

# Rock Crusher Elementary School

## School Improvement Plan 2018-2019



Mission/Vision: While educating the whole child, we at Rock Crusher Elementary School strive to assist the children in becoming life long learners, unique individuals, and people who make a difference.

EQ: How can we improve instructional effectiveness and increase student achievement and performance?

Areas of Focus:

1. Student engagement, specifically in cooperative grouping sessions.
2. Increasing FSA learning gains for the bottom quartile.
3. Improve foundational reading skills at all grade levels

<b>Action Steps</b>		<b>Evaluation</b>	
<b>Strategies/Steps</b>	<b>Measures of Progress</b>		
<b>Core Content Areas</b>	<ol style="list-style-type: none"> <li>1. Schedule PD on 5D with an emphasis on Domain 2: Student Engagement, specifically during collaborative grouping               <ol style="list-style-type: none"> <li>a. Focus on SE2 Ownership of Learning and SE5 Student Talk                   <ol style="list-style-type: none"> <li>i. Reintroduce staff to Domain 2: Student Engagement indicators and rubric during pre-planning</li> <li>ii. Conduct monthly grade level meetings with administrative team to communicate "look- fors" in SE2 and SE5.</li> </ol> </li> </ol> </li> <li>2. Monitor progress of bottom quartile students               <ol style="list-style-type: none"> <li>a. Investigate current ELA interventions                   <ol style="list-style-type: none"> <li>i. Conduct conversation to evaluate program effectiveness                       <ul style="list-style-type: none"> <li>-Two hour rotations of grade levels to meet with TOSA and evaluate PMPs</li> </ul> </li> </ol> </li> <li>b. Pair at-risk students with Highly-Qualified personnel for the purpose of receiving interventions</li> <li>c. Continue MAFS assessment and spiral reviews to ensure progress toward mastery of mathematical concepts in grades K-5.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>* Walk-through data focused on Student Engagement in all subject areas               <ul style="list-style-type: none"> <li>* Monthly review with Leadership Team</li> <li>* Quarterly review with Staff</li> </ul> </li> <li>*Record team discussion notes for administrative team review</li> <li>*Monthly "Secret Agent" data reviews with administrative team</li> <li>*Review weekly lesson plans to ensure components of literacy block are well-planned and implemented</li> <li>*Literacy team will develop an agenda and record talking points for each meeting</li> </ul>	<ul style="list-style-type: none"> <li>*Students scoring at or above Level 3 on any statewide assessment will increase by 5%</li> <li>* Kindergarten students will score at or above the District average on the Spring 2019 ESGI assessment</li> <li>*First and Second grade students will score at or above the District average on the Spring 2019 EOY assessment in Math and ELA</li> </ul>



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Action Steps		Evaluation
Strategies/Steps	Measures of Progress	
<b>Core Content Areas (cont.)</b>	<ul style="list-style-type: none"><li>3. Enhance instruction of foundational reading skills, K-5<ul style="list-style-type: none"><li>a. Provide professional development for implementation of 120-minute literacy block framework<ul style="list-style-type: none"><li>i. Utilize district personnel (i.e. Program Specialist, Tech TOSA)</li></ul></li><li>b. Develop school-based Literacy Team<ul style="list-style-type: none"><li>i. Establish monthly to explore resources and delve into best practices</li></ul></li></ul></li></ul>	



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Action Steps		Evaluation
Strategies/Steps	Measures of Progress	
<b>Behavior</b>	1. Promote positive behavior <ol style="list-style-type: none"> <li>a. BUG Awards will continue on a weekly basis for students demonstrating unusually good behavior.</li> <li>b. The Success Club will take place once a month, and qualities, characteristics, and examples will be communicated through the morning show.</li> <li>c. Our school mentoring program will match our at-risk students with someone who can positively influence them towards making the correct decisions.</li> <li>d. Community members will meet with students on a weekly basis to discuss proper behavior and real world solutions.</li> <li>e. Utilize Sanford Harmony as a resource to improve social skills and build the classroom community</li> <li>f. Continue utilizing Time to Teach for low-level behaviors</li> </ol>	*Review discipline referrals on a quarterly basis. *Comparison of 2018-2019 and historical discipline data  *Referrals will be examined quarterly and communicated with staff members.  *School discipline team will meet to further examine strategies, and modify as needed.
<b>Other</b>		

<b>School Grades</b>									
2010	2011	2012	2013	2014	2015	2016	2017	2018	
B	A	A	B	B	A	B	B		



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### Early Warning System

Required for schools including any of grades K-8, pursuant to section 1001.42(18)(a)2., F.S

1. Describe the school's early warning system and provide a list of the early warning indicators used in the system. At a minimum, this list must include the following:
  - i. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
  - ii. One or more suspensions, whether in school or out of school
  - iii. Course failure in English Language Arts **or** mathematics
  - iv. Grades K-2: "High Risk" on FastBridge earlyReading and/or earlyMath assessments  
Grades 3-5: Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
  
2. Provide the following data related to the school's early warning system:
  - i. The number of students by grade level that exhibit each early warning indicator listed above
  - ii. The number of students identified by the system as exhibiting two or more early warning indicators

	Attendance	Suspension	Course Failure	Level 1
<b>KDG</b>				
<b>Grade 1</b>				
<b>Grade 2</b>				
<b>Grade 3</b>				
<b>Grade 4</b>				
<b>Grade 5</b>				

	Two or More EWS Indicators
<b>KDG</b>	
<b>Grade 1</b>	
<b>Grade 2</b>	
<b>Grade 3</b>	
<b>Grade 4</b>	
<b>Grade 5</b>	

