



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Rockway Elementary School

2790 SW 93RD CT

Miami, FL 33165

305-221-1192

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 80%
Alternative/ESE Center No	Charter School No	Minority Rate 97%

School Grades History

2013-14 A	2012-13 A	2011-12 B	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Rockway Elementary School

Principal

Debbie Saumell

School Advisory Council chair

Damaris Fernandez-Rodriguez

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Debbie Saumell	Principal
Marisol Lirio	Assistant Principal
Damaris Fernandez-Rodriguez	EESAC Chairperson
Yvette Perozo	UTD Designated Steward
Sharika Mitha-Ochoa	Media Specialist
Evey Schneider	ESE Teacher
Connie Hernandez	ESOL Teacher
Alina Valdes	Kindergarten grade teacher
Jessica Chavez	First grade teacher
Marcy Zbik	Second grade teacher
Barbara Marchante	Third grade teacher
Alicia Guerra	Fourth Grade teacher
Techie Guzman	Fifth Grade teacher

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The Rockway Elementary Educational Excellence School Advisory Council shall be made up of eight teachers, eight parents, one student, one education support employee, three business/community

representatives, the UTD steward and the principal. With the exception of the principal and the business/ community representatives, all other members shall be elected by their constituent groups. Teachers, parents, students, and education support employees shall also elect an alternate representative. The Council will be representative of the ethnic, racial, linguistic disabled and economic community served by Rockway Elementary.

Involvement of the SAC in the development of the SIP

The purpose of the Rockway Elementary Educational Excellence School Advisory Council is to work to ensure improved student achievement. One of the ways the Council will do this is by preparing and evaluating the school improvement plan as required by Section 229.591 F.S., Comprehensive Revision of Florida’s System of School Improvement and Education Accountability.

Activities of the SAC for the upcoming school year

The activities of Rockway Elementary’s Educational Excellence School Advisory Council will be to hold monthly meetings to discuss the school’s school improvement plan and discuss events and activities that are taking place throughout the school and the community that will promote student achievement and parental involvement.

Projected use of school improvement funds, including the amount allocated to each project

The projected use of \$2,072 of the school improvement funds include purchasing LCD Projectors in order to integrate technology in the Mathematics and Science classrooms.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

N/A

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Debbie Saumell

Principal

Years as Administrator: 18

Years at Current School: 12

Credentials

E CHILD ED, ELEM ED, SCHOOL PRINCIPAL

2013 – School Grade A
 Rdg. Proficiency, 63%
 Math Proficiency, 72%
 Rdg. Lrg. Gains, 70 points
 Math Lrg. Gains, 70 points
 Rdg. Imp. of Lowest 25% -
 69 points
 Math Imp. of Lowest 25% -
 67 points
 Rdg. AMO – N
 Math AMO– N

2012 – School Grade B
 Rdg. Proficiency, 67%
 Math Proficiency, 66%
 Rdg. Lrg. Gains, 73 points
 Math Lrg. Gains, 54points
 Rdg. Imp. of Lowest 25% -
 63 points
 Math Imp. of Lowest 25% -
 57 points
 Rdg. AMO –N
 Math AMO–N

Performance Record

2011 and prior use original format. A
 Rdg. Proficiency, 87%
 Math Proficiency, 89%
 Rdg. Lrg. Gains, 66 points
 Math Lrg. Gains, 73points
 Rdg. Imp. of Lowest 25% -
 63 points
 Math Imp. of Lowest 25% -
 84 points
 Rdg. AMO –N
 Math AMO–N
 2010 – School Grade A
 Rdg. Proficiency, 84%
 Math Proficiency, 81%
 Rdg. Lrg. Gains, 73 points
 Math Lrg. Gains, 76 points
 Rdg. Imp. of Lowest 25% -
 66 points
 Math Imp. of Lowest 25% -
 80 points
 Rdg. AMO –N
 Math AMO–N
 2009 – School Grade A
 Rdg. Proficiency, 84%

Math Proficiency, 81%
 Rdg. Lrg. Gains, 73 points
 Math Lrg. Gains, 76points
 Rdg. Imp. of Lowest 25% -
 66 points
 Math Imp. of Lowest 25% -
 80 points
 Rdg. AMO –N
 Math AMO–N

Marisol S. Lirio

Asst Principal	Years as Administrator: 2	Years at Current School: 1
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Credentials

ELEM ED, ESOL, BA PSYCHOLOGY, PK/PRIMARY, ED LEADERSHIP

Performance Record

2013 – School Grade A
 Rdg. Proficiency, 63%
 Math Proficiency, 72%
 Rdg. Lrg. Gains, 70 points
 Math Lrg. Gains, 70 points
 Rdg. Imp. of Lowest 25% -
 69 points
 Math Imp. of Lowest 25% -
 67 points
 Rdg. AMO – N
 Math AMO– N

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
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Areas [none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

33

receiving effective rating or higher

33, 100%

Highly Qualified Teachers

79%

certified in-field

28, 85%

ESOL endorsed

28, 85%

reading endorsed

3, 9%

with advanced degrees

9, 27%

National Board Certified

4, 12%

first-year teachers

0, 0%

with 1-5 years of experience

2, 6%

with 6-14 years of experience

16, 48%

with 15 or more years of experience

15, 45%

Education Paraprofessionals**# of paraprofessionals**

3

Highly Qualified

3, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

5

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Rockway Elementary has established partnerships with Florida International University and Miami-Dade College in order to recruit and retain highly qualified, certified-in-field, effective teachers. The school provides internships and field experience placement for college student teachers provided by Clinical Education Qualified teachers. The school is also a participant in the University of Florida partnership with Miami-Dade County Public Schools "i3" program whereby administrators and

teachers alike engage in professional development on becoming effective leaders and foster active student engagement in the classroom. In addition, our school provides professional development through teacher leaders arranged by the school-based PD Liaison.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Rockway Elementary's MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Tier 1(Leadership Team)

Administrators Debbie F. Saumell and Marisol S. Lirio will schedule and facilitate regular RtI meetings, ensure attendance of team members, follow up of action steps and allocate resources. In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

- School reading, math, science, and behavior specialists

S. Mitha-Ochoa, M. Rossie, E. Hewitt

- Special education personnel- E. Scheneider, I. Estevez, L. Perez
- School guidance counselor- Maria Ramirez
- School psychologist - Adaline Calderon
- School social worker - Rosa Almond

• Member of advisory group, community stakeholders, parents - Hexer Herrera (parent), Rosa Herrera (parent), Ioneth Cruces (parent), Mayte Gonzalez (parent), Leslie Pujala (parent), Rhonda Smith (Community stakeholder), Vincente Garcia (community stakeholder)

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically every quarter to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

The Principal, Assistant Principal, Counselor, and ESOL Teacher will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected classroom teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

The Tier 2 Team in addition to the school psychologist, social worker and parent/guardian make up the Tier 3 SST Problem Solving Team.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The following steps will be considered by the Rockway Elementary's Leadership Team to address how we can utilize the MTSS/RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important

questions:

- What will all students learn? (curriculum based on standards)
 - How will we determine if the students have learned? (benchmark assessments)
 - How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
 - How will we respond when students have learned or already know? (Enrichment opportunities).
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
 3. Hold regular team meetings.
 4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
 5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
 6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
 7. Assist with monitoring and responding to the needs of subgroups within the expectations for Annual Measurable Objectives (AMO's)

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

1. Data will be used to guide instructional decisions and system procedures for all students to:
 - adjust the delivery of curriculum and instruction to meet the specific needs of students
 - adjust the delivery of behavior management system
 - adjust the allocation of school-based resources
 - drive decisions regarding targeted professional development
 - create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR Assessment
- Interim Assessments
- State/Local Reading, Math and Science Assessments
- FCAT 2.0
- Student grades
- Authentic Assessments
- SAT K-2
- CELLA
- Renaissance Learning - STAR/AR

Behavior

- Character Education Program
- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day/per month
- Team climate surveys
- Attendance
- Referrals to special education programs

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Rockway Elementary will support MTSS/Rtl by providing effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS/Rtl framework with district & school mission statements and organizational improvement efforts. The alignment of policies and procedures across classroom, grade, building, district, and state levels is an ongoing efficient facilitation as well as an accurate use of a problem-solving processes to support planning, implementing, and evaluating effectiveness of services. Within the school there will be strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level. Ongoing data-driven professional development activities that align to core student goals and staff needs. The school will also communicate outcomes and successes with stakeholders.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program
Minutes added to school year: 55,500

Students Identified as Tier 2 and/or the lowest 25% in grades K-5 will be provided with one half hour daily reading intervention. Additionally, through Title III there will be reading and math tutorials available for 3-5 grade ELL students in reading and math. A partnership with Florida International University will provide an added two hours per week of tutoring for emergent readers in grades two and three. Through the Title III CASTA Program we will also provide a cultural engagement program two hours per week for six weeks to engage students with enrichment activities. Teacher-led PLCs will also be held through a partnership with the University of Florida's i3 Ready Schools Program.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

The effectiveness of the programs provided will be monitored through benchmark assessment data, Interim Assessments, as well as both formative and summative assessments.

Who is responsible for monitoring implementation of this strategy?

The LLT Team will be responsible for monitoring this strategy.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Debbie Saumell	Principal

Name	Title
Marisol Lirio	Assistant Principal
Damaris Fernandez	EESAC Chairperson
Yvette Perozo	UTD Designated Steward
Sharika Mitha-Ochoa	Media Specialist
Evey Schneider	ESE Teacher
Connie Hernandez	ESOL Teacher
Alina Valdes	Kindergarten teacher
Jessica Chavez	First grade teacher
Marcy Zbik	Second grade teacher
Barbara Marchante	Third grade teacher
Alicia Guerra	Fourth Grade teacher
Techie Guzman	Fifth Grade Teacher

How the school-based LLT functions

Rockway Elementary's Literacy Leadership Team will develop, lead, and evaluate school core content standards and programs. The Team will identify and analyze existing literature on scientifically based curriculum, behavior assessment and intervention approaches. Assist with whole school screening programs that provide early intervention services for children considered "at-risk" in reading, assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development and provide support for assessment and implementation.

Major initiatives of the LLT

The major initiatives of the LLT this year is to ensure the full implementation of the Common Core Standards. Vertical Teams will be organized to provide a seamless K-5 integrated curriculum. Additionally, this year we will expand the use of the Renaissance Learning STAR program as a means to document and track student progress and effectiveness of the implemented interventions.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

The Title I Program will assist with providing young children with a variety of meaningful experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

In order to assist in the transition of Pre-K students into Kindergarten Rockway Elementary provides parents with the opportunity to visit our Kindergarten program and receive information or skills needed for a smooth transition. At Rockway Elementary all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of constructive instructional/intervention programs. Students are assessed using the Florida Kindergarten Readiness Screener (FLKRS) composed of ECHOS, FAIR, and IDEL. The teachers also use a teacher-made kindergarten readiness screening to identify basic skills such as print/letter knowledge and level of phonological awareness/processing. In addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional

development. Informal teacher assessments/surveys will be used to determine social/emotional development. All data gathered will be used to plan academic as well as social skills instruction. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	71%	63%	No	74%
American Indian				
Asian				
Black/African American				
Hispanic	69%	63%	No	72%
White	93%	58%	No	94%
English language learners	61%	52%	No	65%
Students with disabilities	43%	21%	No	48%
Economically disadvantaged	66%	60%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	59	25%	33%
Students scoring at or above Achievement Level 4	89	38%	41%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		70%	73%
Students in lowest 25% making learning gains (FCAT 2.0)		69%	72%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	140	61%	65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	56	24%	32%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	76	33%	40%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	53	67%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	76%	72%	Yes	78%
American Indian				
Asian				
Black/African American				
Hispanic	75%	72%	Yes	78%
White	88%	83%	Yes	90%
English language learners	71%	71%	Yes	74%
Students with disabilities	58%	53%	Yes	62%
Economically disadvantaged	73%	70%	Yes	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	67	28%	33%
Students scoring at or above Achievement Level 4	103	43%	45%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		70%	73%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		67%	70%

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	22%	26%
Students scoring at or above Achievement Level 4	22	27%	29%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	8		10
Participation in STEM-related experiences provided for students	212	60%	63%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	16	3%	2%
Students retained, pursuant to s. 1008.25, F.S.	7	2%	1%
Students who are not proficient in reading by third grade	31	41%	37%
Students who receive two or more behavior referrals	2	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	1	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Rockway Elementary is a Title I school and will be using the Parental Involvement Plan. (Online PIP)

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** On the 2013 FCAT 2.0 Reading, 64% of all students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 74% of the students to score at Level 3 or above, an increase of 10 percentage points.
- G2.** The results of the 2013 FCAT 2.0 Writing Test indicates that 67% of the students achieved at or above 3.5 proficiency. Our goal for the 2014 school year is to increase proficiency to 70%.
- G3.** On the 2013 FCAT 2.0 Math, 72% of all students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Math is for 78% of the students to score at Level 3 or above, an increase of 6 percentage points.
- G4.** On the 2013 FCAT 2.0 Science, 49% of all students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 55% of the students to score at Level 3 or above, an increase of 6% points.
- G5.** On the 2013 STEM results, 60% of the students at Rockway Elementary School participated in STEM-related experiences and activities. Our goal for the 2014 school year is for 63% of students to participate in STEM-related experiences and activities.
- G6.** The Early Warning Systems goal for the 2013-2014 school year is to provide support and intervention to the areas of attendance, discipline and academics.

Goals Detail

G1. On the 2013 FCAT 2.0 Reading, 64% of all students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 74% of the students to score at Level 3 or above, an increase of 10 percentage points.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

Resources Available to Support the Goal

- Tutorial opportunities as well as daily intervention will be provided to support the achievement of this goal. Additionally, computer based programs such as SuccessMaker, Reading Plus and Renaissance Learning will be utilized.

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Reading Test indicate that 58% of the students in the White subgroup achieved proficiency. Our goal for the 2014 school year is to increase the proficiency of students in the White subgroup to 94%.
- The results of the 2013 FCAT 2.0 Reading Test indicate that 52% of the students in ELL subgroup achieved proficiency. Our goal for the 2014 school year is to increase the ELL subgroup proficiency to 65%.
- The results of the 2013 FCAT 2.0 Reading Test indicate that 21% of the students in the SWD subgroup achieved proficiency. Our goal for the 2014 school year is to increase the SWD subgroup proficiency to 48%.
- The results of the 2013 FCAT 2.0 Reading Test indicate that 25% of students achieved Level 3 proficiency. Our goal for the 2014 school year is to increase Level 3 student proficiency to 33%.
- The results of the 2013 FCAT 2.0 Reading Test indicate that 60% of the students in ED subgroup achieved proficiency. Our goal for the 2014 school year is to increase the ED subgroup proficiency to 69%.
- The results of the 2013 FCAT 2.0 Reading Test indicate that 63% of the students in Hispanic subgroup achieved proficiency. Our goal for the 2014 school year is to increase the Hispanic subgroup proficiency to 72%.
- The results of the 2013 FCAT 2.0 Reading Test indicate that 70% of students made learning gains. Our goal for the 2014 school year is to increase the percent of students achieving learning gains to 73%.
- The results of the 2013 FCAT 2.0 Reading Test indicate that 69% of students in the lowest 25% made learning gains. Our goal for the 2014 school year is to increase students achieving learning gains to 72%.
- The results of the 2013 CELLA assessment indicates that 61% of students achieved proficiency Listening/Speaking. Our goal for 2014 is to increase student proficiency to 65%.
- The results of the 2013 CELLA assessment indicates that 24% of students achieved proficiency reading. Our goal for 2014 is to increase student proficiency to 32%.
- The results of the 2013 CELLA assessment indicate that 33% of students in Writing achieved proficiency. Our goal for 2014 is to increase student proficiency to 40%.
- The results of the 2013 FCAT 2.0 Reading Test indicate that 38% of students achieved Level 4-5 proficiency. Our goal for the 2014 school year is to increase Level 4-5 student proficiency to 41%.

Plan to Monitor Progress Toward the Goal

Will decide to continue, intensify, modify or terminate based on data.

Person or Persons Responsible

LLT Team and teachers

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Assessment(s) - Formative: Mini Assessments, Interim Assessments, and student authentic work
Summative: 2014 FCAT 2.0 Reading Assessment

G2. The results of the 2013 FCAT 2.0 Writing Test indicates that 67% of the students achieved at or above 3.5 proficiency. Our goal for the 2014 school year is to increase proficiency to 70%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Supplemental materials such as StoryWorks and Time for Kids will be used to enhance the way students respond to different forms of texts.

Targeted Barriers to Achieving the Goal

- As noted on the 2013 Writing FCAT 2.0 67% of the students achieved at or above proficiency. We will continue to provide students with instruction in the necessary skills needed to incorporate real life experiences into their writing and to develop focus and elaboration in order to maintain the level of proficiency.

Plan to Monitor Progress Toward the Goal

Assessment(s) - Formative: Mini Assessments, Pre and Post Assessments, and student authentic work
Summative: 2014 FCAT 2.0 Writing Assessment

Person or Persons Responsible

Administrators and teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

Student assessments

G3. On the 2013 FCAT 2.0 Math, 72% of all students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Math is for 78% of the students to score at Level 3 or above, an increase of 6 percentage points.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Students will use virtual manipulatives and on-line resources to enhance the learning in math.

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 28% of students achieved Level 3 proficiency. Our goal for the 2014 school year is to increase Level 3 student proficiency to 33%.
- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 43% of students achieved Level 4 and 5 proficiency. Our goal for the 2014 school year is to increase Level 4 and 5 student proficiency to 45%.
- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 70% of students made learning gains. Our goal for the 2014 school year is to increase student learning gains to 73%.
- The results of the 2013 FCAT 2.0 Mathematics Test indicate that 67% of students in the lowest 25% made learning gains. Our goal for the 2014 school year is to increase the percentage of students in the lowest 25% making learning gains to 70%.

Plan to Monitor Progress Toward the Goal

Assessment(s) - Formative: Mini Assessments, Interim Assessments, and student authentic work
Summative: 2014 FCAT 2.0 Mathematics Assessment

Person or Persons Responsible

Administrators and teachers

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Student assessments

G4. On the 2013 FCAT 2.0 Science, 49% of all students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 55% of the students to score at Level 3 or above, an increase of 6% points.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Students will use technology and on-line resources such as Gizmos and Discovery Education to enhance the learning in science. Hands-on experimentation and scientific inquiry will be infused.

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 Science, 22% of students scored at Level 3. Our goal on the 2014 FCAT 2.0 Science is for 26% of the students to score at Level 3, an increase of 4 percentage points.
- On the 2013 FCAT 2.0 Science, 27% of students scored at Level 4-5. Our goal on the 2014 FCAT 2.0 Science is for 29% of the students to score at Level 4-5, an increase of 2 percentage points.

Plan to Monitor Progress Toward the Goal

Assessment(s) - Formative: Mini Assessments, Interim Assessments, and student authentic work
Summative: 2014 FCAT 2.0 Science Assessment

Person or Persons Responsible

Administrators and teachers

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Student assessments

G5. On the 2013 STEM results, 60% of the students at Rockway Elementary School participated in STEM-related experiences and activities. Our goal for the 2014 school year is for 63% of students to participate in STEM-related experiences and activities.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Students will use technology and on-line resources such as Gizmos and Discovery Education to enhance the learning in math and science. Hands-on experimentation with Kinex, field experiences and presentations will also be used in order to develop higher levels of critical thinking and problem solving.

Targeted Barriers to Achieving the Goal

- Implementing a competitive STEM program will require updated technology and software along with support from a community corporate sponsor. Students need to develop real-life hands-on, critical thinking and problem solving skills.

Plan to Monitor Progress Toward the Goal

Assessment(s) - Formative: Mini Assessments, Interim Assessments, and student authentic work
Summative: 2014 FCAT 2.0 Science Assessment

Person or Persons Responsible

Administrators and teachers

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Student assessments

G6. The Early Warning Systems goal for the 2013-2014 school year is to provide support and intervention to the areas of attendance, discipline and academics.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- School-Wide Attendance Plan, Gradebook, Rtl, District Data Reports, SuccessMaker Reports, FAIR Reports, STAR Reports, Differentiated Instruction, Manipulatives, Graphic Organizers, School-Wide Discipline Plan, Code of Student Conduct, COGNOS Report, Do The Right Thing Program, DARE, and Character Education Curriculum

Targeted Barriers to Achieving the Goal

- The goal for the 2013-2014 school year is to decrease the number of students who missed 10 percent or more of available instructional time by 1 percentage point from 3 to 2 percent. Parents require additional resources in order to improve attendance and tardies. Students require additional motivation to attend school every day on time and thrive for perfect attendance.
- The goal for the 2013-2014 school year is to decrease the number of students retained in grades PreK thru grade 5 by 1 percentage point from 2 to 1 percent. Parents require additional support and strategies to improve student academic progress. Students are in need of small group settings to help close learning gaps.
- The goal for the 2013-2014 school year is to decrease the number of students who are not proficient in reading by 3rd grade by 4 percentage points from 41% to 37% percent. Teachers in the primary grades need to target and address early identification of student needs.
- The goal for the 2013-2014 school year is to decrease the number of students who receive two or more behavior referrals by 1 student from 2 to 1 student. Students need to receive feedback on their behavior and need to have knowledge of the district's Code of Student Conduct. The school will emphasize and provide more opportunities to recognize students for positive behavior through the Character Education Program.
- The goal for the 2013-2014 school year is to decrease the number of students who receive two or more behavior referrals/one or more that lead to suspension by 1 student from 1 to 0 student. Students need to receive feedback on their behavior and need to have knowledge of the district's Code of Student Conduct. The school will emphasize and provide more opportunities to recognize students for positive behavior through the Character Education Program.

Plan to Monitor Progress Toward the Goal

Logs and attendance rosters

Person or Persons Responsible

Administrators and teachers

Target Dates or Schedule:

Daily

Evidence of Completion:

Student attendance

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. On the 2013 FCAT 2.0 Reading, 64% of all students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 74% of the students to score at Level 3 or above, an increase of 10 percentage points.

G1.B1 The results of the 2013 FCAT 2.0 Reading Test indicate that 58% of the students in the White subgroup achieved proficiency. Our goal for the 2014 school year is to increase the proficiency of students in the White subgroup to 94%.

G1.B1.S1 Students will receive daily reading intervention in order to help remediate weak areas.

Action Step 1

Instruction will teach students to identify and interpret elements of story structure within a text. Instruction will help students understand character development, character point of view and note how authors use figurative language such as similes, metaphors, and personification. Students will use text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret, and organize information. Students will also use poetry to practice identifying descriptive language that defines moods and provides imagery.

Person or Persons Responsible

Teachers, LLT

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples, weekly assessments

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

Will support and provide teachers and students with resources

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

student work samples, weekly assessments

Plan to Monitor Effectiveness of G1.B1.S1

Will collect, chart and prepare data to develop instructional plans

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Assessment(s) - Formative: Mini Assessments, Interim Assessments, and student authentic work
Summative: 2014 FCAT 2.0 Reading Assessment

G1.B2 The results of the 2013 FCAT 2.0 Reading Test indicate that 52% of the students in ELL subgroup achieved proficiency. Our goal for the 2014 school year is to increase the ELL subgroup proficiency to 65%.

G1.B2.S1 Incorporate the use of effective pre-reading, reading and post reading activities including picture walk, presentation of key vocabulary, predictions, graphic organizers, task cards, and think/pair/share when receiving instruction.

Action Step 1

The Media Specialist will support and provide teachers and students with resources.

Person or Persons Responsible

LLT and grade level chairperson

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples, weekly assessments

Facilitator:

Media Specialist

Participants:

Teachers

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

Will support and provide teacher and students with resources.

Person or Persons Responsible

LLT, ESOL Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G1.B2.S1

Will collect, chart, and prepare data to develop instructional plans.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Assessment(s) - Formative: Mini Assessments, Interim Assessments, and student authentic work
Summative: 2014 FCAT 2.0 Reading Assessment

G1.B3 The results of the 2013 FCAT 2.0 Reading Test indicate that 21% of the students in the SWD subgroup achieved proficiency. Our goal for the 2014 school year is to increase the SWD subgroup proficiency to 48%.

G1.B3.S1 Leveled books will be accessible to students during Differentiated Instruction. Students will work collaboratively to analyze and interpret relevant details.

Action Step 1

Teachers will meet to discuss results obtained from weekly assessments.

Person or Persons Responsible

LLT and teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples, weekly assessments, computer based program reports

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Will support and provide teacher and student with resources

Person or Persons Responsible

ESE teacher, Media Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples, weekly assessments

Plan to Monitor Effectiveness of G1.B3.S1

Will support and provide teacher and students with resources.

Person or Persons Responsible

LLT and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Assessment(s) - Formative: Mini Assessments, Interim Assessments, and student authentic work
Summative: 2014 FCAT 2.0 Reading Assessment

G1.B4 The results of the 2013 FCAT 2.0 Reading Test indicate that 25% of students achieved Level 3 proficiency. Our goal for the 2014 school year is to increase Level 3 student proficiency to 33%.

G1.B4.S1 Teachers will implement pre-reading strategies such as understanding context clues and multiple meanings.

Action Step 1

During pre-reading activities teachers will instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, they study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. Instruction will provide students with skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers.

Person or Persons Responsible

Reading Teacher

Target Dates or Schedule

daily

Evidence of Completion

student work samples, weekly assessments

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Will support and provide teacher and students with resources.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work Samples, assessments

Plan to Monitor Effectiveness of G1.B4.S1

Will collect, chart, and prepare data to develop instructional plans.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Assessment(s) - Formative: Mini Assessments, Interim Assessments, and student authentic work
Summative: 2014 FCAT 2.0 Reading Assessment

G1.B5 The results of the 2013 FCAT 2.0 Reading Test indicate that 60% of the students in ED subgroup achieved proficiency. Our goal for the 2014 school year is to increase the ED subgroup proficiency to 69%.

G1.B5.S1 Reading instruction will incorporate activities involving story maps, somebody/wanted/but/so, turning point graphics, Author's Toolbox for bringing a character to life, character charts, text feature charts, text feature analysis along with other graphic organizers.

Action Step 1

Teach reading strategies using grade-level appropriate texts.

Person or Persons Responsible

Reading Teacher

Target Dates or Schedule

daily

Evidence of Completion

student classwork, weekly assessments

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Will support and provide teachers and students with resources.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples, weekly assessments, Mini-Assessments and Interim Assessments

Plan to Monitor Effectiveness of G1.B5.S1

Will collect, chart and prepare data to develop instructional plans.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessment(s)-Formative: Mini Assessments, Interim Assessments, and student authentic work
Summative: 2014 FCAT 2.0 Reading Assessment

G1.B6 The results of the 2013 FCAT 2.0 Reading Test indicate that 63% of the students in Hispanic subgroup achieved proficiency. Our goal for the 2014 school year is to increase the Hispanic subgroup proficiency to 72%.

G1.B6.S1 Strategies that will be used to increase student achievement include author's purpose chart, two column note: opinion/support, conclusion/support, cause/effect, main idea table, summary pyramid, time line, sequence chain and marginal notes.

Action Step 1

The Reading Teacher will teach reading using strategies which apply grade-level appropriate texts that include identifiable author's purpose for writing. Students should be able to identify casual relationships embedded in text. They should be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.

Person or Persons Responsible

Reading Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples, weekly assessments

Facilitator:

Media Specialist

Participants:

Teachers and administration

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Will support and provide teacher and student with resources.

Person or Persons Responsible

LLT and Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples, weekly assessments

Plan to Monitor Effectiveness of G1.B6.S1

Will collect, chart and prepare data to develop instructional plans.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessment(s)-Formative: Mini Assessments, Interim Assessments, and student authentic work
Summative: 2014 FCAT 2.0 Reading Assessment

G1.B7 The results of the 2013 FCAT 2.0 Reading Test indicate that 70% of students made learning gains. Our goal for the 2014 school year is to increase the percent of students achieving learning gains to 73%.

G1.B7.S1 Teach students to identify and interpret elements of story structure within a text. Instruction will help students understand character development, character point of view and note how authors use figurative language such as similes, metaphors, and personification. Students will use text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret, and organize information. Students will also use poetry to practice identifying descriptive language that defines moods and provides imagery.

Action Step 1

The Reading Teacher will provide lessons to help students learn to identify and interpret elements of story structure within a text. Instruction will help students understand character development, character point of view and note how authors use figurative language such as similes, metaphors, and personification. Use graphic organizers to help students grasp the concepts.

Person or Persons Responsible

Reading Teacher

Target Dates or Schedule

daily

Evidence of Completion

student work, weekly assessments,

Facilitator:

Teacher Leader

Participants:

Teachers and administrators

Plan to Monitor Fidelity of Implementation of G1.B7.S1

Will support and provide teachers with resources.

Person or Persons Responsible

LLT/Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples and weekly assessments

Plan to Monitor Effectiveness of G1.B7.S1

Will collect, chart and prepare data to develop instructional plans

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessment(s)-Formative: Mini Assessments, Interim Assessments, and student authentic work
Summative: 2014 FCAT 2.0 Reading Assessment

G1.B8 The results of the 2013 FCAT 2.0 Reading Test indicate that 69% of students in the lowest 25% made learning gains. Our goal for the 2014 school year is to increase students achieving learning gains to 72%.

G1.B8.S1 Provide students with activities to help them identify and interpret elements of story structure. Graphic organizers will be provided to help students understand character development, character point of view and note how authors use figurative language such as similes, metaphors, and personification. Students will use text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret, and organize information. Students will also use poetry to practice identifying descriptive language that defines moods and provides imagery.

Action Step 1

The Reading Teacher will provide lessons to help students learn to identify and interpret elements of story structure within a text. Instruction will help students understand character development, character point of view and note how authors use figurative language such as similes, metaphors, and personification. Use graphic organizers to help students grasp the concepts.

Person or Persons Responsible

Reading Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student work, weekly assessments

Facilitator:

Media Specialist

Participants:

Teachers and administrators

Plan to Monitor Fidelity of Implementation of G1.B8.S1

Will support and provide teachers and students with resources.

Person or Persons Responsible

LLT/Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples and weekly assessments

Plan to Monitor Effectiveness of G1.B8.S1

Will collect, chart and prepare data to develop instructional plans.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessment(s)-Formative: Mini Assessments, Interim Assessments, and student authentic work
Summative: 2014 FCAT 2.0 Reading Assessment

G1.B9 The results of the 2013 CELLA assessment indicates that 61% of students achieved proficiency Listening/Speaking. Our goal for 2014 is to increase student proficiency to 65%.

G1.B9.S1 Students will participate in activities that include LEA (Language Experience Approach), modeling, Total Physical Response (TPR), use illustrations/diagrams, use simple, direct language, use substitution, expansion, paraphrase, and repetition, role-play, think aloud, and provide meaningful language practice.

Action Step 1

Daily implementation of the Waterford Early Learning software will enhance the students English language Acquisition Skills. Students which have been in the country less than two years will be given the opportunity to participate in the CASTA program which is a cultural immersion program. In addition select students will be offered additional tutoring via Title III funds for language acquisition.

Person or Persons Responsible

ELL Teacher

Target Dates or Schedule

daily

Evidence of Completion

Ongoing classroom assessments , Assessment(s) - Formative: Mini Assessments, Interim Assessments, and student authentic work Summative: 2014 FCAT 2.0 Reading Assessment

Plan to Monitor Fidelity of Implementation of G1.B9.S1

Will support and provide teacher and student with resources.

Person or Persons Responsible

LLT/Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Classwork samples, weekly assessments

Plan to Monitor Effectiveness of G1.B9.S1

Will collect, chart and prepare data to develop instructional plans.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessment(s)-Formative: Mini Assessments, Interim Assessments, and student authentic work
Summative: 2014 FCAT 2.0 Reading Assessment

G1.B10 The results of the 2013 CELLA assessment indicates that 24% of students achieved proficiency reading. Our goal for 2014 is to increase student proficiency to 32%.

G1.B10.S1 Provide students with activities that include LEA (Language Experience Approach), modeling, Total Physical Response (TPR), use illustrations/diagrams, use simple, direct language, use substitution, expansion, paraphrase, and repetition, role-play, think aloud, and provide meaningful language practice.

Action Step 1

Daily implementation of the Waterford Early Learning software will enhance the students English language Acquisition Skills. Students which have been in the country less than two years will be given the opportunity to participate in the CASTA program which is a cultural immersion program. In addition select students will be offered additional tutoring via Title III funds for language acquisition.

Person or Persons Responsible

ELL teacher

Target Dates or Schedule

daily

Evidence of Completion

Assessment(s) - Formative: Mini Assessments, Interim Assessments, and student authentic work
Summative: 2014 FCAT 2.0 Reading Assessment

Plan to Monitor Fidelity of Implementation of G1.B10.S1

Will support and provide teacher and student with resources.

Person or Persons Responsible

LLT/Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples and weekly assessments

Plan to Monitor Effectiveness of G1.B10.S1

Will collect, chart and prepare data to develop instructional plans.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessment(s)-Formative: Mini Assessments, Interim Assessments, and student authentic work
Summative: 2014 FCAT 2.0 Reading Assessment

G1.B11 The results of the 2013 CELLA assessment indicate that 33% of students in Writing achieved proficiency. Our goal for 2014 is to increase student proficiency to 40%.

G1.B11.S1 Students will use dialogue journals, illustrating and labeling when writing, letter writing, reading response journal, spelling strategies, process writing, and summarizing.

Action Step 1

Instruction will allow students to reflect upon personal thoughts and feelings, enabling students to practice writing in a risk-free environment. Daily language practice and grammar instruction will be provided. Daily implementation of the Waterford Early Learning software will enhance the students English Language Acquisition Skills.

Person or Persons Responsible

ELL teacher

Target Dates or Schedule

daily

Evidence of Completion

Assessment(s) - Formative: Mini Assessments, Interim Assessments, and student authentic work
Summative: 2014 FCAT 2.0 Reading Assessment

Plan to Monitor Fidelity of Implementation of G1.B11.S1

Will support and provide teacher and student with resources.

Person or Persons Responsible

LLT/Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples and weekly assessments

Plan to Monitor Effectiveness of G1.B11.S1

Will collect, chart and prepare data to develop instructional plans.

Person or Persons Responsible

MTSS/Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessment(s)-Formative: Mini Assessments, Interim Assessments, and student authentic work
Summative: 2014 FCAT 2.0 Reading Assessment

G1.B12 The results of the 2013 FCAT 2.0 Reading Test indicate that 38% of students achieved Level 4-5 proficiency. Our goal for the 2014 school year is to increase Level 4-5 student proficiency to 41%.

G1.B12.S1 Provide students with enrichment activities centering around literacy circles and instruction through novels.

Action Step 1

The Reading Teacher will Use FCAT 2.0 Task cards during instruction and utilize Time Magazine, Scholastic or StoryWorks magazines to enhance and reinforce critical thinking and higher order questioning.

Person or Persons Responsible

Reading Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples

Facilitator:

Reading teachers

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B12.S1

Will support and provide teacher and students with resources.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples and assessments.

Plan to Monitor Effectiveness of G1.B12.S1

Will collect, chart and prepare data to modify classroom instruction.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessment(s) - Formative: Mini Assessments, Interim Assessments, and student authentic work
Summative: 2014 FCAT 2.0 Reading Assessment

G2. The results of the 2013 FCAT 2.0 Writing Test indicates that 67% of the students achieved at or above 3.5 proficiency. Our goal for the 2014 school year is to increase proficiency to 70%.

G2.B1 As noted on the 2013 Writing FCAT 2.0 67% of the students achieved at or above proficiency. We will continue to provide students with instruction in the necessary skills needed to incorporate real life experiences into their writing and to develop focus and elaboration in order to maintain the level of proficiency.

G2.B1.S1 Students will: -use the internet to collaborate, -interact with others to produce a publish piece, -use appropriate transitions that connect the supporting details, -share a published piece of writing using technology, and will add graphics based on purpose and audience, - use dialogue to describe actions, thoughts, and feelings of characters, -use collaborative discussions to orally build on each other's thoughts and ideas for writing.

Action Step 1

During writing instruction students will use a graphic organizer/plan to write a draft structured with logical sequence of beginning, middle and end, using supporting details, or providing facts and/or opinions through concrete examples, statistics, comparisons, real life examples, anecdotes, and amazing facts to develop focus and elaboration

Person or Persons Responsible

teachers

Target Dates or Schedule

daily

Evidence of Completion

Student assessments

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Will support and and provide teacher and students with resources

Person or Persons Responsible

LLT and teacher leaders

Target Dates or Schedule

Monthly

Evidence of Completion

Student writing samples

Plan to Monitor Effectiveness of G2.B1.S1

Using the Florida Continuous Improvement Model we will review formative mini assessments data reports as well as intervention assessments to ensure progress is being made and adjust intervention as needed.

Person or Persons Responsible

LLT and teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student writing samples

G3. On the 2013 FCAT 2.0 Math, 72% of all students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Math is for 78% of the students to score at Level 3 or above, an increase of 6 percentage points.

G3.B1 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 28% of students achieved Level 3 proficiency. Our goal for the 2014 school year is to increase Level 3 student proficiency to 33%.

G3.B1.S1 Students will use mathematical practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of : fractions, fraction equivalence and comparison.

Action Step 1

Teachers will model problems and walk students through different steps involving problems that consist of fractions, making emphasis on specific math vocabulary on a daily basis. Students will follow through with the steps in their math journals and making notations of specific math vocabulary used either by writing definitions, copying examples where and how vocabulary is used or drawing pictures demonstrating specific problems.

Person or Persons Responsible

Math teacher

Target Dates or Schedule

daily

Evidence of Completion

Student assessments

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Will support and provide teachers and students with resources

Person or Persons Responsible

LLT/math teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student assessments, student work samples

Plan to Monitor Effectiveness of G3.B1.S1

Using the Florida Continuous Improvement Model we will review formative mini assessments data reports as well as intervention assessments to ensure progress is being made and adjust intervention as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessment(s) - Formative: Mini Assessments, Interim Assessments, and student authentic work
Summative: 2014 FCAT 2.0 Reading Assessment

G3.B2 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 43% of students achieved Level 4 and 5 proficiency. Our goal for the 2014 school year is to increase Level 4 and 5 student proficiency to 45%.

G3.B2.S1 Students will use mathematical practices and Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of addition, subtraction, multiplication and division with whole numbers, fractions, mixed numbers and decimals.

Action Step 1

Teachers will provide opportunities for students to verify the rationality of number operations, including real-world problems.

Person or Persons Responsible

Math Teacher

Target Dates or Schedule

Daily

Evidence of Completion

student work samples, weekly assessment

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Will support and provide teacher and students with resources.

Person or Persons Responsible

LLT / Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples and assessments

Plan to Monitor Effectiveness of G3.B2.S1

Will collect, chart, and prepare data to identify struggling students in order to provide additional opportunities for problem solving.

Person or Persons Responsible

MTSS/RTi

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessment(s) - Formative: Mini Assessments, Interim Assessments, and student authentic work
Summative: 2014 FCAT 2.0 Math Assessment

G3.B3 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 70% of students made learning gains. Our goal for the 2014 school year is to increase student learning gains to 73%.

G3.B3.S1 Students will use virtual manipulatives and on-line resources such as Gizmos and Discovery Education to enhance the learning in math.

Action Step 1

Students will be exposed to virtual experiences through Gizmos and Discovery Education on specific math concepts.

Person or Persons Responsible

Math teacher

Target Dates or Schedule

bi-weekly

Evidence of Completion

Student work samples, assessments

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

Will support and provide teacher and student with resources

Person or Persons Responsible

LLT/Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples and assessments

Plan to Monitor Effectiveness of G3.B3.S1

Will collect, chart and prepare data to continue providing necessary support.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessment(s) - Formative: Mini Assessments, Interim Assessments, and student authentic work
Summative: 2014 FCAT 2.0 Math Assessment

G3.B4 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 67% of students in the lowest 25% made learning gains. Our goal for the 2014 school year is to increase the percentage of students in the lowest 25% making learning gains to 70%.

G3.B4.S1 Students will infuse technology by using virtual manipulatives and on-line resources such as Gizmos and Discovery Education to enhance learning in math. Additionally, tutorial assistance will also be provided.

Action Step 1

Provide assistance during the mathematics instructional block in order to carry out differentiated instructional groups via the use of technology.

Person or Persons Responsible

Math Teacher

Target Dates or Schedule

bi-weekly

Evidence of Completion

Student work samples, program generated reports, and assessments

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Will support and provide teachers and students with resources.

Person or Persons Responsible

LLT/Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Student work samples and assessments

Plan to Monitor Effectiveness of G3.B4.S1

Will collect, chart, and prepare data to assist students with additional support.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessment(s) - Formative: Mini Assessments, Interim Assessments, and student authentic work
Summative: 2014 FCAT 2.0 Math Assessment

G4. On the 2013 FCAT 2.0 Science, 49% of all students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Science is for 55% of the students to score at Level 3 or above, an increase of 6% points.

G4.B1 On the 2013 FCAT 2.0 Science, 22% of students scored at Level 3. Our goal on the 2014 FCAT 2.0 Science is for 26% of the students to score at Level 3, an increase of 4 percentage points.

G4.B1.S1 Students will develop a routine of inquiry based, hands-on activities relevant to the objectives of the topic, implement all essential laboratories developed by MDCPS, promote Project Based Learning (PBL) throughout the year, develop higher-order questioning strategies using explicit-reflective instruction to enhance student thinking, participate in District recommended field studies, encourage students to communicate verbally (accountable talk) and in writing.

Action Step 1

Provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts. As well as provide opportunities for students to experience the scientific method by participating in the District Elementary Science Fair.

Person or Persons Responsible

science teacher

Target Dates or Schedule

weekly

Evidence of Completion

Student assessments

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Using the Florida Continuous Improvement Model we will review formative mini assessments data reports as well as intervention assessments to ensure progress is being made and adjust intervention as needed.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Student assessments

Plan to Monitor Effectiveness of G4.B1.S1

Will collect, chart and prepare data to develop instructional plans which will include resources and activities to enhance rigor in science.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessment(s) - Formative: Mini Assessments, Interim Assessments, and student authentic work
Summative: 2014 FCAT 2.0 Science Assessment

G4.B2 On the 2013 FCAT 2.0 Science, 27% of students scored at Level 4-5. Our goal on the 2014 FCAT 2.0 Science is for 29% of the students to score at Level 4-5, an increase of 2 percentage points.

G4.B2.S1 Provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts. As well as provide opportunities for students to experience the scientific method by participating in the District Elementary Science Fair.

Action Step 1

Students will use technology and on-line resources such as Gizmos and Discovery Education to enhance the learning in science. Hands-on experimentation and scientific inquiry will be infused along with field experiences and presentations.

Person or Persons Responsible

Science teachers, LLT

Target Dates or Schedule

Monthly

Evidence of Completion

student work samples, assessments

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Will support and provide teacher and students with resources

Person or Persons Responsible

LLT/Administration

Target Dates or Schedule

Monthly

Evidence of Completion

student work samples and assessments

Plan to Monitor Effectiveness of G4.B2.S1

Will collect, chart and prepare data to develop instructional plans which will include resources and activities to enhance rigor in science.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Assessment(s) - Formative: Mini Assessments, Interim Assessments, and student authentic work
Summative: 2014 FCAT 2.0 Science Assessment

G5. On the 2013 STEM results, 60% of the students at Rockway Elementary School participated in STEM-related experiences and activities. Our goal for the 2014 school year is for 63% of students to participate in STEM-related experiences and activities.

G5.B1 Implementing a competitive STEM program will require updated technology and software along with support from a community corporate sponsor. Students need to develop real-life hands-on, critical thinking and problem solving skills.

G5.B1.S1 Instruction will increase rigor by incorporating science, technology and mathematics across the curriculum infusing real-life hands on activities using Knex kits to enhance student learning.

Action Step 1

Teachers will increase rigor in instruction by incorporating science, technology and mathematics across the curriculum infusing real-life hands on activities.

Person or Persons Responsible

Math and science teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student assessments

Facilitator:

Teacher Leader

Participants:

Administrators and teachers

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Will support and provide teacher and students with resources.

Person or Persons Responsible

LLT and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student assessments

Plan to Monitor Effectiveness of G5.B1.S1

Will collect, chart and prepare data to develop instructional plans.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Student assessments

G6. The Early Warning Systems goal for the 2013-2014 school year is to provide support and intervention to the areas of attendance, discipline and academics.

G6.B1 The goal for the 2013-2014 school year is to decrease the number of students who missed 10 percent or more of available instructional time by 1 percentage point from 3 to 2 percent. Parents require additional resources in order to improve attendance and tardies. Students require additional motivation to attend school every day on time and thrive for perfect attendance.

G6.B1.S1 An attendance plan will be implemented by homeroom teachers. Teachers will identify and notify parents whenever excessive absences and tardies have occurred. Teachers will refer students to the Counselor and Administration depending on the number of occurrences.

Action Step 1

Weekly updates to the administration and the entire faculty during faculty meetings.

Person or Persons Responsible

Homeroom teacher

Target Dates or Schedule

Daily

Evidence of Completion

Gradebook and notifications of tardy/absence contact on communication logs

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Will monitor and contact parents of students who are tardy/absent.

Person or Persons Responsible

Community Involvement Specialist

Target Dates or Schedule

Daily

Evidence of Completion

Daily Attendance report

Plan to Monitor Effectiveness of G6.B1.S1

Will meet with parents when student has accumulated 5 or more tardies/absences to provide support in order to improve tardies/absences.

Person or Persons Responsible

Counselor

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance Daily Reports, Gradebook and SCAMS

G6.B2 The goal for the 2013-2014 school year is to decrease the number of students retained in grades PreK thru grade 5 by 1 percentage point from 2 to 1 percent. Parents require additional support and strategies to improve student academic progress. Students are in need of small group settings to help close learning gaps.

G6.B2.S1 Teacher will monitor student academic progress in order to identify students who are in danger of being retained. School support will be given to parents in order to develop a plan of action to reduce possibilities of retention. In addition, teachers will implement strategies attained during professional growth experiences.

Action Step 1

Teacher will identify students in need by analyzing data reports obtained through formal/informal observations from classroom instruction and District reports. Parent conferences will be scheduled to notify parents of student academic regression. An Rtl process will be initiated if student academic progress is not evident. Students in need will be referred for additional assistance such as intervention and tutorial programs.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples, assessments

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Will remediate benchmarks not mastered.

Person or Persons Responsible

Tutorial hourly personnel

Target Dates or Schedule

daily

Evidence of Completion

student work samples, assessments, reports from computer-based programs

Plan to Monitor Effectiveness of G6.B2.S1

Rtl process ans SST

Person or Persons Responsible

Rtl Team

Target Dates or Schedule

as needed

Evidence of Completion

Request for Assistance (RFA) and Data Input Sheet

G6.B3 The goal for the 2013-2014 school year is to decrease the number of students who are not proficient in reading by 3rd grade by 4 percentage points from 41% to 37% percent. Teachers in the primary grades need to target and address early identification of student needs.

G6.B3.S1 Teachers will provide differentiated instruction in small groups to meet student needs.

Action Step 1

Teachers will maintain a differentiated instruction folder which will contain student activities and work samples for students' targeted needs. During small group instruction student will use manipulatives, and graphic organizers to assist in comprehension. Teachers will guide students in the use of multiple strategies to increase fluency and comprehension.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples, assessments

Facilitator:

Teacher Leader, Media Specialist

Participants:

teachers and Administrators

Plan to Monitor Fidelity of Implementation of G6.B3.S1

Will support and provide teachers and students with resources

Person or Persons Responsible

LLT

Target Dates or Schedule

Weekly

Evidence of Completion

Work samples, assessments

Plan to Monitor Effectiveness of G6.B3.S1

Will collect, chart and prepare data to plan instruction

Person or Persons Responsible

Teacher, LLT and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Assessment(s) - Formative: Mini Assessments, Interim Assessments, and student authentic work
Summative: 2014 FCAT 2.0 Reading Assessment

G6.B4 The goal for the 2013-2014 school year is to decrease the number of students who receive two or more behavior referrals by 1 student from 2 to 1 student. Students need to receive feedback on their behavior and need to have knowledge of the district's Code of Student Conduct. The school will emphasize and provide more opportunities to recognize students for positive behavior through the Character Education Program.

G6.B4.S1 Teachers will implement and monitor student behavior with the use of a school-wide discipline plan.

Action Step 1

Teachers will record the inappropriate behaviors and will notify parents through the written notices, phone calls, emails and/or conferences.

Person or Persons Responsible

Teacher

Target Dates or Schedule

as needed

Evidence of Completion

Behavior notices or notes

Plan to Monitor Fidelity of Implementation of G6.B4.S1

Will contact parent for misbehavior.

Person or Persons Responsible

Teacher

Target Dates or Schedule

as needed

Evidence of Completion

Behavior notices, notes

Plan to Monitor Effectiveness of G6.B4.S1

Will be referred with a SCAM and parent/teacher conference will take place.

Person or Persons Responsible

teacher, counselor

Target Dates or Schedule

as needed

Evidence of Completion

SCAMS, Parent/teacher conference

G6.B5 The goal for the 2013-2014 school year is to decrease the number of students who receive two or more behavior referrals/one or more that lead to suspension by 1 student from 1 to 0 student. Students need to receive feedback on their behavior and need to have knowledge of the district's Code of Student Conduct. The school will emphasize and provide more opportunities to recognize students for positive behavior through the Character Education Program.

G6.B5.S1 Identify students who consistently demonstrate good Citizenship traits through Character Education. Recognize these students on morning announcements as Students of the Month.

Action Step 1

Teacher and counselor will implement a Character Education curriculum. Teachers will monitor student behavior. Positive behavior will be reinforced by rewarding students.

Person or Persons Responsible

Teacher, Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

Student of the Month Certificate

Plan to Monitor Fidelity of Implementation of G6.B5.S1

Will reinforce positive behavior by nominating students for "Student of the Month".

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Student of the Month Certificate

Plan to Monitor Effectiveness of G6.B5.S1

Will nominate students for "Do The Right Thing" Program.

Person or Persons Responsible

Teacher, Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

Certificate, T-Shirt

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

Rockway Elementary provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (in-school tutoring and/or after-school tutoring). The district coordinates with Title I and Title III in ensuring staff development needs are provided. Support services are provided to students. School based, Title I funded Community Involvement Specialists (CIS), serve as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Teacher leaders develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district & region personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include a Parent Resource Room and hourly personnel to assist with meeting the needs of each subgroup.

Title I, Part C- Migrant

The District Migrant Liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

The District receives funds to support the Educational Alternative Outreach program. Services are coordinated with the District.

Title II

N/A

Title III

These funds are used to support and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and/or provide:

- Tutorial programs (K-5) before and after school.
- CASTA Enrichment program before school for ELL whom have been in the country for less than two years.

The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application.

Title VI, Part B – N/A

Title X- Homeless

Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.

Supplemental Academic Instruction (SAI)

Rockway Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation. SAI funds will be coordinated with Title I funds to provide summer school for Level 1 retained students

Violence Prevention Programs

Rockway Elementary offers the DARE Program, a non-violence and anti-drug program to fifth grade students with activities and counseling to promote citizenship and team building.

Nutrition Programs

Rockway Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after school care snacks, follows the Healthy Food Service Program, school breakfast, school lunch, and after school care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start – N/A

Adult Education –N/A

Career and Technical Education – N/A

Job Training – N/A

Other –

Rockway Elementary offers Health Connect in Our Schools (HCiOS) a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds. HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program. Rockway Elementary involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School- Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. On the 2013 FCAT 2.0 Reading, 64% of all students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 74% of the students to score at Level 3 or above, an increase of 10 percentage points.

G1.B2 The results of the 2013 FCAT 2.0 Reading Test indicate that 52% of the students in ELL subgroup achieved proficiency. Our goal for the 2014 school year is to increase the ELL subgroup proficiency to 65%.

G1.B2.S1 Incorporate the use of effective pre-reading, reading and post reading activities including picture walk, presentation of key vocabulary, predictions, graphic organizers, task cards, and think/pair/share when receiving instruction.

PD Opportunity 1

The Media Specialist will support and provide teachers and students with resources.

Facilitator

Media Specialist

Participants

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples, weekly assessments

G1.B6 The results of the 2013 FCAT 2.0 Reading Test indicate that 63% of the students in Hispanic subgroup achieved proficiency. Our goal for the 2014 school year is to increase the Hispanic subgroup proficiency to 72%.

G1.B6.S1 Strategies that will be used to increase student achievement include author's purpose chart, two column note: opinion/support, conclusion/support, cause/effect, main idea table, summary pyramid, time line, sequence chain and marginal notes.

PD Opportunity 1

The Reading Teacher will teach reading using strategies which apply grade-level appropriate texts that include identifiable author's purpose for writing. Students should be able to identify casual relationships embedded in text. They should be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.

Facilitator

Media Specialist

Participants

Teachers and administration

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples, weekly assessments

G1.B7 The results of the 2013 FCAT 2.0 Reading Test indicate that 70% of students made learning gains. Our goal for the 2014 school year is to increase the percent of students achieving learning gains to 73%.

G1.B7.S1 Teach students to identify and interpret elements of story structure within a text. Instruction will help students understand character development, character point of view and note how authors use figurative language such as similes, metaphors, and personification. Students will use text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret, and organize information. Students will also use poetry to practice identifying descriptive language that defines moods and provides imagery.

PD Opportunity 1

The Reading Teacher will provide lessons to help students learn to identify and interpret elements of story structure within a text. Instruction will help students understand character development, character point of view and note how authors use figurative language such as similes, metaphors, and personification. Use graphic organizers to help students grasp the concepts.

Facilitator

Teacher Leader

Participants

Teachers and administrators

Target Dates or Schedule

daily

Evidence of Completion

student work, weekly assessments,

G1.B8 The results of the 2013 FCAT 2.0 Reading Test indicate that 69% of students in the lowest 25% made learning gains. Our goal for the 2014 school year is to increase students achieving learning gains to 72%.

G1.B8.S1 Provide students with activities to help them identify and interpret elements of story structure. Graphic organizers will be provided to help students understand character development, character point of view and note how authors use figurative language such as similes, metaphors, and personification. Students will use text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret, and organize information. Students will also use poetry to practice identifying descriptive language that defines moods and provides imagery.

PD Opportunity 1

The Reading Teacher will provide lessons to help students learn to identify and interpret elements of story structure within a text. Instruction will help students understand character development, character point of view and note how authors use figurative language such as similes, metaphors, and personification. Use graphic organizers to help students grasp the concepts.

Facilitator

Media Specialist

Participants

Teachers and administrators

Target Dates or Schedule

Daily

Evidence of Completion

Student work, weekly assessments

G1.B12 The results of the 2013 FCAT 2.0 Reading Test indicate that 38% of students achieved Level 4-5 proficiency. Our goal for the 2014 school year is to increase Level 4-5 student proficiency to 41%.

G1.B12.S1 Provide students with enrichment activities centering around literacy circles and instruction through novels.

PD Opportunity 1

The Reading Teacher will Use FCAT 2.0 Task cards during instruction and utilize Time Magazine, Scholastic or StoryWorks magazines to enhance and reinforce critical thinking and higher order questioning.

Facilitator

Reading teachers

Participants

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples

G5. On the 2013 STEM results, 60% of the students at Rockway Elementary School participated in STEM-related experiences and activities. Our goal for the 2014 school year is for 63% of students to participate in STEM-related experiences and activities.

G5.B1 Implementing a competitive STEM program will require updated technology and software along with support from a community corporate sponsor. Students need to develop real-life hands-on, critical thinking and problem solving skills.

G5.B1.S1 Instruction will increase rigor by incorporating science, technology and mathematics across the curriculum infusing real-life hands on activities using Knex kits to enhance student learning.

PD Opportunity 1

Teachers will increase rigor in instruction by incorporating science, technology and mathematics across the curriculum infusing real-life hands on activities.

Facilitator

Teacher Leader

Participants

Administrators and teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student assessments

G6. The Early Warning Systems goal for the 2013-2014 school year is to provide support and intervention to the areas of attendance, discipline and academics.

G6.B3 The goal for the 2013-2014 school year is to decrease the number of students who are not proficient in reading by 3rd grade by 4 percentage points from 41% to 37% percent. Teachers in the primary grades need to target and address early identification of student needs.

G6.B3.S1 Teachers will provide differentiated instruction in small groups to meet student needs.

PD Opportunity 1

Teachers will maintain a differentiated instruction folder which will contain student activities and work samples for students' targeted needs. During small group instruction student will use manipulatives, and graphic organizers to assist in comprehension. Teachers will guide students in the use of multiple strategies to increase fluency and comprehension.

Facilitator

Teacher Leader, Media Specialist

Participants

teachers and Administrators

Target Dates or Schedule

Daily

Evidence of Completion

Student work samples, assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	On the 2013 FCAT 2.0 Reading, 64% of all students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 74% of the students to score at Level 3 or above, an increase of 10 percentage points.	\$34,900
G3.	On the 2013 FCAT 2.0 Math, 72% of all students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Math is for 78% of the students to score at Level 3 or above, an increase of 6 percentage points.	\$14,000
G5.	On the 2013 STEM results, 60% of the students at Rockway Elementary School participated in STEM-related experiences and activities. Our goal for the 2014 school year is for 63% of students to participate in STEM-related experiences and activities.	\$2,072
G6.	The Early Warning Systems goal for the 2013-2014 school year is to provide support and intervention to the areas of attendance, discipline and academics.	\$10,450
Total		\$61,422

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Technology	Total
Title III	\$6,900	\$0	\$6,900
Title I	\$52,450	\$0	\$52,450
EESAC	\$0	\$2,072	\$2,072
Total	\$59,350	\$2,072	\$61,422

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. On the 2013 FCAT 2.0 Reading, 64% of all students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is for 74% of the students to score at Level 3 or above, an increase of 10 percentage points.

G1.B1 The results of the 2013 FCAT 2.0 Reading Test indicate that 58% of the students in the White subgroup achieved proficiency. Our goal for the 2014 school year is to increase the proficiency of students in the White subgroup to 94%.

G1.B1.S1 Students will receive daily reading intervention in order to help remediate weak areas.

Action Step 1

Instruction will teach students to identify and interpret elements of story structure within a text. Instruction will help students understand character development, character point of view and note how authors use figurative language such as similes, metaphors, and personification. Students will use text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret, and organize information. Students will also use poetry to practice identifying descriptive language that defines moods and provides imagery.

Resource Type

Personnel

Resource

Hourly tutorial program

Funding Source

Title III

Amount Needed

\$2,300

G1.B2 The results of the 2013 FCAT 2.0 Reading Test indicate that 52% of the students in ELL subgroup a achieved proficiency. Our goal for the 2014 school year is to increase the ELL subgroup proficiency to 65%.

G1.B2.S1 Incorporate the use of effective pre-reading, reading and post reading activities including picture walk, presentation of key vocabulary, predictions, graphic organizers, task cards, and think/pair/share when receiving instruction.

Action Step 1

The Media Specialist will support and provide teachers and students with resources.

Resource Type

Personnel

Resource

Hourly tutorial program

Funding Source

Title III

Amount Needed

\$2,300

G1.B6 The results of the 2013 FCAT 2.0 Reading Test indicate that 63% of the students in Hispanic subgroup achieved proficiency. Our goal for the 2014 school year is to increase the Hispanic subgroup proficiency to 72%.

G1.B6.S1 Strategies that will be used to increase student achievement include author's purpose chart, two column note: opinion/support, conclusion/support, cause/effect, main idea table, summary pyramid, time line, sequence chain and marginal notes.

Action Step 1

The Reading Teacher will teach reading using strategies which apply grade-level appropriate texts that include identifiable author's purpose for writing. Students should be able to identify casual relationships embedded in text. They should be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.

Resource Type

Personnel

Resource

Hourly Personnel

Funding Source

Title I

Amount Needed

\$14,000

G1.B7 The results of the 2013 FCAT 2.0 Reading Test indicate that 70% of students made learning gains. Our goal for the 2014 school year is to increase the percent of students achieving learning gains to 73%.

G1.B7.S1 Teach students to identify and interpret elements of story structure within a text. Instruction will help students understand character development, character point of view and note how authors use figurative language such as similes, metaphors, and personification. Students will use text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret, and organize information. Students will also use poetry to practice identifying descriptive language that defines moods and provides imagery.

Action Step 1

The Reading Teacher will provide lessons to help students learn to identify and interpret elements of story structure within a text. Instruction will help students understand character development, character point of view and note how authors use figurative language such as similes, metaphors, and personification. Use graphic organizers to help students grasp the concepts.

Resource Type

Personnel

Resource

Hourly Tutorial Program

Funding Source

Title III

Amount Needed

\$2,300

G1.B8 The results of the 2013 FCAT 2.0 Reading Test indicate that 69% of students in the lowest 25% made learning gains. Our goal for the 2014 school year is to increase students achieving learning gains to 72%.

G1.B8.S1 Provide students with activities to help them identify and interpret elements of story structure. Graphic organizers will be provided to help students understand character development, character point of view and note how authors use figurative language such as similes, metaphors, and personification. Students will use text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret, and organize information. Students will also use poetry to practice identifying descriptive language that defines moods and provides imagery.

Action Step 1

The Reading Teacher will provide lessons to help students learn to identify and interpret elements of story structure within a text. Instruction will help students understand character development, character point of view and note how authors use figurative language such as similes, metaphors, and personification. Use graphic organizers to help students grasp the concepts.

Resource Type

Personnel

Resource

Tutorial Program

Funding Source

Title I

Amount Needed

\$14,000

G3. On the 2013 FCAT 2.0 Math, 72% of all students scored at Level 3 or above. Our goal on the 2014 FCAT 2.0 Math is for 78% of the students to score at Level 3 or above, an increase of 6 percentage points.

G3.B4 The results of the 2013 FCAT 2.0 Mathematics Test indicate that 67% of students in the lowest 25% made learning gains. Our goal for the 2014 school year is to increase the percentage of students in the lowest 25% making learning gains to 70%.

G3.B4.S1 Students will infuse technology by using virtual manipulatives and on-line resources such as Gizmos and Discovery Education to enhance learning in math. Additionally, tutorial assistance will also be provided.

Action Step 1

Provide assistance during the mathematics instructional block in order to carry out differentiated instructional groups via the use of technology.

Resource Type

Personnel

Resource

Hourly personnel

Funding Source

Title I

Amount Needed

\$14,000

G5. On the 2013 STEM results, 60% of the students at Rockway Elementary School participated in STEM-related experiences and activities. Our goal for the 2014 school year is for 63% of students to participate in STEM-related experiences and activities.

G5.B1 Implementing a competitive STEM program will require updated technology and software along with support from a community corporate sponsor. Students need to develop real-life hands-on, critical thinking and problem solving skills.

G5.B1.S1 Instruction will increase rigor by incorporating science, technology and mathematics across the curriculum infusing real-life hands on activities using Knex kits to enhance student learning.

Action Step 1

Teachers will increase rigor in instruction by incorporating science, technology and mathematics across the curriculum infusing real-life hands on activities.

Resource Type

Technology

Resource

LCD Projectors

Funding Source

EESAC

Amount Needed

\$2,072

G6. The Early Warning Systems goal for the 2013-2014 school year is to provide support and intervention to the areas of attendance, discipline and academics.

G6.B2 The goal for the 2013-2014 school year is to decrease the number of students retained in grades PreK thru grade 5 by 1 percentage point from 2 to 1 percent. Parents require additional support and strategies to improve student academic progress. Students are in need of small group settings to help close learning gaps.

G6.B2.S1 Teacher will monitor student academic progress in order to identify students who are in danger of being retained. School support will be given to parents in order to develop a plan of action to reduce possibilities of retention. In addition, teachers will implement strategies attained during professional growth experiences.

Action Step 1

Teacher will identify students in need by analyzing data reports obtained through formal/informal observations from classroom instruction and District reports. Parent conferences will be scheduled to notify parents of student academic regression. An Rtl process will be initiated if student academic progress is not evident. Students in need will be referred for additional assistance such as intervention and tutorial programs.

Resource Type

Personnel

Resource

Community Involvement Specialist

Funding Source

Title I

Amount Needed

\$10,450