

Broward County Public Schools

Rock Island Elementary School



2022-23 Schoolwide Improvement Plan

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Rock Island Elementary School

2350 NW 19TH ST, Fort Lauderdale, FL 33311

[no web address on file]

Demographics

Principal: Cormic Priester

Start Date for this Principal: 6/28/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: C (49%) 2018-19: C (48%) 2017-18: D (33%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	SIG Cohort 3
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Rock Island Elementary School

2350 NW 19TH ST, Fort Lauderdale, FL 33311

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Rock Island Elementary School is committed to providing students with a safe and stimulating environment, a love of learning and respect for our world through the combined efforts of faculty, staff, parents, and community. Through a love of learning, we foster a motivational environment in which students can be successful in reading, mathematics, science, technology, and writing.

This mission was the foundation that led to choosing the Transformational model for the school. This “College and Career Ready” model will promote high quality instruction aligned to Florida Standards, engagement of all stakeholders, and ongoing professional development for teachers.

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

Provide the school's vision statement.

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

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Priester, Cormic	Principal	Lead the school leadership team and ensure the vision is implemented. Monitor and lead as the instructional leader ensuring high quality standards based instruction. Monitor school data to assess student, class, grade, and school-wide progress to ensure school is achieving its goals. Share decision making with leadership team to ensure student progress. Support teachers and coaches in developing their knowledge about the curriculum and promote teacher collaboration with a focus on effective classroom instruction. Engage teachers in conversations regarding class, grade, and school data, facilitate teacher reflection, mentor and train teachers.
Ballard, Stephanie	Assistant Principal	Support teachers in developing their knowledge about the curriculum and promote teacher collaboration with a focus on effective classroom instruction. Engage teachers in conversations regarding class, grade, and school data, facilitate teacher reflection, mentor and train teachers. Lead the school leadership team and ensure the vision is implemented. Monitor and lead as the instructional leader ensuring high quality standards based instruction. Monitor school data to assess student, class, grade, and school-wide progress to ensure school is achieving its goals. Share decision making with leadership team to ensure student progress. Ensure the vision of the principal is achieved.
Stephenson, Genvieve	School Counselor	Monitor the progress of critical needs students and lead the implementation for Social Emotional Learning (SEL). Mentor and provide support for at risk students and students who have been retained.
Jordan, Valencia	Reading Coach	Supports teachers in the area of literacy, helping them improve their instructional pedagogy through the use of the coaching cycle.
Whittaker, Sophia	Reading Coach	Supports teachers in the area of literacy, helping them improve their instructional pedagogy through the use of the coaching cycle.
Juin, Norma	Teacher, ESE	Monitor the progress of special needs students and provide instructional strategies and support to teachers.

Demographic Information

Principal start date

Wednesday 6/28/2017, Cormic Priester

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Total number of teacher positions allocated to the school

23

Total number of students enrolled at the school

453

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

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	75	82	66	70	84	76	0	0	0	0	0	0	0	453
Attendance below 90 percent	41	41	34	21	38	30	0	0	0	0	0	0	0	205
One or more suspensions	1	1	0	3	9	2	0	0	0	0	0	0	0	16
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	20	32	23	0	0	0	0	0	0	0	75
Level 1 on 2022 statewide FSA Math assessment	0	0	0	18	36	24	0	0	0	0	0	0	0	78
Number of students with a substantial reading deficiency	0	9	26	26	30	32	0	0	0	0	0	0	0	123

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	7	15	22	45	33	0	0	0	0	0	0	0	122

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	1	13	3	1	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 9/2/2022

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	4	10	8	20	0	0	0	0	0	0	0	44

The number of students identified as retainees:

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

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	4	10	8	20	0	0	0	0	0	0	0	44

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	41%	58%	56%				37%	59%	57%
ELA Learning Gains	67%						56%	60%	58%
ELA Lowest 25th Percentile	54%						59%	54%	53%
Math Achievement	48%	54%	50%				54%	65%	63%
Math Learning Gains	60%						59%	66%	62%
Math Lowest 25th Percentile	52%						47%	53%	51%
Science Achievement	23%	59%	59%				27%	46%	53%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	33%	60%	-27%	58%	-25%
Cohort Comparison		0%				
04	2022					
	2019	48%	62%	-14%	58%	-10%
Cohort Comparison		-33%				
05	2022					
	2019	28%	59%	-31%	56%	-28%
Cohort Comparison		-48%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	61%	65%	-4%	62%	-1%
Cohort Comparison		0%				
04	2022					
	2019	57%	67%	-10%	64%	-7%
Cohort Comparison		-61%				
05	2022					
	2019	43%	64%	-21%	60%	-17%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	29%	49%	-20%	53%	-24%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	16	40		16	30	30					
ELL	41	81		56	73		22				
BLK	40	66	59	46	58	50	21				
HSP	45			64							
FRL	42	68	60	48	58	57	21				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	16			10							
ELL	26			41							
BLK	23	39		33	24		14				
HSP											
FRL	21	40		32	23		15				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	48	50	29	50	47					
ELL	37	63		70	77		38				
BLK	35	52	59	51	57	47	27				
HSP	67	100		87	90						
FRL	35	56	58	53	59	44	25				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	392

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

In primary grades, the data shows a deficiency in foundational reading skills such as phonics. In intermediate grades, the data shows a deficiency in other reading skills such as fluency, vocabulary, and reading comprehension. In kindergarten to fifth grade, the data shows that students have a deficiency in mathematical fluency skills and problem-solving skills.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based off progress monitoring and the 2022 Florida Standards Assessment (FSA) data, reading achievement is the greatest need for improvement. The 2022 FSA data shows that 33% of students in third, fourth, and fifth grades were proficient.

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

The following factors contributed to reading achievement being the greatest need for improvement:

- Lack of effective lesson planning

- Lack of high quality instruction

The following actions will be taken to address this need for improvement:

- Data analysis meetings and data-driven decision making

Deliberate and aligned support through instructional coaches and ESSER support
Authentic planning for standards-based instruction

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based off progress monitoring and the 2022 FSA Math data, math made the most improvement. The learning gains for students in the lowest quartile showed the most improvement as it increased by 43 points.

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

New actions that contributed to this growth included a Math Open Lab each morning focusing on fluency, the establishment of a Math Club during Extended Learning Opportunities (ELO) twice weekly, and the implementation of targeted Math interventions during the daily Math block.

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

Teachers will receive instructional support in their respective content areas. Instructional coaches will provide teachers with opportunities to engage in the coaching cycle and participate in professional learning communities (PLCs). District-level coaches have been assigned to teachers who are in need of additional support based on their performance. Progress monitoring is an ongoing process that includes data analysis meetings with teachers, administrators, and instructional coaches.

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

Teachers will immerse themselves in professional development with a focus on the new BEST standards and District-approved instructional resources such as Benchmark Advance and enVision. Teachers will participate in professional learning opportunities centered around questioning techniques and interventions.

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

Attendance monitoring.
Progress monitoring of data.
Use of Savvas Personalized Pathway to close math gaps.
Power Hour interventions to target differentiated instructional needs of the scholars.
Continued coaching and feedback for teachers.
Continued weekly professional learning.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Small-group instruction in English/Language Arts allows teachers to evaluate students' learning strengths and tailor lessons to them. Small-group instruction is ideal for providing frequent and personalized feedback. There is more time for students to ask questions, and it promotes feedback that goes far beyond a simple letter grade.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2023, 50% of students in grades 3 - 5 will score a level 3 or higher as measured on the English Language Arts Florida Assessing Student Thinking (FAST).

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Classroom visits
Coaching cycle
Data analysis meetings

Person responsible for monitoring outcome:

Cormic Priester (cormicpriester@browardschools.com)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Guided reading is a small-group instructional context in which a teacher supports each reader's development of systems of strategic actions for processing new texts at increasingly challenging levels of difficulty.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Guided reading provides opportunities for responsive teaching. Teachers can support readers in expanding their processing by providing on the spot feedback and modeling. It also allows students to engage with a rich variety of texts and helps students learn to think like proficient readers. It enables students to read more challenging texts with support.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to most recent data analysis, our critical need centers around ELA proficiency for students with disabilities (SWD). Based on the 2022 Florida Standards Assessment (FSA), 16% of SWD were proficient in ELA. Many of these students perform 2-3 grade levels behind which impacts learning in other content areas requiring reading.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2023, 45% of SWD will score a level 3 or higher on the English/ Language Arts Florida Assessing Student Thinking (FAST).

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor for the desired outcome through teacher classroom walkthroughs for implementation of strategies. Reports will be pulled from iReady to monitor lessons passed in ELA. Data will also be analyzed from Benchmark Advance Unit Assessments to make instructional decisions.

Person responsible for monitoring outcome:

Stephanie Ballard (stephanie.ballard@browardschools.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Small group instruction in ELA with a focus on direct phonics instruction, fluency practice, and reading comprehension will be implemented for this area of focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

This strategy was selected because our scholars with disabilities can benefit from receiving instruction on a smaller scale. Students will be able to receive scaffolded and direct instruction to close achievement gaps in reading.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Person Responsible

Valencia Jordan (valencia.jordan@browardschools.com)

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

Person Responsible

Norma Juin (norma.juin@browardschools.com)

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

Person Responsible

Natatcha Alveranga (natatcha.alveranga@browardschools.com)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

An area of focus for grades K - 2 is small group instruction for reading/ELA. Effective small group instruction gives teachers the opportunity to differentiate instruction and meet the needs of students. Teachers are able to closely observe students and identify deficiencies, patterns, and strengths. This kind of data can then be used to provide specific feedback as a means to close learning gaps.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

An area of focus for grades K - 2 is small group instruction for reading/ELA. Effective small group instruction gives teachers the opportunity to differentiate instruction and meet the needs of students. Teachers are able to closely observe students and identify deficiencies, patterns, and strengths. This kind of data can then be used to provide specific feedback as a means to close learning gaps.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By June 2023, 50% of students will score a level 3 or higher on the English Language Arts Florida Assessing Student Thinking.

Grades 3-5: Measureable Outcome(s)

By June 2023, 50% of students will score a level 3 or higher on the English Language Arts Florida Assessing Student Thinking.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The area of focus will be monitored for the desired outcomes by taking the following actions:

Classroom visits

Attendance monitoring

Progress monitoring of data

Power Hour interventions to target differentiated instructional needs of the scholars

Continued coaching and feedback for teachers

Continued weekly professional learning

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Priester, Cormic, cormicpriester@browardschools.com

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Guided reading is a small-group instructional context in which a teacher supports each reader's development of systems of strategic actions for processing new texts at increasingly challenging levels of difficulty.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Guided reading provides opportunities for responsive teaching. Teachers can support readers in expanding their processing by providing on the spot feedback and modeling. It also allows students to engage with a rich variety of texts and helps students learn to think like proficient readers. It enables students to read more challenging texts with support.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Teachers will participate in professional learning with a focus on small group instruction. Each session will Small groups will be formed using data from assessments.	Ballard, Stephanie, stephanie.ballard@browardschools.com
Instructional coaches will use the coaching cycle to support teachers with reading instruction.	Ballard, Stephanie, stephanie.ballard@browardschools.com

Positive Culture & Environment

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

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

Rock Island Elementary strives to engage stakeholder in the day to day decision making. Parents are frequently recruited and invited to participate in school-based committees. Parents of scholars from all subgroups are recruited to ensure diversity. Parents, business partners, and community members serve on the School Advisory Council, the Social Emotional Learning Team, and the School-wide Positive Behavior Plan Committee. Two Teacher Parent Conferences events are held each year. A flexible meeting schedule is provided for parents to meet with teachers between 7:30 AM and 7:00 PM, allowing parents to meet with teachers to discuss student progress and discuss next steps. Family Nights are held each month on a variety of academic focus. Parents are oriented to grade level standards, participate in hands-on activities, and are armed with strategies to assist their child/children at home. These events serve to strengthen the home school connection and enable parents to play a greater role in their child's education. A positive

school culture is contributed to through a number of parent recognition programs. Parents are recognized through parent honor rolls each quarter. Outstanding parents are nominated by classroom teachers and are recognized and rewarded at assemblies. Business partners are also spotlighted in the monthly newsletter. A Family Resource Night is held each year to expose parents to the social, economical, financial, emotional, language, and cultural, medical, and educational resources within the community. Business and community partners meet with parents, assist them with securing services, and forming social connections. Parents complete a survey each year which is used to improve communication, school practices, inform and address school improvement needs.

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

OUR STAFF WILL:

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

OUR STUDENTS WILL:

- Be able to state the school-wide expectations
- Explain (operationalize) the school-wide expectations into observable behaviors
- Be able to state the location-based rules (classroom, cafeteria, hallways, etc.)
- Participate in formal behavior lesson plans, at least three times a year or more often if needed
- Know what the school-wide reward system is and what they need to do to be rewarded
- Be able to be successful on the reward system (ALL students)
- Learn that positive behaviors are easier and more rewarding than misbehaviors

OUR SCHOOL WILL:

- Have a consistent professional who serves as coordinator & point of contact
- Have 6 – 10 committed members who represent ALL stakeholders in the school – i.e., all grade/subject areas, support, paraprofessionals, etc.
- Have a consistent administrator present in all meetings