwide expectations for classroom, cafeteria, and hallways to help ensure common language across the school to monitor student expectations**

### Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

### Describe how the school addresses building a positive school culture and environment.

Rock Island Elementary strives to engage stakeholder in the day to day decision making. Parents are frequently recruited and invited to participate in school-based committees. Parents of scholars from all subgroups are recruited to ensure diversity. Parents, business partners, and community members serve on the School Advisory Council, the Social Emotional Learning Team, and the School-wide Positive Behavior Plan Committee.

Two Teacher Parent Conferences events are held each year. A flexible meeting schedule is provided for parents to meet with teachers between 7:30 AM and 7:00 PM, allowing parents to meet with teachers to discuss student progress and discuss next steps.

Family Nights are held each month on a variety of academic focus. Parents are oriented to grade level standards, participate in hands-on activities, and are armed with strategies to assist their child/children at home. These events serve to strengthen the home school connection and enable parents to play a greater role in their child's education.

A positive school culture is contributed to through a number of parent recognition programs. Parents are recognized through parent honor rolls each quarter. Outstanding parents are nominated by classroom teachers and are recognized and rewarded at assemblies. Business partners are also spotlighted in the monthly newsletter.

A Family Resource Night is held each year to expose parents to the social, economical, financial, emotional, language, and cultural, medical, and educational resources within the community. Business and community partners meet with parents, assist them with securing services, and forming social connections.

Parents complete a survey each year which is used to improve communication, school practices, inform and address school improvement needs.

### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

#### **OUR STAFF WILL:**

- ? Be able to state the school-wide expectations
- ? Be able to state the location-based rules (cafeteria, hallways, etc.)
- ? Know and participate in the school-wide reward system
- ? Know and use the discipline flow chart
- ? Be able to differentiate teacher-managed behavior from office-managed
- ? Alter the environment to reduce the likelihood that misbehavior can occur
- ? Have working knowledge of the SPBP implementation throughout the school

#### **OUR STUDENTS WILL:**

- ? Be able to state the school-wide expectations
- ? Explain (operationalize) the school-wide expectations into observable behaviors

#### **OUR STUDENTS WILL:**

- ? Be able to state the location-based rules (classroom, cafeteria, hallways, etc.)
- ? Participate in formal behavior lesson plans, at least three times a year or more often if needed

#### **OUR STUDENTS WILL:**

- ? Know what the school-wide reward system is and what they need to do to be rewarded
- ? Be able to be successful on the reward system (ALL students)
- ? Learn that positive behaviors are easier and more rewarding than misbehaviors

#### **OUR SCHOOL WILL:**

- ? Have a consistent professional who serves as coordinator & point of contact
- ? Have 6 – 10 committed members who represent ALL stakeholders in the school – i.e., all grade/subject areas, support, paraprofessionals, etc.
- ? Have a consistent administrator present in all meetings
- ? Meet at least quarterly to collect and analyze Tier 1 behavior data
- ? Engage in the 4 Step Problem Solving Process
- ? Develop research-based interventions for Tier 1
- ? Present behavior data at least quarterly to staff and stakeholders

## **Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
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Total:	\$0.00
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