

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: ROCK ISLAND ELEMENTARY SCHOOL

District Name: Broward

Principal: Vicki Flournoy

SAC Chair: April Allen

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/24/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Vicki Flournoy	Bachelor of Science Degree in Business Administration, Bethune-Cookman College; Master of Science Degree in Elementary Education, Nova Southeastern University; Educational Specialist Degree in Educational Leadership, Nova Southeastern University ESOL Endorsement	2	7	As Principal of Rock Island Elementary: 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 25% Learning Gains: 52% 2010-2011 Reading High Standards: 51%, Math High Standards: 65%, Science High Standards: 16%, Writing High Standards: 94%, Reading Learning Gains: 53%, Math Learning Gains: 50%, Reading Lowest 25% Learning Gains: 49%, Math Lowest 25% Learning Gains: 64%, AYP: 85%, Black and Economically Disadvantaged did not make AYP in reading and math.

Assis Principal	Erica Levine-Rawls	<p>Bachelor of Science Degree in Sociology, Florida Atlantic University;</p> <p>Master of Science Degree in Science Education, Nova Southeastern University;</p> <p>Educational Specialist Degree in Educational Leadership, Nova Southeastern University</p> <p>ESOL Endorsement</p>	4	7	<p>Erica Levine-Rawls As Assistant Principal of Rock Island Elementary the following year:</p> <p>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 25% Learning Gains: 52%,</p> <p>2010-2011 Reading High Standards: 51%, Math High Standards: 65%, Science High Standards: 16%, Writing High Standards: 94%, Reading Learning Gains: 53%, Math Learning Gains: 50%, Reading Lowest 25% Learning Gains: 49%, Math Lowest 25% Learning Gains: 64%, AYP: 85%, Black and Economically Disadvantaged did not make AYP in reading and math.</p>
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INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Science	Meryene Nolan	<p>K-12 Leadership Certification</p> <p>1-6 Elementary Education Certification</p> <p>National Board Certification in Middle Childhood</p> <p>Generalist</p> <p>Reading Endorsed</p> <p>ESOL Endorsed</p> <p>Masters in Education</p> <p>Bachelors in Education</p>	1	6	<p>2011 – 2012 Village Elementary Reading High Standards: 55%, Math High Standards: 60%, Science High Standards: 34%, Writing High Standards: 81%, Reading Learning Gains: 69%, Math Learning Gains: 73%, Reading Lowest 25% Learning Gains: 75%, Math Lowest 25% Learning Gains: 73%</p> <p>2010-2011 Grade B Reading High Standards: 65%, Math High Standards: 73%, Science High Standards: 38%, Writing High Standards: 92%, Reading Learning Gains: 67%, Math Learning Gains: 68%, Reading Lowest 25% Learning Gains: 47%, Math Lowest 25% Learning Gains: 68%, ELL did not make AYP in reading.</p>
Math	Sebrina Marshall	<p>K-6 Elementary Certification</p> <p>ESOL Endorsed</p> <p>Bachelor of Science in Education</p> <p>Master of Science in Education</p>	1.5	1.5	<p>2011 – 2012 Rock Island Elementary 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%</p> <p>2010-2011 Silver Trail Middle School Grade: A AYP met in every area except Hispanic Reading, Economically Disadvantaged Math,SWD Reading and Math: 90% Reading Meeting High Standards in Reading: 85%; Reading Learning Gains: 70%; Lowest 25% Making Gains in Reading: 71% Math Meeting High Standards in Math: 87%; Math Learning Gains: 75%; Lowest 25% Making Gains in Math: 71%; Writing Meeting High Standards: 92%; Science Meeting High Standards: 63%</p>

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Effective new teacher induction by pairing all new teachers with mentor teachers from their grade level as well as an instructional coach for one to two years.	Leadership Team	May 2013	
2	Mentor Interns from Local Universities	Field Experience Contact	May 2013	
3	Provide professional learning communities that engage in a variety of activities including sharing a vision, working and learning collaboratively, visiting and observing other classrooms, and participating in shared decision making.	Leadership Team	May 2013	
4	Team Building Activities	Administrators Coaches Team Leaders	May 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
None	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
39	5.1%(2)	23.1%(9)	38.5%(15)	28.2%(11)	48.7%(19)	61.5%(24)	10.3%(4)	10.3%(4)	53.8%(21)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
April Allen	Mary Leveille	New Teacher	Weekly conferencing and reflection on teaching practices, lesson planning support, and informal observations
Tonya Wallace	Melanie Hochsztein	New Teacher	Weekly conferencing and reflection on teaching practices, lesson planning support, and informal observations
Sebrina Marshall	Mary Leveille	New Teacher	Weekly conferencing and reflection on teaching practices, lesson planning support, and informal observations
			Weekly conferencing and reflection on teaching

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

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.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

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.

Title III

N/A

Title X- Homeless

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.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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.

Nutrition Programs

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.

Housing Programs

N/A

Head Start

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.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

None

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Vicki Flournoy, Principal, Erica Rawls (Assistant Principal), Dr. Carol Jones (ESE Specialist and LEA Representative), Kimberly Peeples (Reading Coach), Sebrina Marshall (Mathematics Coach), Carmella Njie (Guidance Counselor), Martha Paulding (Psychologist) and Jerome Corley (Social Worker)

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

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. Documentation and monitoring occurs throughout this problem-solving method and there is ongoing communication between all stakeholders. The school's administration, support staff, and team leaders are assigned as case managers for academic and behavioral referrals on a case-by-case basis. Data is also used to screen for at-risk students who may be in need of Tier 2 or 3 interventions; all such students are referred to the Collaborative Problem Solving team for consideration of how best to proceed. Classroom teachers consult with case managers to track the implementation of interventions and monitor their effectiveness. For Tier 2 and 3, individual students' progress is tracked through the use of Intervention Records and progress monitoring graphs throughout the RtI process to monitor trends. Documentation and monitoring occurs throughout this collaborative effort and there is ongoing communication between all stakeholders. Additionally, the guidance counselor and RtI provides training to all instructional personnel to ensure they understand the all aspects of the RtI process, screening, pinpointing intervention strategies and progress monitoring.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The RtI Leadership Team works 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. On several occasions, the RtI Leadership Team meets with the School Advisory Council (SAC) and Administration to help develop the SIP goals and objectives using feedback from respective grade level teams. Throughout the year, the implementation of the SIP goals and objectives are monitored by the Administration, the RtI Team, Instructional Coaches, and District curriculum personnel.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline data: FAIR, Benchmark Assessments, BAT-1, Rigby
Progress Monitoring: Benchmark Assessments, Quarterly Benchmark Assessment Tests (QBATs), Mini-Benchmark Assessment Tests, FCAT Testmaker Pro
Midyear: Florida Assessments for Instruction in Reading (FAIR), BAT-2, RIGBY, Benchmark Assessment
End of year: FAIR, Florida Comprehensive Assessment Test (FCAT), RIGBY, Reading and Math Benchmark Assessments
Frequency of Data Days: once a month with administration (Data Chats); weekly with team members

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.

Describe the plan to train staff on MTSS.

Professional Development will be provided during pre-planning, teachers' common planning time, and small sessions will occur throughout the year.

Training and support will be provided by the school psychologist, ESE specialist, district ESE personnel, social worker, subject area coach, and guidance counselor.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Vicki Flournoy (Principal), Erica Levine-Rawls (Assistant Principal), Kimberly Peeples (Reading Coach), Sebrina Marshall (Mathematics Coach), Meryene Nolan (Science Coach), Carol Jones (ESE Specialist), Carmella Njie (ESOL Coordinator and Guidance Counselor), and Team Leaders Doolittle (Kindergarten), Juney Henry (1st Grade), Karen Tigner (2nd Grade), Lorna Higgings (3rd Grade), Sashanna Francis (4th Grade), and April Allen (5th Grade)

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

This year's initiatives for the LLT are:

- increasing reading skills in all five components of reading school-wide through the use of targeted Professional Development, including Professional Learning Communities centered around Reading in the Content Areas
- improving differentiated literacy instruction in grades K-5 through the effective use and implementation of CCSS and NGSSS/CCSS Blended Model
- effectively use technology to support and further literacy school-wide with Accelerated Reader, Destination Reading, and FCAT Explorer

What will be the major initiatives of the LLT this year?

- Increasing reading skills in all five components of reading school-wide through the use of targeted Professional Development, including Professional Learning Communities centered around Reading in the Content Areas
- Improving differentiated literacy instruction in grades K-5 through the effective use and implementation of CCSS and NGSSS/CCSS Blended Model
- Effective use of technology to support and further literacy school-wide with Accelerated Reader, Destination Reading, and FCAT Explorer

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/18/2012)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in the 119 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.

Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines 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 Elementary is committed to Early Childhood education and the successful transition of students from preschool to kindergarten. This is accomplished through a variety of measures. 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 works closely with the Kindergarten team to ensure a smooth transition.

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

N/A

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By June 2013, 40% of students in grades 3-5 will score a level 3 on FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (106 students)	40% (112 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need additional staff development in incorporating higher-order questions into their lessons to promote higher order thinking and problem solving skills.	Teachers will analyze text to design and modify questions in the teacher manual during common planning. Teachers will utilize common planning to design text based essential questions. Teachers will deliver higher order questions during whole and small group instruction.	Reading Coach Administration	Classroom walk-through (CWT) Lesson Plans	Classroom walk-through (CWT)
2	Teachers are not implementing the gradual release of responsibility model to increase peer collaboration and student accountable talk.	Teachers will participate in the Professional Learning Community focusing on the Gradual Release of Responsibility Model. Teachers will implement Think-Alouds at the beginning of their lessons. Students will be given consistent opportunities for peer collaboration and discussion during whole group instruction. Reading Coach will implement the full coaching cycle (e.g. pre-planning, modeling, co-teaching, observing, and debriefing) to ensure fidelity of gradual release of responsibility model.	Reading Coach Administration	CWT Lesson Plans	CWT Data
	Students do not	Vocabulary words will be	Reading Coach	CWT	CWT Data

3	demonstrate grade level appropriate vocabulary.	posted with definitions and pictorial representations. Teachers will provide daily modeling and guided practice for targeted vocabulary words.	Administration	Collect and review student word study products.	Student Word Study Products Riverdeep FCAT Explorer Mini-Benchmarks BAT
4					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By June 2013, 26% of students tested will score a level 4 or above in reading on the FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (45 students)	26% (76 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unfamiliar with text structure, which limits their ability to comprehend a variety of text.	Teachers will provide opportunity for learning using lesson focus on text structure.	Administration Reading Coach	CWT Data Collect, analyze, review, and discuss student products.	Benchmark Assessments
	Teachers are not implementing the gradual release of responsibility model to increase peer collaboration and student- accountable talk.	Teachers will participate in the Professional Learning Community focusing on the Gradual Release of Responsibility Model.	Administration Reading Coach	CWT Lesson Plans	CWT Data Lesson Plans

2	<p>Teachers will implement Think-Alouds at the beginning of their lessons. Students will be given consistent opportunities for peer collaboration and discussion during whole group instruction.</p> <p>Reading Coach will implement the full coaching cycle (e.g. pre-planning, modeling, co-teaching, observing, and debriefing) to ensure fidelity of gradual release of responsibility model.</p> <p>Administration will monitor to ensure gradual release of responsibility model is implemented consistently and effectively.</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.</p> <p>Reading Goal #2b:</p>	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>3a. FCAT 2.0: Percentage of students making learning gains in reading.</p> <p>Reading Goal #3a:</p>	By June 2013, 69% of students will make learning gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (116 students)	69% (135 students)

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Classrooms lack student specific centers that provide opportunities for practice and mastery of specific skills.	Teachers will design differentiated centers derived from student data.	Administration Reading Coach	Collect, analyze, and review student products. Feedback will be provided to students.	CWT Data chats Progress Monitoring BAT FAIR
2	Teachers need additional staff development in incorporating higher-order questions into their lessons to promote higher order thinking and problem solving skills.	Teachers will analyze text to design and modify questions in the teacher manual during common planning. Teachers will utilize common planning to design text based essential questions. Teachers will deliver higher order questions during whole and small group instruction. Reading Coach will implement the coaching cycle (planning, co-teaching, modeling, observing and debriefing) to ensure fidelity of higher order questions.	Administration Reading Coach	CWT Lesson Plans	CWT Data Lesson Plans
3	Teachers are not implementing the gradual release of responsibility model to increase peer collaboration and student- accountable talk.	Teachers will participate in the Professional Learning Community focusing on the Gradual Release of Responsibility Model. Teachers will implement Think-Alouds at the beginning of their lessons.	Administration Reading Coach	CWT Lesson Plans	CWT Data Lesson Plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By June 2013 75% of students in the lowest 25% will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (34 students)	75% (39 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the skills needed to become fluent independent readers.	Teacher will use focused word-level skills via intensive structured instruction (small group and one-on-one).	Administration Reading Coach	Analyze program data via frequent data chats to identify decreases in vocabulary and fluency.	Wilson Reading Foundations
2	Teachers need additional staff development in incorporating higher-order questions into their lessons to promote higher order thinking and problem solving skills.	Teachers will analyze text to design and modify questions in the teacher manual during common planning. Teachers will utilize common planning to design text based essential questions. Teachers will deliver higher order questions during whole and small group instruction. Reading Coach will implement the coaching cycle (planning, co-teaching, modeling, observing and debriefing) to ensure fidelity of higher order questions.	Administration Reading Coach	CWT Lesson Plans	CWT Lesson Plans
3	Teachers are not implementing the gradual release of responsibility model to increase peer collaboration and student- accountable talk.	Teachers will participate in the Professional Learning Community focusing on the Gradual Release of Responsibility Model. Teachers will implement Think-Alouds at the beginning of their lessons. Students will be given consistent opportunities for peer collaboration and Teachers will participate in the Professional Learning Community focusing on the Gradual Release of Responsibility Model. Teachers will implement Think-Alouds at the beginning of their	Administration Reading Coach	CWT Lesson Plans	CWT Lesson Plans

	<p>lessons.</p> <p>Students will be given consistent opportunities for peer collaboration and during whole group instruction.</p> <p>Reading Coach will implement the coaching cycle (planning, co-teaching, modeling, observing and debriefing) to ensure fidelity of higher order questions.</p> <p>Administration will monitor to ensure higher order questions are implemented consistently and effectively.</p>		
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # In 2016, Rock Island Elementary will reduce the achievement gap in Reading by 50%. 52% of students will score a level 3 or higher on FCAT. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	28	34	40	46	52	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	By June 2013, 54% of the students in the Black subgroups will score level 3 or above on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (129 students)	54% (145 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is an increasing gap between the designated performance bar and the performance of Black students.	Provide an intervention reading program for struggling and retained students using Broward County's Struggling readers chart to facilitate the decision making process in order to identify specific areas in need of remediation as evidenced by FAIR screenings.	Administration Reading Coach	The effectiveness of interventions will be determined by monitoring students' progress and growth on assessments.	The effectiveness of interventions will be determined by monitoring students' progress and growth on assessments.
	Teachers need additional	Teachers will analyze	Administration	CWT	CWT Data

2	<p>staff development in incorporating higher-order questions into their lessons to promote higher order thinking and problem solving skills.</p>	<p>text to design and modify questions in the teacher manual during common planning.</p> <p>Teachers will utilize common planning to design text based essential questions.</p> <p>Teachers will deliver higher order questions during whole and small group instruction.</p> <p>Reading Coach will implement the coaching cycle (planning, co-teaching, modeling, observing and debriefing) to ensure fidelity of higher order questions.</p>	Reading Coach	Lesson Plans	Lesson Plans
3	<p>Teachers are not implementing the gradual release of responsibility model to increase peer collaboration and student- accountable talk.</p>	<p>Teachers will participate in the Professional Learning Community focusing on the Gradual Release of Responsibility Model.</p> <p>Teachers will implement Think-Alouds at the beginning of their lessons.</p> <p>Students will be given consistent opportunities for peer collaboration and discussion during whole group instruction.</p> <p>Reading Coach will implement the full coaching cycle (e.g. pre-planning, modeling, co-teaching, observing, and debriefing) to ensure fidelity of gradual release of responsibility model.</p> <p>Administration will monitor to ensure gradual release of responsibility model is implemented consistently and effectively.</p>	Administration Reading Coach	CWT Lesson Plans	CWT Data Lesson Plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p> <p>Reading Goal #5C:</p>	<p>By June 2013, the number of ELL students not making satisfactory progress in reading will decrease by 10% as measured by the FCAT 2.0.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>75% (9 students)</p>	<p>68% (11 students)</p>

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need additional staff development in meeting the needs of ELL students.	Teachers who serve identified students will receive professional development designed to target and instruct their ELL learners.	Administration Reading Coach	Lesson Plans CWT	CELLA Student performance data
2	Teachers need additional staff development in incorporating higher-order questions into their lessons to promote higher order thinking and problem solving skills.	Teachers will analyze text to design and modify questions in the teacher manual during common planning. Teachers will utilize common planning to design text based essential questions. Teachers will deliver higher order questions during whole and small group instruction. Reading Coach will implement the coaching cycle (planning, co-teaching, modeling, observing and debriefing) to ensure fidelity of higher order questions.	Administration Reading Coach	CWT Lesson Plans	CWT Data Lesson Plans
3	Teachers are not implementing the gradual release of responsibility model to increase peer collaboration and student- accountable talk.	Teachers will participate in the Professional Learning Community focusing on the Gradual Release of Responsibility Model. Teachers will implement Think-Alouds at the beginning of their lessons. Students will be given consistent opportunities for peer collaboration and Teachers will participate in the Professional Learning Community focusing on the Gradual Release of Responsibility Model. Teachers will implement Think-Alouds at the beginning of their lessons. Students will be given consistent opportunities for peer collaboration and discussion during whole group instruction. Reading Coach will implement the full coaching cycle (e.g. pre-planning, modeling, co-teaching, observing, and debriefing) to ensure fidelity of gradual release of responsibility model. Administration will monitor to ensure gradual release of responsibility model is implemented	Administration Reading Coach	CWT Lesson Plans	CWT Data Lesson Plans

		consistently and effectively.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By June 2013, the number of SWD students not making satisfactory progress in reading will decrease by 10% as measured by the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
95% (21 students)	85% (18 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require intensive phonics instruction.	Teachers will utilize Phonics for Reading to provide remedial phonics instruction for fragile readers.	Administration Reading Coach	Administration will meet with teachers to discuss the implementation of IEP goals and grouping strategies during monthly data chats.	FAIR DAR Cool Tools
2	Teachers need additional staff development in incorporating higher-order questions into their lessons to promote higher order thinking and problem solving skills.	Teachers will analyze text to design and modify questions in the teacher manual during common planning. Teachers will utilize common planning to design text based essential questions. Teachers will deliver higher order questions during whole and small group instruction. Reading Coach will implement the coaching cycle (planning, co-teaching, modeling, observing and debriefing) to ensure fidelity of higher order questions.	Administration Reading Coach	CWT Lesson Plans	CWT Data Lesson Plans
	Teachers are not implementing the gradual release of responsibility model to increase peer collaboration and student- accountable talk.	Teachers will participate in the Professional Learning Community focusing on the Gradual Release of Responsibility Model. Teachers will implement Think-Alouds at the beginning of their lessons. Students will be given consistent opportunities for peer collaboration and Teachers will participate in the Professional Learning Community focusing on the Gradual Release of Responsibility	Administration Reading Coach	CWT Lesson Plans	CWT Data Lesson Plans

3		<p>Model.</p> <p>Teachers will implement Think-Alouds at the beginning of their lessons.</p> <p>Students will be given consistent opportunities for peer collaboration and discussion during whole group instruction.</p> <p>Reading Coach will implement the full coaching cycle (e.g. pre-planning, modeling, co-teaching, observing, and debriefing) to ensure fidelity of gradual release of responsibility model.</p> <p>Administration will monitor to ensure gradual release of responsibility model is implemented consistently and effectively.</p>			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p> <p>Reading Goal #5E:</p>	<p>By June 2013, the number of Economically Disadvantaged students not making satisfactory progress in reading will decrease by 10% as measured by FCAT 2.0.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>61% (168 students)</p>	<p>55% (157 students)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students will need additional one on one support to target specific needs.	Teacher will identify the weakness of each and provide the resources to aid in the instruction.	Administration Reading Coach	Staff will be assigned to the subgroup to monitor progress.	Monthly fluency results Mini Assessments
2	Teachers need additional staff development in incorporating higher-order questions into their lessons to promote higher order thinking and problem solving skills.	<p>Teachers will analyze text to design and modify questions in the teacher manual during common planning.</p> <p>Teachers will utilize common planning to design text based essential questions.</p> <p>Teachers will deliver higher order questions during whole and small group instruction.</p> <p>Reading Coach will implement the coaching cycle (planning, co-</p>	Administration Reading Coach	Classroom walk-through (CWT) Lesson Plans	CWT Lesson Plans

		teaching, modeling, observing and debriefing) to ensure fidelity of higher order questions.			
3	Teachers are not implementing the gradual release of responsibility model to increase peer collaboration and student- accountable talk.	Teachers will participate in the Professional Learning Community focusing on the Gradual Release of Responsibility Model. Teachers will implement Think-alouds at the beginning of their lessons. Students will be given consistent opportunities for peer collaboration and discussion during whole group instruction. Reading Coach will implement the full coaching cycle (e.g. pre-planning, modeling, co-teaching, observing, and debriefing) to ensure fidelity of gradual release of responsibility model.	Administration Reading Coach	Classroom walk-through (CWT) Lesson Plans	CWT Lesson Plans

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Gradual Release	K-5	District Support Teacher Leader	K-5 Teachers	October 8, 2012	CWT Snapshots	Administration
Differentiated Instruction	K-5	Reading Coach Teacher Leader	K-5 Teachers	Common Core PLC/twice a month Staff Development / twice a month	CWT Snapshots	Administration
K – 12 Comprehensive Reading Plan	K-5	Reading Coach Teacher Leader	K-5 Teachers	Common Core PLC / twice a month Staff Development / twice a month	CWT Snapshots	Administration
Literacy Centers	K-5	Reading Coach Teacher Leader	K-5 Teachers	Common Core PLC / twice a month Staff Development / twice a month	CWT Snapshots	Administration
Text Complexity	K-5	Reading Coach Teacher Leader	K-5 Teachers	September, 2012	CWT Snapshots	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers in grades K-2 will progress monitor reading comprehension utilizing the Rigby Assessment program.	Rigby Ultra Assessment Kits	Accountability	\$1,500.00
Students will be exposed to text at appropriate lexile levels.	Chapter Books	School Budget	\$925.00
Literacy skills will be reinforced in content areas.	US Weekly Studies	School Budget	\$850.00
Teachers will utilize Super QAR to support students who are struggling with reading comprehension.	Super QAR	Accountability	\$500.00
			Subtotal: \$3,775.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students, in grades K-5, will use Accelerated Reader (AR) Software to increase reading comprehension skills.	Accelerated Reader	Accountability	\$2,430.00
			Subtotal: \$2,430.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will attend a school-based Summer Academy to be trained in Common Core Implementation (grades K-2) and blending Common Core State Standards (CCSS) with Next Generation Sunshine State Standards (NGSSS)	Summer Academy	Title I	\$5,080.00
Teachers will attend district trainings to build obtain effective reading strategies.	Substitutes for teachers attending district staff development	Title I	\$1,270.00
			Subtotal: \$6,350.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$12,555.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		By June 2013, 37% of ELL students will be proficient in oral skills.			
CELLA Goal # 1:					
2012 Current Percent of Students Proficient in listening/speaking:					
Based on the 2012 CELLA data, 34% of students were proficient in oral skills.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Lack of staff members who speak creole	Staff Development on english language learners (strategies)	Administration	Classroom Walkthroughs Student Product	Benchmark assessments Teacher made assessments FAIR

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading.

CELLA Goal #2:

By June 2013, 49% of ELL students will be proficient in reading.

2012 Current Percent of Students Proficient in reading:

Based on the 2012 CELLA data, 45% of students were proficient in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of staff members who speak creole.	Staff ELL Strategies	Administration	CWT Lesson Plans Student Products	CWT Data Lesson Plans FAIR Student Products

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

By June 2013, 50% of ELL students will be proficient in writing.

2012 Current Percent of Students Proficient in writing:

Based on the 2012 CELLA data, 50% of students were proficient in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of staff members who speak creole	Staff Development on english language learners (strategies)	School Administration Support Team Curriculum Coaches Teachers	Classroom Walkthroughs Student product	Benchmark assessments Teacher made assessments FAIR assessments

CELLA Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	By June 2013, 45% of students in grades 3-5 will score at achievement level 3 in mathematics as measured by the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (112 students)	50% (141 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not implementing the gradual release of responsibility model to increase peer collaboration and student- accountable talk.	<p>School-based Leadership, District Instructional Facilitators, and Regional Specialist will collaborate to plan and deliver professional development for the implementation of the Gradual Release of Responsibility Model.</p> <p>Mathematics Coach will implement the complete coaching cycle (co-planning, modeling, co-teaching, observing, debriefing) for identified teachers in each grade level to assist with the implementation of the Gradual Release of Responsibility Model with fidelity.</p> <p>Teachers and Mathematics Coach will attend common planning to select appropriate instructional strategies and resources (e.g. Go Math) to scaffold student learning utilizing all components of the Gradual Release of Responsibility Model.</p> <p>Teachers will analyze data during common planning sessions to differentiate center activities using technology, teacher-led groups, and mathematics journals.</p> <p>Administrators will support and monitor the implementation of the</p>	Administration Math Coach	CWT Lesson Plans	CWT Data Lesson Plans

		Gradual Release of Responsibility Model with an emphasis on explicit instruction by reviewing lesson plans and conducting on-going classroom walkthroughs.			
2	Teachers are not incorporating student use of manipulatives to promote conceptual change and a deeper understanding of mathematical concepts.	School-based Leadership will collaborate to plan and deliver professional development for the integration of manipulatives in mathematics classrooms. Mathematics Coach will implement the complete coaching cycle (co-planning, modeling, co-teaching, observing, debriefing) for identified teachers in each grade level to ensure they are utilizing manipulatives with fidelity. Teachers and Mathematics Coach will attend common planning to select manipulatives to promote student learning at an appropriate level of rigor. Administrators will support and monitor student use of manipulatives in mathematics classrooms by reviewing lesson plans and conducting on-going classroom walkthroughs.	Administration Math Coach	CWT Lesson Plans	CWT Data Lesson Plans
3	Students have limited Math vocabulary.	Teachers will participate in professional development on vocabulary strategies for the analysis of word parts in Vocabulary.	Administration Math Coach	Word Group Walls Student Math Journals Lesson Plans CWT	CWT Data BAT Math Checkpoints Chapter Tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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No Data Submitted

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By June 2012, 45% of students in 3-5 will score a level 4 or 5 on the FCAT Math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (70 students)	45% (112 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of staff development and knowledge of strategies to maintain the proficiency of higher performing students.	<p>During pre-planning teachers will participate in staff development for differentiated Instruction in math.</p> <p>Project based learning with integration of science and technology will be implemented.</p> <p>Teacher will promote the use of a variety of methods (e.g., verbal, visual, numerical, hands-on, algebraic, graphical, etc.) for students to represent and communicate their ideas/and or procedures.</p>	Administration Math Coach	<p>Data chats with teachers to discuss strategies.</p> <p>Students will be provided the opportunity to share projects and center activities with others.</p>	<p>Center recording charts</p> <p>Mini Assessments</p> <p>Technology programs such as Riverdeep</p> <p>Teacher observation</p>
2	Teachers are not incorporating student use of manipulatives to promote conceptual change and a deeper understanding of mathematical concepts.	<p>School-based Leadership will collaborate to plan and deliver professional development for the integration of manipulatives in mathematics classrooms.</p> <p>Mathematics Coach will implement the complete coaching cycle (co-planning, modeling, co-teaching, observing, debriefing) for identified teachers in each grade level to ensure they are utilizing manipulatives with fidelity.</p> <p>Teachers and Mathematics Coach will attend common planning to select manipulatives to promote student learning at an appropriate level of rigor.</p> <p>Administrators will support and monitor student use of manipulatives in</p>	Administration Math Coach	CWT Lesson Plans	CWT Data Lesson Plans

		<p>mathematics classrooms by reviewing lesson plans and conducting on-going classroom walkthroughs.</p>			
<p>3</p>	<p>Teachers are not implementing the gradual release of responsibility model to increase peer collaboration and student- accountable talk.</p>	<p>School-based Leadership, District Instructional Facilitators, and Regional Specialist will collaborate to plan and deliver professional development for the implementation of the Gradual Release of Responsibility Model.</p> <p>Mathematics Coach will implement the complete coaching cycle (co-planning, modeling, co-teaching, observing, debriefing) for identified teachers in each grade level to assist with the implementation of the Gradual Release of Responsibility Model with fidelity.</p> <p>Teachers and Mathematics Coach will attend common planning to select appropriate instructional strategies and resources (e.g. Go Math) to scaffold student learning utilizing all components of the Gradual Release of Responsibility Model.</p> <p>Teachers will analyze data during common planning sessions to differentiate center activities using technology, teacher-led groups, and mathematics journals.</p> <p>Administrators will support and monitor the implementation of the Gradual Release of Responsibility Model with an emphasis on explicit instruction by reviewing lesson plans and conducting on-going classroom walkthroughs.</p> <p>School-based Leadership will collaborate to plan and deliver professional development for the integration of manipulatives in mathematics classrooms.</p> <p>Mathematics Coach will implement the complete coaching cycle (co-planning, modeling, co-teaching, observing, debriefing) for identified teachers in each grade level to ensure they are</p>	<p>Administration Math Coach</p>	<p>CWT Lesson Plans</p>	<p>CWT Data Lesson Plans</p>

	utilizing manipulatives with fidelity. Teachers and Mathematics Coach will attend common planning to select manipulatives to promote student learning at an appropriate level of rigor. Administrators will support and monitor student use of manipulatives in mathematics classrooms by reviewing lesson plans and conducting on-going classroom walkthroughs.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By June 2013 60% of students in grades 3-5 will make learning gains in mathematics as measured by FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (155 students)	55% (175 students)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1

Teachers lack of knowledge on how to utilize the data to drive instruction.

Staff development for interpreting and analyzing student data
Teachers will attend PLC to strengthen data skills.

Teachers will complete Prescriptions to Success to create an individualized plan for their class.

Administration
Math Coach

Follow-up activity
Prescriptions for Success.

Data Chats with administration
Prescriptions for Success
Assessments

2

Teachers are not implementing the gradual release of responsibility model to increase peer collaboration and student- accountable talk.

School-based Leadership, District Instructional Facilitators, and Regional Specialist will collaborate to plan and deliver professional development for the implementation of the Gradual Release of Responsibility Model.

Mathematics Coach will implement the complete coaching cycle (co-planning, modeling, co-teaching, observing, debriefing) for identified teachers in each grade level to assist with the implementation of the Gradual Release of Responsibility Model with fidelity.

Teachers and Mathematics Coach will attend common planning to select appropriate instructional strategies and resources (e.g. Go Math) to scaffold student learning utilizing all components of the Gradual Release of Responsibility Model.

Teachers will analyze data during common planning sessions to differentiate center activities using technology, teacher-led groups, and mathematics journals.

Administrators will support and monitor the implementation of the Gradual Release of Responsibility Model with an emphasis on explicit instruction by reviewing lesson plans and conducting on-going classroom walkthroughs.

Administration
Math Coach

CWT
Lesson Plans

CWT Data
Lesson Plans

Teachers are not incorporating student use of manipulatives to promote conceptual change and a deeper understanding of mathematical concepts.

School-based Leadership will collaborate to plan and deliver professional development for the integration of manipulatives in mathematics classrooms.

Mathematics Coach will implement the complete coaching cycle (co-

Administration
Math Coach

CWT
Lesson Plans

CWT Data
Lesson Plans

3		<p>planning, modeling, co-teaching, observing, debriefing) for identified teachers in each grade level to ensure they are utilizing manipulatives with fidelity. Teachers and Mathematics Coach will attend common planning to select manipulatives to promote student learning at an appropriate level of rigor.</p> <p>Administrators will support and monitor student use of manipulatives in mathematics classrooms by reviewing lesson plans and conducting on-going classroom walkthroughs.</p>			
4					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p> <p>Mathematics Goal # 3b:</p>	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p> <p>Mathematics Goal #4:</p>	<p>By June, 2013 62% of the lowest quartile in grades 3-5 will make learning gains on FCAT Math 2.0.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (30 students)	62% (35 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not implementing the gradual release of responsibility model to increase peer collaboration and student- accountable talk.	<p>School-based Leadership, District Instructional Facilitators, and Regional Specialist will collaborate to plan and deliver professional development for the implementation of the Gradual Release of Responsibility Model.</p> <p>Mathematics Coach will implement the complete coaching cycle (co-planning, modeling, co-teaching, observing, debriefing) for identified teachers in each grade level to assist with the implementation of the Gradual Release of Responsibility Model with fidelity.</p> <p>Teachers and Mathematics Coach will attend common planning to select appropriate instructional strategies and resources (e.g. Go Math) to scaffold student learning utilizing all components of the Gradual Release of Responsibility Model.</p> <p>Teachers will analyze data during common planning sessions to differentiate center activities using technology, teacher-led groups, and mathematics journals.</p> <p>Administrators will support and monitor the implementation of the Gradual Release of Responsibility Model with an emphasis on explicit instruction by reviewing lesson plans and conducting on-going classroom walkthroughs.</p>	Administration Math Coach	CWT Lesson Plans	CWT Data Lesson Plans
	Teachers are not incorporating student use of manipulatives to promote conceptual change and a deeper understanding of mathematical concepts.	<p>School-based Leadership will collaborate to plan and deliver professional development for the integration of manipulatives in mathematics classrooms.</p> <p>Mathematics Coach will implement the complete coaching cycle (co-planning, modeling, co-teaching, observing, debriefing) for identified teachers in each grade</p>	Administration Math Coach	CWT Lesson Plans	CWT Data Lesson Plans

2		<p>level to ensure they are utilizing manipulatives with fidelity.</p> <p>Teachers and Mathematics Coach will attend common planning to select manipulatives to promote student learning at an appropriate level of rigor.</p> <p>Administrators will support and monitor student use of manipulatives in mathematics classrooms by reviewing lesson plans and conducting on-going classroom walkthroughs.</p>			
3	There is a low level of student engagement during Math.	<p>Teachers will incorporate the use of the Promethean board to enhance student engagement.</p> <p>Allow students to collaborate to discuss and solve problems.</p>	Administration Math Coach	CWT Lesson Plans	CWT Data Lesson Plans

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # In 2016, Rock Island will reduce the achievement gap in Mathematics by 50%. 65% of the students will score at or above a level 3 in Mathematics.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	39	50	55	60	65	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	By June 2013 50% of the Black sub-group will score a level 3 or above on the 2013 FCAT Math 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% Black: (108 students)	50 Black: (136 students)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Students need opportunities to reinforce learned skills through	Technology will be integrated to support math instruction in	Administration Math Coach	Data Chats Progress Monitoring	BAT GO Math Assessments

1	guided and independent practice.	increasing individual mathematical skills and to provide reinforcement for students in the lower quartile.			FCAT Test Maker Pro Think Central
2	Teachers are not incorporating student use of manipulatives to promote conceptual change and a deeper understanding of mathematical concepts.	<p>School-based Leadership will collaborate to plan and deliver professional development for the integration of manipulatives in mathematics classrooms.</p> <p>Mathematics Coach will implement the complete coaching cycle (co-planning, modeling, co-teaching, observing, debriefing) for identified teachers in each grade level to ensure they are utilizing manipulatives with fidelity.</p> <p>Teachers and Mathematics Coach will attend common planning to select manipulatives to promote student learning at an appropriate level of rigor.</p> <p>Administrators will support and monitor student use of manipulatives in mathematics classrooms by reviewing lesson plans and conducting on-going classroom walkthroughs.</p>	Administration Math Coach	CWT Lesson Plans	CWT Data Lesson Plans
3	Teachers are not implementing the gradual release of responsibility model to increase peer collaboration and student- accountable talk.	<p>School-based Leadership, District Instructional Facilitators, and Regional Specialist will collaborate to plan and deliver professional development for the implementation of the Gradual Release of Responsibility Model.</p> <p>Mathematics Coach will implement the complete coaching cycle (co-planning, modeling, co-teaching, observing, debriefing) for identified teachers in each grade level to assist with the implementation of the Gradual Release of Responsibility Model with fidelity.</p> <p>Teachers and Mathematics Coach will attend common planning to select appropriate instructional strategies and resources (e.g. Go Math) to scaffold student learning utilizing all components of the Gradual Release of Responsibility Model.</p> <p>Teachers will analyze</p>	Administration Math Coach	CWT Lesson Plans	CWT Data Lesson Plans

		<p>data during common planning sessions to differentiate center activities using technology, teacher-led groups, and mathematics journals.</p> <p>Administrators will support and monitor the implementation of the Gradual Release of Responsibility Model with an emphasis on explicit instruction by reviewing lesson plans and conducting on-going classroom walkthroughs.</p>			
4	<p>Teachers are not implementing the gradual release of responsibility model to increase peer collaboration and student- accountable talk.</p>	<p>School-based Leadership, District Instructional Facilitators, and Regional Specialist will collaborate to plan and deliver professional development for the implementation of the Gradual Release of Responsibility Model.</p> <p>Mathematics Coach will implement the complete coaching cycle (co-planning, modeling, co-teaching, observing, debriefing) for identified teachers in each grade level to assist with the implementation of the Gradual Release of Responsibility Model with fidelity.</p> <p>Teachers and Mathematics Coach will attend common planning to select appropriate instructional strategies and resources (e.g. Go Math) to scaffold student learning utilizing all components of the Gradual Release of Responsibility Model.</p> <p>Teachers will analyze data during common planning sessions to differentiate center activities using technology, teacher-led groups, and mathematics journals.</p> <p>Administrators will support and monitor the implementation of the Gradual Release of Responsibility Model with an emphasis on explicit instruction by reviewing lesson plans and conducting on-going classroom walkthroughs.</p>	Administration Math Coach	CWT Lesson Plans	CWT Data Lesson Plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	By June, 2013 the number of ELL students who are not making satisfactory progress in Math will decrease by 10 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (7 students)	52% (6 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' levels of language acquisition impact their understanding of math concepts.	Students will receive remedial math instruction using the GO Math Intervention resources and manipulatives.	Administration Math Coach	Administration will review assessment data to determine student progress and growth.	BAT 2 GO Math Assessments Mini-benchmark Assessments
2	Teachers are not implementing the gradual release of responsibility model to increase peer collaboration and student- accountable talk.	<p>School-based Leadership, District Instructional Facilitators, and Regional Specialist will collaborate to plan and deliver professional development for the implementation of the Gradual Release of Responsibility Model.</p> <p>Mathematics Coach will implement the complete coaching cycle (co-planning, modeling, co-teaching, observing, debriefing) for identified teachers in each grade level to assist with the implementation of the Gradual Release of Responsibility Model with fidelity.</p> <p>Teachers and Mathematics Coach will attend common planning to select appropriate instructional strategies and resources (e.g. Go Math) to scaffold student learning utilizing all components of the Gradual Release of Responsibility Model.</p> <p>Teachers will analyze data during common planning sessions to differentiate center activities using technology, teacher-led groups, and mathematics journals.</p> <p>Administrators will support and monitor the implementation of the Gradual Release of Responsibility Model with an emphasis on explicit instruction by reviewing</p>	Administration Math Coach	CWT Lesson Plans	CWT Data Lesson Plans

		lesson plans and conducting on-going classroom walkthroughs.			
3	Teachers are not incorporating student use of manipulatives to promote conceptual change and a deeper understanding of mathematical concepts.	School-based Leadership will collaborate to plan and deliver professional development for the integration of manipulatives in mathematics classrooms. Mathematics Coach will implement the complete coaching cycle (co-planning, modeling, co-teaching, observing, debriefing) for identified teachers in each grade level to ensure they are utilizing manipulatives with fidelity. Teachers and Mathematics Coach will attend common planning to select manipulatives to promote student learning at an appropriate level of rigor. Administrators will support and monitor student use of manipulatives in mathematics classrooms by reviewing lesson plans and conducting on-going classroom walkthroughs.	Administration Math Coach	CWT Lesson Plans	CWT Data Lesson Plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	By June, 2013, Students with Disabilities not making satisfactory progress in Mathematics will decrease by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
91% (20 students)	82 % (18 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need opportunities to reinforce learned skills through guided and independent practice.	Technology will be integrated to support math instruction in increasing individual mathematical skills and to provide reinforcement for students in the lower quartile.	Administration Math Coach	Administration will conduct monthly data chats with teachers to review student progress and growth.	BAT 2 GO Math Assessments FCAT Test Maker Pro
	Teachers are not implementing the gradual release of responsibility model to increase peer collaboration and student- accountable	School-based Leadership, District Instructional Facilitators, and Regional Specialist will collaborate to plan and deliver professional development	Administration Math Coach	CWT Lesson Plans	CWT Data Lesson Plans

2

talk.

for the implementation of the Gradual Release of Responsibility Model.

Mathematics Coach will implement the complete coaching cycle (co-planning, modeling, co-teaching, observing, debriefing) for identified teachers in each grade level to assist with the implementation of the Gradual Release of Responsibility Model with fidelity.

Teachers and Mathematics Coach will attend common planning to select appropriate instructional strategies and resources (e.g. Go Math) to scaffold student learning utilizing all components of the Gradual Release of Responsibility Model.

Teachers will analyze data during common planning sessions to differentiate center activities using technology, teacher-led groups, and mathematics journals.

Administrators will support and monitor the implementation of the Gradual Release of Responsibility Model with an emphasis on explicit instruction by reviewing lesson plans and conducting on-going classroom walkthroughs.

3

Teachers are not incorporating student use of manipulatives to promote conceptual change and a deeper understanding of mathematical concepts.

School-based Leadership will collaborate to plan and deliver professional development for the integration of manipulatives in mathematics classrooms.

Mathematics Coach will implement the complete coaching cycle (co-planning, modeling, co-teaching, observing, debriefing) for identified teachers in each grade level to ensure they are utilizing manipulatives with fidelity.

Teachers and Mathematics Coach will attend common planning to select manipulatives to promote student learning at an appropriate level of rigor.

Administrators will support and monitor student use of

Administration Math Coach

CWT Lesson Plans

CWT Data Lesson Plans

	manipulatives in mathematics classrooms by reviewing lesson plans and conducting on-going classroom walkthroughs.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	By June 2013, 71% of Black subgroup in 3-5 will score level 3 or above on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (168 students)	71% (203 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited problem-solving skills.	<p>Implement GO Math Series with fidelity.</p> <p>Utilize additional math resources such as FCAT Explorer, Soar to Success, and Think Central.</p> <p>Assess mastery of the benchmarks, analyze data and identify/implement strategies for intervention during FCIM meetings.</p> <p>Incorporate questions at all levels of Webb's Depth of Knowledge in lessons.</p>	Administration Math Coach	CWT	Lesson Plans CWT Think Central Reports
2	Teachers are not incorporating student use of manipulatives to promote conceptual change and a deeper understanding of mathematical concepts.	<p>School-based Leadership will collaborate to plan and deliver professional development for the integration of manipulatives in mathematics classrooms.</p> <p>Mathematics Coach will implement the complete coaching cycle (co-planning, modeling, co-teaching, observing, debriefing) for identified teachers in each grade level to ensure they are utilizing manipulatives with fidelity.</p> <p>Teachers and Mathematics Coach will attend common planning to select manipulatives to promote student learning at an appropriate level of rigor.</p>	Math Coach Administration	CWT Lesson Plans	CWT Data Lesson Plans

		Administrators will support and monitor student use of manipulatives in mathematics classrooms by reviewing lesson plans and conducting on-going classroom walkthroughs.			
3	Teachers are not implementing the gradual release of responsibility model to increase peer collaboration and student- accountable talk.	<p>School-based Leadership, District Instructional Facilitators, and Regional Specialist will collaborate to plan and deliver professional development for the implementation of the Gradual Release of Responsibility Model.</p> <p>Mathematics Coach will implement the complete coaching cycle (co-planning, modeling, co-teaching, observing, debriefing) for identified teachers in each grade level to assist with the implementation of the Gradual Release of Responsibility Model with fidelity.</p> <p>Teachers and Mathematics Coach will attend common planning to select appropriate instructional strategies and resources (e.g. Go Math) to scaffold student learning utilizing all components of the Gradual Release of Responsibility Model.</p> <p>Teachers will analyze data during common planning sessions to differentiate center activities using technology, teacher-led groups, and mathematics journals.</p> <p>Administrators will support and monitor the implementation of the Gradual Release of Responsibility Model with an emphasis on explicit instruction by reviewing lesson plans and conducting on-going classroom walkthroughs.</p>	Administration Math Coach	CWT Lesson Plans	CWT Data Lesson Plans

End of Elementary School Mathematics Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Gradual Release	K-5 Teachers	Math Coach District Support	school-wide	October 5, 2012 (3-5) October 11, 2012 (K-2)	CWT Lesson Plans	Administration Math Coach
Differentiated Instruction in Math	K-5 Teachers	Math Coach	school-wide	PLC Twice a Month Staff Development	Lesson plans Observations	Math Coach Administration Leadership Team
Building Vocabulary	K-5 Teachers	Math Coach	school-wide	PLC Staff Development	Observations	Math Coach Administration Leadership Team
Using Manipulatives	K-5 Teachers	Math Coach District Support	school-wide	October 16, 2012 (K-2) October 18, 2012 (3-5)	CWT Lesson Plans	Administration Math Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will utilize Go Math - Grab and Go kits to provide hands-on learning experiences for students.	Go Math - Grab and Go Kits	Instructional Materials	\$400.00
			Subtotal: \$400.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will attend a school-based Summer Academy to be trained in effective mathematics strategies.	Summer Academy	Title I	\$5,000.00
Teachers will attend district staff development to increase mathematics instruction skills.	Substitutes for teachers to attend district staff development.	Title I	\$1,200.00
			Subtotal: \$6,200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$6,600.00

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	By June 2013 23% of students in grade 5 will score a level 3 or above on FCAT Science 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:

13%
(11 students)

23%
(20 Students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not utilizing the Gradual Release Model implementing higher order questions to promote critical, independent and creative thinking while requiring students to compare, classify, analyze different perspectives, induce, inquire, and research to make decisions.	<p>School-based Leadership, District Instructional Facilitators, and Regional Specialist will collaborate to plan and deliver professional development for the implementation of the Gradual Release of Responsibility Model.</p> <p>Teachers will write higher order questions in lesson plans to be used with daily instruction.</p> <p>Teachers will incorporate higher order thinking questions in daily instruction during whole group discussion and independent practice.</p> <p>The Science Coach will provide support to identified teachers through the coaching cycle (e.g. co-planning, modeling, co-teaching, observing, and debriefing) to ensure the gradual release system is in place implementing higher order questions to promote critical, independent, and creative thinking.</p> <p>Administration will monitor instructional delivery and lesson plans to ensure that higher order thinking questions are used.</p>	Administration Science Coach	CWT Lesson Plans	CWT Data Lesson Plans
	Teachers are not integrating literacy instruction in science classes.	<p>Teachers will provide explicit vocabulary instruction using root word, prefix, suffix, and word study.</p> <p>Teachers will incorporate higher order short and extended response item into lessons (student journals) to apply processes and summarize learning goals.</p>	Administration Science Coach	CWT Lesson Plans	CWT Data Lesson Plans

2		<p>Science coach will implement the full coaching cycle (pre-plan, model, co-teach, observation, debrief) to ensure fidelity of action step.</p> <p>Administration will monitor lesson plans, instructional delivery, and common planning to ensure steps are being implemented consistently and effectively.</p>			
3	Students are entering 5th grade with a deficiency in science knowledge and skills.	<p>Pre-test exam to identify weak areas in grade 5.</p> <p>Development of secondary IFC (for grades 3-5).</p> <p>Use of science notebooks/journals.</p> <p>Use of Grade 5 FCAT Explorer and Florida Achieves.</p>	Administration Science Coach	CWT Lesson Plans	<p>CWT Mini-Assessments</p> <p>Science Word Walls</p> <p>Science Journals</p> <p>Data Reports</p> <p>FCAT Pro and FCAT Explorer</p>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By June 2013, 10% of the students will score a level 4 or 5 on the Science FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0 students)	10% (8 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a lack of inquiry based lessons in Science.	<p>Grades K-5 teachers will provide Hands on Science activities using Broward County Hands-on Science Kit materials to enhance science lessons on a weekly basis.</p> <p>Teachers will be refreshed on how to incorporate scientific thinking skills in other subject areas.</p>	Administration Science Coach	CWT Assessment Data Grades K-5 will be given school-wide Science Assessments assessing benchmarks as outlined in the Broward County Science IFC to monitor schoolwide progress.	CWT Data Lesson Plans BAT 1 and 2
2	Teachers are not utilizing the Gradual Release Model implementing higher order questions to promote critical, independent and creative thinking while requiring students to compare, classify, analyze different perspectives, induce, inquire, and research to make decisions.	<p>School-based Leadership, District Instructional Facilitators, and Regional Specialist will collaborate to plan and deliver professional development for the implementation of the Gradual Release of Responsibility Model.</p> <p>Teachers will write higher order questions in lesson plans to be used with daily instruction.</p> <p>Teachers will incorporate higher order thinking questions in daily instruction during whole group discussion and independent practice. The Science Coach will provide support to identified teachers through the coaching cycle (e.g. co-planning, modeling, co-teaching, observing, and debriefing) to ensure the gradual release system is in place implementing higher order questions to promote critical, independent, and creative thinking.</p> <p>Administration will monitor instructional delivery and lesson plans to ensure that higher order thinking questions are used.</p>	Administration Science Coach	CWT Lesson Plans	CWT Data Lesson Plans
	Teachers are not integrating literacy instruction in science classes.	Teachers will provide explicit vocabulary instruction using root word, prefix, suffix, and word study.	Administration Science Coach	CWT Lesson Plans	CWT Data Lesson Plans

3	<p>Teachers will incorporate higher order short and extended response item into lessons (student journals) to apply processes and summarize learning goals.</p> <p>Science coach will implement the full coaching cycle (pre-plan, model, co-teach, observation, debrief) to ensure fidelity of action step.</p> <p>Administration will monitor lesson plans, instructional delivery, and common planning to ensure steps are being implementing consistently and effectively.</p>			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:		N/A		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
		Science				

Explicit Vocabulary Instruction	K-5	Coach Teacher Leader	K-5 Teachers	November 6, 2012	CWT Data Snapshots Lesson Plans	Administration Science Coach
Higher Ordering Questioning Techniques	K-5	Science Coach Teacher Leader	K-5 Teachers	November 6, 2012	CWT Data Snapshots Lesson Plans	Administration Science Coach
Gradual Release	K-5	Science Coach Teacher Leader	K-5 Teachers	November 6, 2012	CWT Data Snapshots Lesson Plans	Administration Science Coach

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will attend a school-based Summer Academy and extended day staf development to be trained in effective science instruction strategies.	Summer Academy / Extended day staff development	Title I	\$4,020.00
			Subtotal: \$4,020.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,020.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	75% of students will score at or above 4.0 on FCAT Writes on the 2013 FCAT Writes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (71 students)	75% (76 students)
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not including explicit writing instruction as it relates to their content area.	<p>Teachers will incorporate short and extended response items in lessons, homework, and assessments.</p> <p>Teachers will increase opportunities to write routinely (journals, note taking, graphic organizers, and summaries) purposeful and appropriate to various writing tasks.</p> <p>Reading Coach will implement the full coaching cycle (pre-planning, modeling, co-teaching, observing, debrief) to assist teachers not demonstrating mastery.</p> <p>Administration will monitor student journals to ensure that students are writing routinely.</p>	Administration Reading Coach	CWT Lesson Plans	CWT Data Monthly Writing Prompts Student Journals
2	Teachers are not implementing rubrics and checklists for student use when assessing their content area writing.	<p>Teachers will continue to provide opportunities for students to assess their own writing against a rubric/checklist.</p> <p>Teachers will use rubrics to provide corrective feedback in response to student writing. Teachers and students can use rubrics/checklists to write their own goals as it pertains to more formal writing tasks.</p> <p>Reading coach will implement the full coaching cycle (pre-planning, modeling, co-teaching, observing, debrief) to assist teachers not demonstrating mastery.</p> <p>Administration will monitor portfolios and student work to ensure the fidelity of this action step.</p>	Administration Reading Coach	CWT Lesson Plans	<p>Teacher and student use of rubrics and checklists.</p> <p>Student Journals in all content areas.</p> <p>CWT Data Lesson Plans</p>
3	Teachers will limited writing instruction experience.	<p>Reading coach will implement the full coaching cycle (pre-planning, modeling, co-teaching, observing, debrief) to assist teachers not demonstrating mastery.</p> <p>Teachers will attend district writing training.</p>	Administration	CWT Lesson Plans	CWT Data Lesson Plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Instruction 3-5	3-5 Teachers	InstructionalCoaches District Personnel	3-5 Teachers	October, 2013	CWT Monthly Writing Prompts	Administration
Expository / Narrative Writing	4th Grade Teachers	InstructionalCoaches	4th Grade Teachers	Common Core PLC / twice a month Staff Development / twice a month	CWT Snapshots Monthly Writing Prompts	Administration
Writing in the Content Area	K-5	Science Coach Teacher Leader	School-wide	Common Core PLC / twice a month Staff Development / twice a month	CWT Snapshots Lesson Plans	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will attend a school-based Summer Academy and extended day staff developments to be trained in effective writing instruction strategies.	Summer Academy / Extended Day Staff Development	Title I	\$4,000.00
			Subtotal: \$4,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,000.00

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance		Rock Island Elementary School will increase its ADA to 98% for the 2012-13 school year.			
Attendance Goal # 1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
94.8(589)		98%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
228		200			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
141		130			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of county BTIP program with fidelity.	Continue to monitor the BTIP / district attendance.	Administration	Comparison of 10-11 data reports as to 11-12 data reports.	Pre-post data analysis of monthly attendance data.
	Parents lack of knowledge of	Inform parents of Attendance and BTIP	Administration	Quarterly monitoring of attendance.	Attendance Log

2	attendance policy.	procedures during Open House. Utilize all levels of communication such as newsletters, school website and parentlink and other meetings, ie parent conferences, PTA, SAC to remind parents of attendance expectations.		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Suspension Suspension Goal #1:	Rock Island Elementary School's goal is to decrease the amount of the number of out of school suspensions and improve the academic performance of suspended students. Alternative to External Suspension (AES) is made available to students instead of external suspensions.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
30	25
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
38	33
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
48	43
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
52	47

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students lack the social skills to be able to cooperate and exert self control.	<p>Teachers will implement school-wide discipline plan in the classrooms</p> <p>School-wide rules will be enforced throughout the campus.</p> <p>Students who are having difficulty behaving will be referred to the guidance counselor for group or individual sessions.</p> <p>Teachers will work with parents to understand the underlying issues causing the misbehavior.</p> <p>Depending on need, children will be placed on a positive behavior plan.</p> <p>Children with excessive behavioral issues who have not responded to interventions, will be</p>	Administration	The number of internal and external suspensions will be monitored closely. Administrators will meet with teachers on a monthly basis to discuss behavioral issues in their classrooms. Teachers will meet with children who are having problems behaving weekly to discuss their progress.	The number of internal and external suspensions will be reviewed at the end of each quarter.

		referred to the RTI team. Before suspending a child internally or externally, alternative consequences will be considered. When a child has reached the level of external suspension on the Discipline Matrix, every effort will be made to encourage parents to accept the AES option.			
2	CHAMPS may not be embedded with fidelity in the classroom and/or school-wide structure.	Re-institute the CHAMPS philosophy in all areas of the school with fidelity.	Administration	CWT	Decrease in the number of referrals leading to in-school and out of school suspensions.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	By June 2013, there will be a 35% percent increase of parent participation at PTA meetings/curriculum nights.				
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:				
25% (135 parents)	35% (146 parents)				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	See PIP	See PIP	See PIP	See PIP	See PIP
2	See PIP	See PIP	See PIP	See PIP	See PIP

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Agenda books will be utilized for parent/teacher communication. Parents will be trained on how to	Student Agendas	Title I	\$2,400.00

use the agendas at Open House.			
Refreshments will be provided for parent trainings.	Refreshments	Title I	\$1,000.00
Parents will be provided with hands-on experiences and take-home materials during parent trainings	Hands-on and take-home materials	Title I	\$426.00
			Subtotal: \$3,826.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,826.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		To increase the learning gains of all students through the integration of technology, engineering and mathematics innovative initiatives.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is an immediate need for upgraded technology school-wide to ensure that each classroom is adequately equipped ("SMART CLASSROOMS") to support the 21st century learning Common Core) goals.	Negotiate with district level administration in order to secure updated technology to support STEM initiatives/goals. Negotiate with partners in education in an effort to secure funding and resources that will support STEM educational goals.	Administration	Principal and assistant principal relentless effort to access resources to re-energize STEM efforts and provide a more rigorous academic program at Rock Island Elementary for the 2012-2013 school year.	Evidence by improved academic programs as a result securing needed resources to support curriculum programs.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers in grades K-2 will progress monitor reading comprehension utilizing the Rigby Assessment program.	Rigby Ultra Assessment Kits	Accountability	\$1,500.00
Reading	Students will be exposed to text at appropriate lexile levels.	Chapter Books	School Budget	\$925.00
Reading	Literacy skills will be reinforced in content areas.	US Weekly Studies	School Budget	\$850.00
Reading	Teachers will utilize Super QAR to support students who are struggling with reading comprehension.	Super QAR	Accountability	\$500.00
Mathematics	Teachers will utilize Go Math - Grab and Go kits to provide hands-on learning experiences for students.	Go Math - Grab and Go Kits	Instructional Materials	\$400.00
Parent Involvement	Agenda books will be utilized for parent/teacher communication. Parents will be trained on how to use the agendas at Open House.	Student Agendas	Title I	\$2,400.00
Parent Involvement	Refreshments will be provided for parent trainings.	Refreshments	Title I	\$1,000.00
Parent Involvement	Parents will be provided with hands-on experiences and take-home materials during parent trainings	Hands-on and take-home materials	Title I	\$426.00
				Subtotal: \$8,001.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students, in grades K-5, will use Accelerated Reader (AR) Software to increase reading comprehension skills.	Accelerated Reader	Accountability	\$2,430.00
				Subtotal: \$2,430.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers will attend a school-based Summer Academy to be trained in Common Core Implementation (grades K-2) and blending Common Core State Standards (CCSS) with Next Generation Sunshine State Standards (NGSSS)	Summer Academy	Title I	\$5,080.00
Reading	Teachers will attend district trainings to build obtain effective reading strategies.	Substitutes for teachers attending district staff development	Title I	\$1,270.00
Mathematics	Teachers will attend a school-based Summer Academy to be trained in effective	Summer Academy	Title I	\$5,000.00

	mathematics strategies.			
Mathematics	Teachers will attend district staff development to increase mathematics instruction skills.	Substitutes for teachers to attend district staff development.	Title I	\$1,200.00
Science	Teachers will attend a school-based Summer Academy and extended day staff development to be trained in effective science instruction strategies.	Summer Academy / Extended day staff development	Title I	\$4,020.00
Writing	Teachers will attend a school-based Summer Academy and extended day staff developments to be trained in effective writing instruction strategies.	Summer Academy / Extended Day Staff Development	Title I	\$4,000.00
				Subtotal: \$20,570.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$31,001.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent	<input checked="" type="checkbox"/> NA
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

[View uploaded file](#) (Uploaded on 10/17/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
The projected use of SAC funds will be used to enhance the Arts programs, provide staff development, and to purchase student incentives.	\$2,400.00

Describe the activities of the School Advisory Council for the upcoming year

Rock Island's School Advisory Council functions include the following:

- To facilitate the development of the School Improvement Plan
- To monitor implementation of the School Improvement Plan
- To evaluate the effectiveness of the School Improvement Plan
- To provide assistance in the preparation of the school's budget
- To make recommendations as to the alignment of instructional staffing and instructional materials to support the school.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Broward School District ROCK ISLAND ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	51%	65%	94%	16%	226	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	53%	50%			103	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	49% (NO)	64% (YES)			113	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					442	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Broward School District ROCK ISLAND ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	59%	69%	95%	34%	257	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	52%	55%			107	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	55% (YES)	50% (YES)			105	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					469	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested