

Broward County Public Schools

Rock Island Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Rock Island Elementary School

2350 NW 19TH ST, Fort Lauderdale, FL 33311

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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 Schools 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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Priester, Cormic	Principal	<p>The principal leads the school leadership team and ensures the vision is implemented. The principal also monitors and leads as the instructional leader ensuring high quality standards based instruction is delivered by every teacher. The principal monitors school data to assess school-wide progress, shares decision making with the leadership team to ensure student progress, supports teachers and coaches in developing their knowledge about the curriculum and promotes teacher collaboration with a focus on effective classroom instruction. The principal also leads data analysis meetings regarding school data, facilitates teacher reflection, mentors and trains teachers.</p>
Ballard, Stephanie	Assistant Principal	<p>The assistant principal supports teachers in developing their knowledge about the curriculum and promotes teacher collaboration with a focus on effective classroom instruction. The assistant principal (AP) also engages teachers in conversations regarding classes, grades, and school data, facilitates teacher reflection, mentors and trains teachers, leads the school leadership team and ensures the vision is implemented. In addition, the AP monitors school data to assess school-wide academic progress. Lastly, the AP works to ensure that the vision of the principal is achieved.</p>
Jordan, Valencia	Instructional Coach	<p>The instructional coach supports teachers in the area of literacy, helping them improve their instructional pedagogy through the use of the coaching cycle. The instructional coach uses data to drive decision-making for their respective content area to close learning gaps.</p>
Juin, Norma	Other	<p>The ESE specialist monitors the progress of students with special needs by ensuring that teachers and staff are meeting the needs of their students by following the accommodations on Individual Education Plans (IEPs) and involving all stakeholders in the process.</p>
Stephenson, Genvieve	School Counselor	<p>The school counselor's duties include monitoring the progress of critical needs students and leading the implementation for our schoolwide Positive Behavior Interventions and Supports model. The school counselor also mentors and provides support for at risk students and students who have been retained.</p>
Wilson, Adriana	Reading Coach	<p>The instructional coach supports teachers in the area of literacy, helping them improve their instructional pedagogy through the use of the coaching cycle. The instructional coach uses data to drive decision-making for their respective content area to close learning gaps.</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Advisory Council (SAC) participates in the development of the SIP. The SIP is developed based on observations and feedback from all stakeholders. Once the SIP is developed, it is reviewed at a SAC meeting and members offer feedback for revision, if necessary.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored for effective implementation by school leaders. This includes administrators, instructional coaches and the ESE specialist. The team will conduct quarterly meetings to monitor the progress of all students including students in the lowest quartile, students with disabilities, and English language learners. Based on the periodic assessments, instructional changes will be made and monitored to fidelity.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C

	2018-19: C 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	36	29	38	25	18	25	0	0	0	171	
One or more suspensions	0	0	1	1	3	8	0	0	0	13	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	12	14	30	17	19	22	0	0	0	114	
Level 1 on statewide Math assessment	0	9	33	17	23	28	0	0	0	110	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	15	42	18	41	0	0	0	121	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	13	34	28	25	38	0	0	0	143

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	1	2	2	3	6	0	0	0	16
Students retained two or more times	0	0	0	1	2	2	0	0	0	5

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	41	41	34	21	38	30	0	0	0	205	
One or more suspensions	1	1	0	3	9	2	0	0	0	16	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	20	32	23	0	0	0	75	
Level 1 on statewide Math assessment	0	0	0	18	36	24	0	0	0	78	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	9	26	26	30	32	0	0	0	123	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	41	41	34	21	38	30	0	0	0	205	
One or more suspensions	1	1	0	3	9	2	0	0	0	16	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	20	32	23	0	0	0	75	
Level 1 on statewide Math assessment	0	0	0	18	36	24	0	0	0	78	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	9	26	26	30	32	0	0	0	123	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*		56	53	41	58	56	25		
ELA Learning Gains				67			42		
ELA Lowest 25th Percentile				54			27		
Math Achievement*		62	59	48	54	50	34		
Math Learning Gains				60			22		
Math Lowest 25th Percentile				52			9		
Science Achievement*		48	54	23	59	59	15		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress		59	59	47			31		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	392
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL				

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	22	Yes	3	1
ELL	53			
AMI				
ASN				
BLK	49			
HSP	50			
MUL				
PAC				
WHT				
FRL	50			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL												

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	41	67	54	48	60	52	23					47
SWD	16	40		16	30	30	0					
ELL	41	81		56	73		22					47
AMI												
ASN												
BLK	40	66	59	46	58	50	21					49
HSP	45			64								40
MUL												
PAC												
WHT												
FRL	42	68	60	48	58	57	21					46

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	25	42	27	34	22	9	15					31
SWD	16			10								
ELL	26			41								31
AMI												
ASN												
BLK	23	39		33	24		14					34
HSP												21
MUL												
PAC												
WHT												
FRL	21	40		32	23		15					29

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	50%	56%	-6%	54%	-4%
04	2023 - Spring	46%	61%	-15%	58%	-12%
03	2023 - Spring	32%	53%	-21%	50%	-18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	49%	62%	-13%	59%	-10%
04	2023 - Spring	51%	65%	-14%	61%	-10%
05	2023 - Spring	32%	58%	-26%	55%	-23%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	53%	46%	7%	51%	2%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Overall, third grade ELA proficiency was the lowest. The following factors contributed to reading achievement being the greatest need for improvement:

Lack of effective lesson planning

Lack of high-quality instruction

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

Fifth grade mathematics showed the greatest decline from the 2021-2022 school year. Staffing played a critical role in this decline. There was a change in teachers throughout the year that led to gaps in delivering high-quality instruction. There was also a need to improve teacher pedagogy as we had teachers new to teaching and/or the grade level.

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

Fifth grade math proficiency has the greatest gap when compared to the state average. There is a 20-percentage point deficit. The following factors contributed to reading achievement being the greatest need for improvement:

Lack of effective lesson planning
Staffing inconsistencies

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

Fifth grade Science data showed the most improvement, increasing 20 points from the 2021-2022 school year. There were a few factors that contributed to this increase. One main factor is that science had been taught with fidelity from 3rd to 5th grade. The students who took the assessment received high-quality instruction in science for years and were familiar with many science concepts. Another factor that contributed to this increase is that science teachers monitored the progress of their students throughout the year and made modifications to their instruction based on the data.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Students absent with 10% or more days is an area of concern.

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

Our highest priorities for school improvement this school year are as follow:

1. Increase reading proficiency for students in grades Kg - 5th.
2. Increase math proficiency for students in grades Kg - 5th.
3. Maintain and increase science proficiency for students in 5th grade. Ensure science instruction is being taught in grades Kg - 5th.
4. Improve teacher efficacy and instructional practices to close learning gaps and maintain teacher retention.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Teachers in grades K-5 will deliver direct instruction for the following components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Each component plays a crucial role in developing strong reading skills, and educators who understand and effectively teach these pillars will increase the chances their students learn how to read proficiently.

Measurable Outcome:

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

By May 2024, 41% of 3rd - 5th grade scholars will score a level 3 or higher on the PM3 administration of the English/Language Arts (ELA) Florida Assessment of Student Thinking (F.A.S.T), which is a 31-percentage point increase from ELA F.A.S.T. PM1 administered August 2023.

Monitoring:

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

Classroom visits is one of the most impactful ways to monitor the desired outcome. Administrators and instructional coaches conduct classroom visits daily to monitor instructional practices and student achievement.

The coaching cycle is another tool that will be used by instructional coaches to provide support to all teachers as it relates to lesson planning, instruction, and progress monitoring.

Data analysis meetings are conducted every 3 weeks with classroom teachers, instructional coaches and administrators. Teachers analyze their scholar's data and collaborate with the leadership team to discuss and determine how to modify their instructional practices (i.e. remediation, enrichment) to fit the needs of their students.

Person responsible for monitoring outcome:

Cormic Priester (cormicpriester@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The science of reading refers to the accumulated evidence of gold-standard research on the process of literacy acquisition and reading instruction. This body of evidence combines research from multiple disciplines, including neuroscience, linguistics, education, and psychology. The science of reading and Structured Literacy go hand in hand—Structured Literacy is the in-class application of the science of reading. Teachers in grades kindergarten to fifth grade will utilize the science of reading.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The Science of Reading helps us to understand the cognitive processes that are essential for reading proficiency. It describes the development of reading skills for both typical and atypical readers. The Science of Reading has debunked various methods used over the years to teach reading that were not based on scientific evidence, including all of the components of reading. Teachers will have a better understanding of how children learn how to read, and in return they will be able to utilize effective instructional strategies to close reading gaps.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers will participate in professional learning with a focus on the Science of Reading. Each session will include learning centered around the components of reading such as phonemic awareness, phonics, vocabulary, fluency and comprehension.

Person Responsible: Stephanie Ballard (stephanie.ballard@browardschools.com)

By When: August 2023

Instructional coaches will use the coaching cycle to support teachers with reading instruction.

Person Responsible: Cormic Priester (cormicpriester@browardschools.com)

By When: Ongoing

Data analysis meetings will be conducted after schoolwide and statewide assessments are administered. Teachers, instructional coaches, and administrators will analyze data and make informed decisions to modify instruction.

Person Responsible: Cormic Priester (cormicpriester@browardschools.com)

By When: Ongoing

#2. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

One area of focus is to maintain a positive culture and environment to decrease frequent absences and tardiness.

Measurable Outcome:

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

By June 2024, the number of students who have a 10% or higher absenteeism rate will decrease by 5%.

Monitoring:

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

The school social worker will monitor student absences and communicate with parents/guardians. The school counselor will partner with the social worker to monitor daily report and provide families with resources to mitigate problems.

Person responsible for monitoring outcome:

Genvieve Stephenson (genvieve.stephenson@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Positive Behavioral Interventions and Supports (PBIS) is a framework for supporting whole school practices (schoolwide) to promote a safe school setting by supporting social, learning, behavioral, and emotional needs of all students both with and without individualized education programs (IEPs). This framework will be used to maintain our positive cultural and environment.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Establishing school-wide expectations with your students sets the tone for the classroom. When you spend time getting to know your students and use strategies to deepen connections every day, you are building a healthy school environment.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

The attendance team will meet regularly to monitor student attendance and contact parents/guardians to mitigate chronic absenteeism.

Person Responsible: Stephanie Ballard (stephanie.ballard@browardschools.com)

By When: This is an ongoing action step.

Teachers and other instructional staff will participate in school-based professional development to address tier 1 behavioral strategies and practices.

Person Responsible: Genvieve Stephenson (genvieve.stephenson@browardschools.com)

By When: This is an ongoing action step.

#3. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ELA proficiency for students with disabilities (SWD) is currently below 41%. According to ELA F.A.S.T. PM3, 84% of SWD scored a level 1, and 13% of SWD scored a level 2. Many of these students perform 2-3 grade levels behind which impacts learning in other content areas requiring reading. This alarming disparity between our students with disabilities and our general population of students needs to be addressed and will be a priority as we provide high-quality instruction and support to all scholars.

Measurable Outcome:

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

By May 2024, 42% of 3rd - 5th grade scholars will score a level 3 or higher on the PM3 administration of the English/Language Arts (ELA) Florida Assessment of Student Thinking (F.A.S.T), which is a 39-percentage point increase from ELA F.A.S.T. PM1 administered August 2023.

Monitoring:

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

Classroom visits is one of the most impactful ways to monitor the desired outcome. Administrators and instructional coaches conduct classroom visits daily to monitor instructional practices and student achievement.

The coaching cycle is another tool that will be used by instructional coaches to provide support to all teachers as it relates to lesson planning, instruction, and progress monitoring.

Data analysis meetings are conducted every 3 weeks with classroom teachers, instructional coaches and administrators. Teachers analyze their scholar's data and collaborate with the leadership team to discuss and determine how to modify their instructional practices (i.e. remediation, enrichment) to fit the needs of their students.

The ESE Specialist will ensure that all students with disabilities receive their appropriate accommodations as identified on their IEP. The ESE Specialist will also ensure that the ESE Facilitator provides small group instruction in alignment with each student's IEP.

Person responsible for monitoring outcome:

Cormic Priestester (cormicpriester@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Benchmark Advance resources will be used to provide Tier 1 for all scholars. Resources from this program will also be used for Tier 2 interventions. Reading Horizons and Heggerty will be used by reading endorsed teachers for students who need Tier 3 interventions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to 2023 ELA F.A.S.T. PM3, 96% of our students with disabilities scored a level 1. There is a 43-percent point achievement gap between students with disabilities and students without disabilities. This alarming disparity between our students with disabilities and our general population of students needs to be addressed and will be a priority as we provide high-quality instruction and support to all scholars.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 planning with instructional coaches on using the standards aligned units, providing feedback to students and aggressively progress monitoring instruction.

Person Responsible: Adriana Wilson (adriana.wilson@browardschools.com)

By When: Ongoing

ESE Facilitator planning with classroom teachers to align strategies with ESE goals.

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

By When: Ongoing

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

This process is done through the School Advisory Council meetings. During every SAC meeting, the SAC chair announces the amount of money that is in the accountability fund. If there is a need to request funds from the account, someone makes a motion to use the funds based on the needs of our students. The committee then votes to accept or reject the motion.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Teachers in grades K-2 will deliver direct instruction for the following components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Each component plays a crucial role in developing strong reading skills, and educators who understand and effectively teach these pillars will increase the chances their students learn how to read proficiently.

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

Teachers in grades 3 - 5 will deliver direct instruction for the following components of reading: phonics, vocabulary, fluency, and comprehension. Each component plays a crucial role in developing strong reading skills, and educators who understand and effectively teach these pillars will increase the chances their students learn how to read proficiently.

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 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 Measurable Outcomes

By June 2024, 50% or more students will score a level 3 or higher on the English/Language Arts Florida Assessing Student Thinking (F.A.S.T).

Grades 3-5 Measurable Outcomes

By June 2024, 50% or more students will score a level 3 or higher on the English/Language Arts Florida Assessing Student Thinking (F.A.S.T).

Monitoring

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 impact student achievement outcomes.

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

Classroom visits

Monitoring attendance

Progress monitoring of data

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

Description:

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. §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?

The science of reading refers to the accumulated evidence of gold-standard research on the process of literacy acquisition and reading instruction. This body of evidence combines research from multiple disciplines, including neuroscience, linguistics, education, and psychology. The science of reading and Structured Literacy go hand in hand—Structured Literacy is the in-class application of the science of reading. Teachers in grades kindergarten to fifth grade will utilize the science of reading.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The Science of Reading helps us to understand the cognitive processes that are essential for reading proficiency. It describes the development of reading skills for both typical and atypical readers. The Science of Reading has debunked various methods used over the years to teach reading that were not based on scientific evidence, including all of the components of reading. Teachers will have a better understanding of how children learn how to read, and in return they will be able to utilize effective instructional strategies to close reading gaps.

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 the Science of Reading. Each session will include learning centered around the components of reading such as phonemic awareness, phonics, vocabulary, fluency and comprehension.	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
Data analysis meetings will be conducted after schoolwide and statewide assessments are administered. Teachers, instructional coaches, and administrators will analyze data and make informed decisions to modify instruction.	Priester, Cormic, cormicpriester@browardschools.com

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Dissemination of documents are done in various ways. Specifically, the School Improvement Plan (SIP), Title Parent Involvement Plan and additional compliance notices are given to scholars upon enrollment, in the first day of school packet, and also at the Annual Title I Meeting. The school improvement plan is located online at www.browardschools.com/rockisland.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

As we continue to strive towards building a strong partnership with parents, families, and community stakeholders, effective communication is critical and a top priority. Parents and families are kept abreast about school events, academic progress, and safety and security through a number of platforms. A monthly newsletter is distributed at the beginning of each month, ParentLink is used to send important reminders and/or notifications, and constant communication between teachers and parents is an expectation. The Family Engagement Plan can be found at <https://www.browardschools.com/rockisland>.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Our goal this year is to help improve teacher efficacy and instructional practice. Teachers will engage in professional learning throughout the year that is centered around their specific needs and our school goals. Constant progress monitoring and data-driven decision making will help to improve teaching and learning. Daily classroom walkthroughs from the leadership team will drive the coaching cycle and support needed to provide an enriched and accelerated curriculum.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This plan was developed with all scholars in mind no matter their age or socio-economic status.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The support staff of the school frequently communicates with all teachers and staff the services and resources that are available to support students. With in-house and outside services available to students and families of the school, everyone is aware and knows the proper channels to follow when referring students to specific services.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

PBIS is a framework for creating safe, positive, equitable schools, where every student can feel valued, connected to the school community and supported by caring adults. By implementing evidence-based practices within a PBIS framework, schools support their students' academic, social, emotional, and behavioral success, engage with families to create locally-meaningful and culturally-relevant outcomes, and use data to make informed decisions that improve the way things work for everyone. The PBIS framework is followed with consistency.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

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 also participate in professional learning opportunities centered around the Science of Reading, questioning techniques, and Tier 2 and 3 interventions.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Our in-house preschool children are given the same treatment as our K-5 students. They attend special arts classes and eat lunch with the elementary-aged students. They also attend special assemblies held for our elementary-aged students. Parents of preschool children are also invited to our School Advisory Council meetings. Students who attend early childhood programs outside of the school are welcome to visit the school at Kindergarten Round-up and other community events held.