2013-2014 SCHOOL IMPROVEMENT PLAN

Rock Island Elementary School
2350 NW 19TH ST
Fort Lauderdale, FL 33311
754-322-8300

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	97%

Alternative/ESE Center	Charter School	Minority Rate
No	No	99%

School Grades History

2013-14	2012-13	2011-12	2010-11
F	F	D	C

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
Focus Year 3 or more	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School
Rock Island Elementary School

Principal
Christina Menendez

School Advisory Council chair
Tonya Wallace

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

Name	Title
Erica Levine-Rawls	Assistant Principal
Lavita Spears	Reading Coach
Sebrina Marshall	Math Coach
Suzanne Hicks	Instructional Coach
Tonya Wallace	4th & 5th Grade Lead
Cassandra Cruz	KG Lead
Juney Henry	1st Grade Level Lead
Karen Tigner	2nd Grade Level Lead
Muneerah Nuriddin	3rd Grade Level Lead

District-Level Information

District
Broward

Superintendent
Mr. Robert Runcie

Date of school board approval of SIP
2/19/2014

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

Tonya Wallace - SAC Chair
Shedrick Dukes- Community and Business
Kay-Trina Hall - Business Representative
Carla Ware - Non-instructional
Emma Black - Community Representative
Pauline Green - Community Representative

Involvement of the SAC in the development of the SIP

- Reviewed Instructional Review for Differentiated Accountability Elements and Indicators
- Teacher and Staff one on one protocol/needs assessment and input given 7/2013
- Community/Teacher Meeting with SAC members present and school data and needs presented 8/2013
- Shared SIP Initial Draft with SAC Chair
- Shared with school Leadership Team
- Scheduled SAC Meeting for 9/4/2013 to review the SIP Draft

Activities of the SAC for the upcoming school year

- Monthly meetings to assess school needs, areas of growth, progress, and to build the school community
- Collaborate to develop a bridge with our parents and school community
- Work with our leadership team to support systems and structures implemented to increase student achievement at each grade level
- Partner with the leadership team and school to monitor the implementation of the SIP
- Principal update in the SAC agenda will include update on school goals in the SIP

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

We have integrated five Reading Intervention teachers into our day schedule to exclusively teach Reading (with Writing embedded) for 60 minutes each day. Our school day has been extended an hour. The Interventionist teachers have developed a collective overall plan based on the school data and Common Core Standards to create lessons to intervene and support each student. The Reading Intervention teachers are each on a Grade Level Team to collaborate with the teachers to enhance and leverage student learning and outcomes. The Reading Coach works intimately with the Reading Intervention teachers to monitor progress, name areas of growth, and to support their instruction weekly through classroom observations, meetings, and one on one support.
- we have been allocated $319,022 for 5 Reading Interventionist positions, Teacher Assistant support, and Confidential support allocation

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

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:

Christina Menendez		
Principal	Years as Administrator: 4	Years at Current School: 0

Credentials	Ed.D, Urban Education Leadership Candidate, University of Illinois at Chicago Masters in Education, Instructional Leadership, University of Illinois at Chicago Golden Apple Teacher Education/University of Illinois at Chicago Certification K-8/Award BGS, Human Development, North Park University, Chicago, IL
Performance Record	As an Administrator (AP) at Roberto Clemente High School: 2011-2013 Freshman On-Track Rate: 94% in 2011-2012 (one of the top 10 schools in the district) Dropout Rate: 0.6% in 2011-2012 (top 10 schools district-wide) 2012-13, rate is down to 0.2% Attendance Rate: Increased from 70% to 79% in 2011-2012

Erica Levine-Rawls		
Asst Principal	Years as Administrator: 8	Years at Current School: 5

Credentials	Bachelor of Science Degree in Sociology, Florida Atlantic University Master of Science Degree in Science Education, Nova Southeastern University Educational Specialist Degree in Educational Leadership, Nova Southeastern University ESOL Endorsement
Performance Record	As Assistant Principal of Rock Island Elementary School: 2012-2013 Rock Island Elementary School Grade: F Reading High Standards: 28% Math High Standards: 30% Science High Standards: 24% Writing High Standards: 62% Reading Learning Gains: 56% Math Learning Gains: 45%, Reading Lowest 25% Learning Gains: 67% Math Lowest 25% Learning Gains: 71% 2011-2012 Reading High Standards: 34% Math High Standards: 40% Science High Standards: 14% Writing High Standards: 71% Reading Learning Gains: 59% Math Learning Gains: 47% Reading Lowest 25% Learning Gains: 65% Math Lowest Learning Gains: 52%

Instructional Coaches

# of instructional coaches
3

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Suzanne Hicks		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0

Areas	Reading/Literacy, Other
Credentials	Degree: Bachelor of Science in Psychology Certification: Elementary Education K-6 ESOL Endorsed
Performance Record	Pembroke Lakes Elementary : years taught there 2002 - 2013 2012-2013: Reading Data: FCAT: 18 out of 20 students were proficient in Reading = 90% Reading Learning Gains based on BAT 1-BAT 2 = 11% increase (89% proficient to 100% proficient) Math Data: FCAT: 19 out of 20 students were proficient in Math = 95% Math Learning Gains based on BAT 1-BAT 2 = 1% increase (83% proficient to 84% proficient) FAIR: Class Average: 79%; Proficient 95%

LaVita Spears		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Reading/Literacy
Credentials	Bachelor of Science in Elementary Education Elementary Education K-6 Certification Exceptional Student Education Certification K-12 ESOL Endorsed
Performance Record	2012-2013 Rock Island Elementary School Grade: F Reading High Standards: 28% Math High Standards: 30% Science High Standards: 24% Writing High Standards: 62% Reading Learning Gains: 56% Math Learning Gains: 45%, Reading Lowest 25% Learning Gains: 67% Math Lowest 25% Learning Gains: 71% 2011 – 2012 Rock Island Elementary School Grade: D Reading High Standards: 34%, Math High Standards: 40%, Science High Standards: 14%, Writing High Standards: 71%, Reading Learning Gains: 59%, Math Learning Gains: 47%, Reading Lowest 25% Learning Gains: 65% Math Lowest 25% Learning Gains: 52%

Sebrina Marshall		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2

Areas	Mathematics
Credentials	K-6 Elementary Certification ESOL Endorsed Bachelor of Science in Education Master of Science in Education
Performance Record	2012-2013 Rock Island Elementary School Grade: F Reading High Standards: 28% Math High Standards: 30% Science High Standards: 24% Writing High Standards: 62% Reading Learning Gains: 56% Math Learning Gains: 45%, Reading Lowest 25% Learning Gains: 67% Math Lowest 25% Learning Gains: 71% 2011 – 2012 Rock Island Elementary School Grade: D Reading High Standards: 34%, Math High Standards: 40%, Science High Standards: 14%, Writing High Standards: 71%, Reading Learning Gains: 59%, Math Learning Gains: 47%, Reading Lowest 25% Learning Gains: 65% Math Lowest 25% Learning Gains: 52%

Classroom Teachers

# of classroom teachers
40

 # receiving effective rating or higher
40, 100%

 # Highly Qualified Teachers
70%

 # certified in-field
38, 95%

 # ESOL endorsed
22, 55%

 # reading endorsed
4, 10%

 # with advanced degrees
16, 40%

 # National Board Certified

1, 3%

 # first-year teachers

12, 30%

 # with 1-5 years of experience

9, 23%

 # with 6-14 years of experience

14, 35%

 # with 15 or more years of experience

5, 13%

Education Paraprofessionals

# of paraprofessionals

4

 # Highly Qualified

4, 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

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

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

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

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

Teacher Mentoring Program/Plan

This section meets 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).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

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

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

New teachers will work closely with our teacher NESS lead. Once a month our NESS lead will conduct classroom observations and give teachers feedback. A new teacher induction sessions will take place once a month in order to provide effective support and to meet their specific needs.

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

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

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

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

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

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

The RtI Leadership Team will meet and continue to apply the problem solving process, usually focusing either on more in depth assessments to determine the source of the challenge, or more strategic instruction or targeted intervention in the classroom. Documentation and monitoring occurs throughout the RtI process. There is also ongoing communication between the RtI Leadership Team, the teacher, and the parent.
If a student continues to not respond after the additional instructional or intervention strategies or supports generated and implemented through the tier III process and it is evident that a highly significant, complex, or intensive student situation exists; then the student is referred to the school psychologist for an evaluation.

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

• Baseline data: Florida Assessments for Instruction in Reading (FAIR), DAR, BAT-1, Rigby, IRI
• Progress Monitoring: Formal and Informal assessments, FCAT Testmaker Pro assessments
• Midyear: Florida Assessments for Instruction in Reading (FAIR), BAT-II, RIGBY, IRI
• End of year: FAIR, Florida Comprehensive Assessment Test (FCAT), RIGBY, IRI, Reading and Math EOY (end of year) Assessments
• Frequency of Root Cause Analysis with leadership team and grade level teachers
• Data Management System: RTI forms are used to document student progress at each Tier. Data is also prepared in graph form as needed. All documentation including psychologist and social worker reports are placed in the student cum folder at the end of the school year for the receiving teacher.

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

Throughout the RtI process, the primary focus is on the classroom instruction. However, the ultimate goal is to facilitate students' academic, social, emotional, and behavioral learning, as they increasingly move toward becoming successful independent learners. To support the understanding of MTSS and build capacity in data problem solving for staff will include frequent professional development to assist teachers with identifying needed instructional or intervention directions or supports during the teachers' common planning time. In addition, constant communication and encouraged involvement with the parents will be key to supporting their understanding of MTSS.

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: Extended Day for All Students
Minutes added to school year: 10,860

By extended our day an hour each day, we are able to give our students 60 minutes of Reading instruction given by a Reading Interventionist that has planned intentionally for Reading instruction and support. The 5 Reading Interventionist teachers work closely with our Reading Coach and have used our school data to develop intentional plans to meet the needs of specific students and grade levels. Reading Interventionist teachers collaborate with the classroom teachers to leverage student learning in the classroom and with the intervention instruction.

During the additional Reading instruction, Grade Level Teams collaborate and meet with one another for 60 minutes three times a week to plan, analyze data, and receive job embedded professional development.

Strategy Purpose(s)

- Instruction in core academic subjects

- Teacher collaboration, planning and professional development

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

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

Who is responsible for monitoring implementation of this strategy?

Principal, Assistant Principal with the support of the Coaches and then individual teachers will use their data to monitor student progress.

Literacy Leadership Team (LLT)

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

Name	Title
Christina Menendez	Principal
Erica Levine-Rawls	Assistant Principal
Lavita Spears	Reading Coach
Suzanne Hicks	Instructional Coach
Sebrina Marshall	Math Coach/Instructional Support

How the school-based LLT functions

The LLT meets weekly to plan initiatives, support per grade level, tier teacher support, Reading Interventionist support, and to analyze data to drive differentiated professional development and mentorship to improve student achievement and outcomes.

Each LLT member is assigned a specific grade level to ensure that communication, initiatives, support, and analysis is consistent school-wide. LLT members attend weekly common planning meetings to work

collaboratively with the Grade Level Lead and the grade level team.
The LLT develops SMART goals around increasing student achievement and reading meeting/exceeding data with each team and as a LLT to set purpose for the work and to progress monitor weekly.
The LLT will create professional development sessions to be led during common planning time based on areas of need and to increase teacher's instructional capacity to teach reading and to meet the needs of their students.

Major initiatives of the LLT

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

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Each grade level team develops and uses common lessons of instruction aligned to the Common Core Standards on a weekly basis during their common planning time.
Each grade level will create a year long scope and sequence that maps out what Common Core Standards teachers will need to teach throughout the year in all core subject areas.
Integrate core subjects thematically to deepen students knowledge and retention of skills.
Complex level texts. informational texts, comfort level texts will be used to foster growth and independent reading with differentiation for struggling students.
Each grade level will use a comprehensive set of assessments; baseline, diagnostic, benchmark, informal, formative, and summative to monitor student learning and progress on a frequent basis (weekly, bi-weekly, and district schedule).
Teachers will attend Cadre Common Core Professional Development throughout the school year to support their instruction.

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 Head Start (HS) Program has implemented a new literacy, math, and science curricula in HS classrooms. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students progress in the program.
The Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and time lines to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools.
Rock Island houses two Pre-School class(Head Start and PLACE) classes that provide services to 3 and 4 year-olds. The Head start department collaborates with the KG Grade Level Team and attends

their meetings to understand the KG curriculum and align their work with where their HS need to be by the end of teh school year.

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

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	41%	28%	No	47%
American Indian				
Asian				
Black/African American	40%	28%	No	46%
Hispanic				
White				
English language learners	39%	35%	No	45%
Students with disabilities	23%	17%	No	31%
Economically disadvantaged	40%	27%	No	46%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	43	17%	47%
Students scoring at or above Achievement Level 4	27	10%	40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	97	56%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	31	68%	90%

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)	15	35%	40%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		

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	47	62%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

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	50%	30%	No	55%
American Indian				
Asian				
Black/African American	50%	30%	No	55%
Hispanic				
White				
English language learners	56%	30%	No	60%
Students with disabilities	33%	21%	No	39%
Economically disadvantaged	49%	30%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	61	24%	45%
Students scoring at or above Achievement Level 4	16	6%	20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	77	45%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	36	71%	91%

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	12	14%	35%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

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)	3		20
Participation in STEM-related experiences provided for students	51	60%	100%

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	45	8%	2%
Students retained, pursuant to s. 1008.25, F.S.	67	13%	5%
Students who are not proficient in reading by third grade	42	40%	10%
Students who receive two or more behavior referrals	79	15%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	41	7%	2%

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

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

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

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

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

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
By June 2013, there will be a 35% percent increase of parent participation at PTA/Parent meetings/curriculum nights	135	25%	35%
Grade level curriculum parent nights each quarter to inform parents about content, material, and work in order to help their child succeed	1	25%	100%

Goals Summary

G1. By June 2014, there will be a 35% increase in parental involvement in school functions (parent nights, open house, SAC, PTA, and parent conferences).

G2. By June 2014, 47% of our students will be proficient (levels 3,4,5) in Reading

G3. By June of 2014, 55% of our students will be proficient (levels 3,4,5) in Math

G4. By June of 2014, 75% of our students will be proficient (levels 3,4,5) in Writing and by June 2014, all teachers will implement literacy across the curriculum.

Goals Detail

G1. By June 2014, there will be a 35% increase in parental involvement in school functions (parent nights, open house, SAC, PTA, and parent conferences).

Targets Supported
- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal
- Two community/parent nights have been scheduled and parents nights will be scheduled once a month
- Open House once per quarter
- SAC meetings once a month

- Parent letters go home weekly by classroom teachers and the school
- Collaboration with Arthur Ashe Technical Center to offer our parents GED, ELL, and Technical classes
- Collaboration with the Bryant Library and Librarian on a monthly basis (through parent nights, flyers, outreach, school visits, and monthly collaboration opportunities

Targeted Barriers to Achieving the Goal
- Scheduling of meetings and parent nights may conflict with parent schedules
- Trust and Public Relations (School Grade and Perception)

Plan to Monitor Progress Toward the Goal

Increased parental involvement and attendance, increased teacher/parent communication, SAC/PTA involvement numbers

Person or Persons Responsible
Teachers, Administration, Teachers, SAC/PTA Chair

Target Dates or Schedule:
Weekly and Monthly

Evidence of Completion:
Increased attendance data, number of scheduled parent meetings in the school year, increased number of parental conferences, and increased involvement in the SAC/PTA, and student achievment

G2. By June 2014, 47% of our students will be proficient (levels 3,4,5) in Reading

Targets Supported

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

- Writing

- Social Studies

- Science

- Science - Elementary School

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

Resources Available to Support the Goal

- - Reading Intervention teachers that push-in and teach an intensive Reading program daily for 60 minutes in addition to the 90 minute Reading block - Common planning time 3 x's a week to build teacher instructional capacity in order to increase student achievement as teacher's are an immediate lever for student achievement - Data cycles and analysis every two weeks to analyze student data in a granular way to create specific interventions and strategies to support student achievement - Common Core Standards based instructional materials and lesson plan alignment - Common Core professional development throughout the year to support implementation and application of the standards and curriculum - Accelerated Reader, DAR, and literature for teachers and students - Reading Coach and Instructional Coach Support

Targeted Barriers to Achieving the Goal

- - Teacher instructional capacity and willingness

- - Grade Level Team collaboration and planning consistently and intentionally

- - Calibration and application of high-quality instructional practices

- - Teacher's capacity to analyze data

- - Classroom libraries and use of complex text in instruction

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
Administration, Coaches, Grade Level Leads and Teachers

Target Dates or Schedule:
Weekly in Grade Level meetings and weekly walkthroughs

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

G3. By June of 2014, 55% of our students will be proficient (levels 3,4,5) in Math

Targets Supported
- Writing

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

- EWS

- EWS - Elementary School

- EWS - Middle School

Resources Available to Support the Goal
- - Structured Common Planning time for teachers 3 x's a week for 60 minutes to support grade level teams and teachers - Math Coach suppor, classroom observations, mentoring, job-embedded professional development given by Math Coach - Go Math professional development, materials, and support - Collaboration with the Bryant Library and online tutoring - Classroom resources, manipulatives, and consumables

Targeted Barriers to Achieving the Goal
- 30% of our student were proficient in Math in 2013

- Teacher instructional capacity to differentiate based on student needs

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

- Consistent teacher collaboration through grade level common planning time

Plan to Monitor Progress Toward the Goal

Student Progress/Data, Lesson Planning, Common Planning, Action Plans

Person or Persons Responsible
Administration, Coaches, and Teachers

Target Dates or Schedule:
Weekly

Evidence of Completion:
- Student Assessment Data - Classroom Peer Observations - Productivity of Common Planning Time - Implementation of Named Differentiation Strategies and Plans

G4. By June of 2014, 75% of our students will be proficient (levels 3,4,5) in Writing and by June 2014, all teachers will implement literacy across the curriculum.

Targets Supported

- All Areas

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

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- - 5 Reading Intervention teachers will teach an additional 60 minutes daily of Reading with Writing integrated - Writing Journals for each student - Writing embedded across the curriculum using CCSS and District PD specific support monthly on Common Core Writing across all content areas - Reading Coach to support Writing integration - Job embedded professional development by coaches bi-monthly in PLC's - Instructional Coach to support writing

implementation/integration - Common planning time 3 days a week for 60 minutes each day - Independent planning time 2 days a week for 60 minutes to plan and receive support - School-wide data cycles and analysis of data in grade level team meetings - Full faculty Performance Management sessions each quarter by grade level in relation to established SMART goals/SIP goals

Targeted Barriers to Achieving the Goal

- 62% of our students were proficient in Writing

- Teacher instructional capacity with Writing integration across content/subject areas

- PK-5 vertical CCSS Writing alignment and integration

Plan to Monitor Progress Toward the Goal

Lesson Plans, Graded Student Work Samples, Classroom Observations, Student Data

Person or Persons Responsible
Grade Level Leads and Teachers with Coach Support

Target Dates or Schedule:
Weekly

Evidence of Completion:
- Increased Student Achievement/Data - Data cycle implemented in each grade level and monthly grade level analysis of data during common - Peer Classroom Observations and Feedback - Writing Integrated Across Content Areas Weekly - Guided Release Model Implemented during classroom instruction

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. By June 2014, there will be a 35% increase in parental involvement in school functions (parent nights, open house, SAC, PTA, and parent conferences).

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

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

Action Step 1

Plan for parent nights

Person or Persons Responsible

Administration, Teachers, and SAC (PTA when organized)

Target Dates or Schedule

Monthly

Evidence of Completion

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

Action Step 2

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

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

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

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

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

Person or Persons Responsible

Teachers, Administration and SAC/PTA Chair

Target Dates or Schedule

Weekly Parental Communication and Monthly Meetings

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B2.S1

Increased parental attendance, communication, and participation

Person or Persons Responsible

Teachers, Administration and SAC Chair/PTA Chair

Target Dates or Schedule

Weekly and Monthly

Evidence of Completion

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

G2. By June 2014, 47% of our students will be proficient (levels 3,4,5) in Reading

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

G2.B2.S1 Common planning time for each grade level 3 x's a week for 60 minutes. Grade Level Lead works closely with Instructional Coaches and Administration to lead and develop teachers on their team. Data, assessment, and lesson protocols are used to develop consistency and to plan intentionally. Grade level walkthroughs and observations to give one another feedback.

Action Step 1

Meet 3 x's a week and Coaches will offer a differentiated PD opportunity per grade level in a named area of need

Person or Persons Responsible

Grade Level Teams

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly agenda and minutes and established grade level SMART Goals

Facilitator:

Grade Level Teams and Instructional Coaches

Participants:

Grade Level Teams

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

Fidelity and productivity of grade level meetings

Person or Persons Responsible

Grade Level Leads, Coaches, and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

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

Plan to Monitor Effectiveness of G2.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B5 - Classroom libraries and use of complex text in instruction

G2.B5.S1 Develop rich, diverse, and labeled libraries in each classroom

Action Step 1

Classroom libraries created with a variety of texts and a defined system for student use.

Person or Persons Responsible

Reading Coach, Instructional Coach, and Teachers

Target Dates or Schedule

By the end of the 1st Quarter

Evidence of Completion

Classroom Libraries that are labeled and varied with complex texts and leveled reading options.

Facilitator:

Reading Coach and Instructional Coach

Participants:

Reading Coach, Instructional Coach, and Teachers

Plan to Monitor Fidelity of Implementation of G2.B5.S1

Classroom libraries created by each teacher for their classrooms that are filled with a variety of leveled readers to meet the needs of their students, complex texts, and non-fiction texts.

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule

- 9/30/13 whole school library audit - By the end of the 1st Quarter, all libraries fully completed and used

Evidence of Completion

Completed classroom libraries meeting the criteria specified and established protocol for student use.

Plan to Monitor Effectiveness of G2.B5.S1

Classroom library implementation and use

Person or Persons Responsible

Administration, Coaches, Teachers

Target Dates or Schedule

By 9-30-13, completed audit of classroom libraries By the end of the 1st Quarter, fully functioning and ready classroom libraries are able to used by students daily. On-going monitoring of access, impact, use during classroom walkthroughs weekly.

Evidence of Completion

- Completed audit of classroom libraries -Fully functioning and ready classroom libraries are able to used by students daily. - Student achievement data

G2.B5.S2 Increase classroom/grade level access to complex texts and non-fiction literature

Action Step 1

Increase number of books in classroom libraries K-5 that are mixed-level, mixed complexity, and multi-cultural

Person or Persons Responsible

Reading Coach and Teachers

Target Dates or Schedule

By the end of the 1st quarter

Evidence of Completion

Completed classroom libraries that have mixed-level, mixed complexity, and multi-cultural books with established classroom library routines

Facilitator:

Reading Coach

Participants:

Teachers and Reading Coach

Plan to Monitor Fidelity of Implementation of G2.B5.S2

Selection of texts, addition of texts, library set up, and established classroom library routines

Person or Persons Responsible

Reading and Instructional Coaches and Teachers

Target Dates or Schedule

By the end of the 1st quarter for full implementation and ongoing monitoring through walkthroughs

Evidence of Completion

Complete classroom libraries that have a selection of non-fiction, complex-texts, leveled, and multi-cultural

Plan to Monitor Effectiveness of G2.B5.S2

Classroom library routine schedule, student reading logs, independent reading time, and student achievement

Person or Persons Responsible

Teachers and Reading Coach

Target Dates or Schedule

Weekly formative assessment of reading logs, weekly walkthroughs by instructional coaches, and bi-weekly assessment data

Evidence of Completion

Student reading logs, increase in reading assessment data on achievement/mastery, and increased use of classroom libraries (observed during walkthroughs)

G3. By June of 2014, 55% of our students will be proficient (levels 3,4,5) in Math

G3.B1 30% of our student were proficient in Math in 2013

G3.B1.S2 Implement and monitor data cycles by teacher/grade level and share data publicly to develop action steps, strategies, and support based on kid by kid data

Action Step 1

Attend common planning meetings 3 x's a week

Person or Persons Responsible

Administration, Coaches, Grade Level Leads, and Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

- Agenda and minutes - Data protocol used and shared to analyze and discuss the data to create next steps and strategies - Data snapshot on weekly agenda to make practice and data public to increase best practice sharing and student achievement

Action Step 2

Re-teaching plans based on student data

Person or Persons Responsible

Administration, Coaches, Grade Level Leads, and Teachers

Target Dates or Schedule

Bi-weekly data cycle

Evidence of Completion

- Completed submitted plan - Implementation of differentiation - Increased student mastery/achievement

Facilitator:

Administration and Coaches

Participants:

Administration, Coaches, Grade Level Leads, and Teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S2

Re-teaching, Differentiation Strategies, Grouping, Gradual Release Model, Higher-Order Questioning and Support

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

- Classroom Observation Data - Student Assessment Data - Student Grades - Classroom Environment - Achievement Data - Instructional Delivery and Implementation

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

G3.B3.S1 Grade Level Leads/Leadership Team development and PD on data analysis process and use

Action Step 1

Professional Development of the Leadership Team to then train and development their/our teachers to use data to inform their instruction

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Attend PD with on Leadership Days and Cadre 90, 90, 90 schools PD Fall 2013

Evidence of Completion

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

Facilitator:

Administration and Outside Vendor

Participants:

Leadership Team

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

Lesson Plans, student assessment data (formative and summative), re-teaching plans, and classroom observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Every two weeks

Evidence of Completion

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

Plan to Monitor Effectiveness of G3.B3.S1

Lesson plans, instruction, classroom data

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Teacher classroom instruction, lesson plans, student data

G4. By June of 2014, 75% of our students will be proficient (levels 3,4,5) in Writing and by June 2014, all teachers will implement literacy across the curriculum.

G4.B1 62% of our students were proficient in Writing

G4.B1.S1 Full Faculty PD on Unit Planning and Common Core Writing Integration Across content areas and PLC's for smaller/tiered instructional support

Action Step 1

Attend professional develop sessions to support instruction and implementation

Person or Persons Responsible

Administration in collaboration with Cadre for District PD and Administration and Coaches for in-house PD (Full Faculty and PLC's)

Target Dates or Schedule

Beginning in Sept.

Evidence of Completion

- Writing integrated lessons per grade level - Increased writing achievement - Alignment of curriculum in LP's and Unit Plans - Student Achievement data

Facilitator:

Administration/Office of Strategic Improvement/Instructional Coaches

Participants:

Teachers and Coaches

Action Step 2

Professional Development support weekly by reviewing lesson plans and attending grade level meetings

Person or Persons Responsible

Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

- Agenda and Minutes from Weekly meeting - Professional Development created by coaches and implemented twice a month - Classroom observations and teacher feedback given after each observation - Tiered teacher support - NESS support for new teachers

Facilitator:

Instructional Coaches and Administration

Participants:

Coaches, Teachers, and administration

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

Common planning meetings, Weekly Lesson Plans, Student Work Protocols, Data Inquiry Tool, and Classroom Observations

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule

Weekly/bi-weekly

Evidence of Completion

- Increased student achievement in Writing (student by student) - Writing Integrated Across Content Areas in Lesson Plans - Implementation of Writing Instruction and Strategies Across Content Areas through classroom observations - Graded Student Work Samples brought to grade level meetings to calibrate and share best practices

Plan to Monitor Effectiveness of G4.B1.S1

Lesson Plans, Common Planning, Coach's Professional Development, Student Works Samples, and Classroom Observations

Person or Persons Responsible

Administration,Coaches, and Grade Level Leads

Target Dates or Schedule

Bi-weekly

Evidence of Completion

- Weekly agendas and minutes for grade level common planning - Increased student achievement in Writing - Writing integrated across content areas weekly - Coach's weekly status updates and next steps in supporting teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B2 Teacher instructional capacity with Writing integration across content/subject areas

G4.B2.S1 Common Core Professional Development and Writing Across the Curriculum PD

Action Step 1

Monthly full staff PD on CCSS and Instruction and Cadre PD on CCSS

Person or Persons Responsible

Teachers

Target Dates or Schedule

Once a Month

Evidence of Completion

Increased implementation of CCSS and use of complex texts and writing across the curriculum

Facilitator:

Administration and Coaches (in-house) and Vendor/District for CAdre PD

Participants:

Teachers

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

Classroom observations, teacher plans, and student data

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Increased mastery of skills, complex text and writing across the curriculum in plans and instruction, and increased student achievement

Plan to Monitor Effectiveness of G4.B2.S1

Student Data, Classroom Observation Data, and Lesson Plans

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule

Weekly/Bi-Weekly

Evidence of Completion

Increased student achievement data in Writing across the curriculum

G4.B3 PK-5 vertical CCSS Writing alignment and integration

G4.B3.S1 Grade Level Teams will create curriculum maps per grade level that embed writing across the curriculum using the CCSS Writing Standards

Action Step 1

Create vertical and horizontal curriculum maps that embed Writing across the content areas

Person or Persons Responsible

Grade Level Teams and Coaches

Target Dates or Schedule

By the end of the 1st Quarter

Evidence of Completion

Completed curriculum maps K-5

Facilitator:

Administration and Coaches

Participants:

Teachers, Coaches, and Administration

Plan to Monitor Fidelity of Implementation of G4.B3.S1

- Curriculum Maps per grade level that include writing across the curriculum - the creation of lesson plans based on the maps - classroom instruction

Person or Persons Responsible

Administration, Coaches, and Teachers

Target Dates or Schedule

- By the end of the 1st Quarter for completed Curriculum Maps - bi-weekly lesson plans/unit plans based on maps ongoing

Evidence of Completion

- Completed Curriculum Maps by the end of 1st Quarter - bi-weekly lesson plans that include Writing Standards across content areas - classroom instruction/implementation of writing across the curriculum (observable through walkthroughs and student work)

Plan to Monitor Effectiveness of G4.B3.S1

- Student work samples/data to analyze implementation of writing across content areas - Lesson Plans based on Curriculum Maps for Writing across the content areas

Person or Persons Responsible

Teachers, Coaches, and Administration

Target Dates or Schedule

bi-weekly (grade level meetings and walkthroughs)

Evidence of Completion

- Increased student achievement data in Writing - Writing across the content areas in lesson plans

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

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

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

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

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

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

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

Rock Island is also part of the School Specific Fresh Fruit and Vegetable Program/Grant. Students will receive a fresh fruit or vegetable 3 times a week. Fruit/vegetable will be served at least one hour after lunch. Students in Grades PK-5 will participate in this program. Snacks will be issued on Mondays, Wednesdays & Fridays. Tuesdays and Wednesdays will be set aside to support fitness and exercise appreciation.

Rock Island Elementary is committed to teaching and training health and awareness as an important part of our students' overall development. This includes the target areas of physical, nutritional, emotional and mental wholeness. The Fresh Fruit and Vegetable Program (FFVP) will enhance the teaching component offering students concrete examples of various resources in this area. In mathematics, we will use the items to support Common Core Standards (ex. Number Sense-counting sorting, patterns, Geometry- shapes and sizes, ratio, Algebraic Thinking-describing and analyzing relationship and Measurement-weight, compare and contrast. In science and social studies, some examples includes density, weight, plant life, life cycles, and the five senses of tastes, touch, sight, smell and hearing. In language arts, students will learn to recognize fruit and vegetable names, spelling, syllables, color recognition, and comparing and contrasting the items.

Our goal is to increase knowledge of the value of eating fruits and vegetables and how it relates to healthy bodies and long life. This program will become apart of our daily morning broadcast announcing the fruit(s) and vegetable(s) of the day/week being highlighted. We will also host a School-wide poster and literary contest to get students excited about the program.

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

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.

G2. By June 2014, 47% of our students will be proficient (levels 3,4,5) in Reading

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

G2.B2.S1 Common planning time for each grade level 3 x's a week for 60 minutes. Grade Level Lead works closely with Instructional Coaches and Administration to lead and develop teachers on their team. Data, assessment, and lesson protocols are used to develop consistency and to plan intentionally. Grade level walkthroughs and observations to give one another feedback.

PD Opportunity 1

Meet 3 x's a week and Coaches will offer a differentiated PD opportunity per grade level in a named area of need

Facilitator

Grade Level Teams and Instructional Coaches

Participants

Grade Level Teams

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly agenda and minutes and established grade level SMART Goals

G2.B5 - Classroom libraries and use of complex text in instruction

G2.B5.S1 Develop rich, diverse, and labeled libraries in each classroom

PD Opportunity 1

Classroom libraries created with a variety of texts and a defined system for student use.

Facilitator

Reading Coach and Instructional Coach

Participants

Reading Coach, Instructional Coach, and Teachers

Target Dates or Schedule

By the end of the 1st Quarter

Evidence of Completion

Classroom Libraries that are labeled and varied with complex texts and leveled reading options.

G2.B5.S2 Increase classroom/grade level access to complex texts and non-fiction literature

PD Opportunity 1

Increase number of books in classroom libraries K-5 that are mixed-level, mixed complexity, and multi-cultural

Facilitator

Reading Coach

Participants

Teachers and Reading Coach

Target Dates or Schedule

By the end of the 1st quarter

Evidence of Completion

Completed classroom libraries that have mixed-level, mixed complexity, and multi-cultural books with established classroom library routines

G3. By June of 2014, 55% of our students will be proficient (levels 3,4,5) in Math

G3.B1 30% of our student were proficient in Math in 2013

G3.B1.S2 Implement and monitor data cycles by teacher/grade level and share data publicly to develop action steps, strategies, and support based on kid by kid data

PD Opportunity 1

Re-teaching plans based on student data

Facilitator

Administration and Coaches

Participants

Administration, Coaches, Grade Level Leads, and Teachers

Target Dates or Schedule

Bi-weekly data cycle

Evidence of Completion

- Completed submitted plan - Implementation of differentiation - Increased student mastery/ achievement

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

G3.B3.S1 Grade Level Leads/Leadership Team development and PD on data analysis process and use

PD Opportunity 1

Professional Development of the Leadership Team to then train and development their/our teachers to use data to inform their instruction

Facilitator

Administration and Outside Vendor

Participants

Leadership Team

Target Dates or Schedule

Attend PD with on Leadership Days and Cadre 90, 90, 90 schools PD Fall 2013

Evidence of Completion

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

G4. By June of 2014, 75% of our students will be proficient (levels 3,4,5) in Writing and by June 2014, all teachers will implement literacy across the curriculum.

G4.B1 62% of our students were proficient in Writing

G4.B1.S1 Full Faculty PD on Unit Planning and Common Core Writing Integration Across content areas and PLC's for smaller/tiered instructional support

PD Opportunity 1

Attend professional develop sessions to support instruction and implementation

Facilitator

Administration/Office of Strategic Improvement/Instructional Coaches

Participants

Teachers and Coaches

Target Dates or Schedule

Beginning in Sept.

Evidence of Completion

- Writing integrated lessons per grade level - Increased writing achievement - Alignment of curriculum in LP's and Unit Plans - Student Achievement data

PD Opportunity 2

Professional Development support weekly by reviewing lesson plans and attending grade level meetings

Facilitator

Instructional Coaches and Administration

Participants

Coaches, Teachers, and administration

Target Dates or Schedule

Weekly

Evidence of Completion

- Agenda and Minutes from Weekly meeting - Professional Development created by coaches and implemented twice a month - Classroom observations and teacher feedback given after each observation - Tiered teacher support - NESS support for new teachers

G4.B2 Teacher instructional capacity with Writing integration across content/subject areas

G4.B2.S1 Common Core Professional Development and Writing Across the Curriculum PD

PD Opportunity 1

Monthly full staff PD on CCSS and Instruction and Cadre PD on CCSS

Facilitator

Administration and Coaches (in-house) and Vendor/District for CAdre PD

Participants

Teachers

Target Dates or Schedule

Once a Month

Evidence of Completion

Increased implementation of CCSS and use of complex texts and writing across the curriculum

G4.B3 PK-5 vertical CCSS Writing alignment and integration

G4.B3.S1 Grade Level Teams will create curriculum maps per grade level that embed writing across the curriculum using the CCSS Writing Standards

PD Opportunity 1

Create vertical and horizontal curriculum maps that embed Writing across the content areas

Facilitator

Administration and Coaches

Participants

Teachers, Coaches, and Administration

Target Dates or Schedule

By the end of the 1st Quarter

Evidence of Completion

Completed curriculum maps K-5

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total	
		$0	$0
Total		$0	$0

Budget Details

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

G2. By June 2014, 47% of our students will be proficient (levels 3,4,5) in Reading

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

G2.B2.S1 Common planning time for each grade level 3 x's a week for 60 minutes. Grade Level Lead works closely with Instructional Coaches and Administration to lead and develop teachers on their team. Data, assessment, and lesson protocols are used to develop consistency and to plan intentionally. Grade level walkthroughs and observations to give one another feedback.

Action Step 1

Meet 3 x's a week and Coaches will offer a differentiated PD opportunity per grade level in a named area of need

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G2.B5 - Classroom libraries and use of complex text in instruction

G2.B5.S1 Develop rich, diverse, and labeled libraries in each classroom

Action Step 1

Classroom libraries created with a variety of texts and a defined system for student use.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G2.B5.S2 Increase classroom/grade level access to complex texts and non-fiction literature

Action Step 1

Increase number of books in classroom libraries K-5 that are mixed-level, mixed complexity, and multi-cultural

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3. By June of 2014, 55% of our students will be proficient (levels 3,4,5) in Math

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

G3.B3.S1 Grade Level Leads/Leadership Team development and PD on data analysis process and use

Action Step 1

Professional Development of the Leadership Team to then train and development their/our teachers to use data to inform their instruction

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4. By June of 2014, 75% of our students will be proficient (levels 3,4,5) in Writing and by June 2014, all teachers will implement literacy across the curriculum.

G4.B1 62% of our students were proficient in Writing

G4.B1.S1 Full Faculty PD on Unit Planning and Common Core Writing Integration Across content areas and PLC's for smaller/tiered instructional support

Action Step 1

Attend professional develop sessions to support instruction and implementation

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4.B2 Teacher instructional capacity with Writing integration across content/subject areas

G4.B2.S1 Common Core Professional Development and Writing Across the Curriculum PD

Action Step 1

Monthly full staff PD on CCSS and Instruction and Cadre PD on CCSS

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed