The School District of Palm Beach County

Rolling Green Elementary School

2015-16 School Improvement Plan

Rolling Green Elementary School

550 MINER RD, Boynton Beach, FL 33435

www.edline.net/pages/rolling_green_elementary_schoo

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	97%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	96%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	C	C	B

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The School District of Palm Beach County is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement

The School District of Palm Beach County envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:
• History of Holocaust
• History of Africans and African Americans
• Hispanic Contributions
• Women's Contributions
• Sacrifices of Veterans
Veterans Day celebration in Novemember

Describe how the school creates an environment where students feel safe and respected before, during and after school

Rolling Green provides professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship in creating a positive, caring and supportive school community. This include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports;
•Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;
•Create or enhance a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary);
•Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school; Administration, teachers and staff across the campus will clarify their expectations for positive interpersonal interaction. They will create structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies;
•Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic

settings and giving them instruction for reporting violations to appropriate supervisors;
•Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;
•Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.
The administration, teachers and staff have created a safe school environment throughout the entire school day. The administration has a policy where students can meet with either the principal or the assistant principal during the course of the day to share any concerns. All students are greeted in the morning by their classroom teachers which bring a positive start to the day. Non-classroom teachers are stationed at strategic points where they are visible from many angles. It is required that anyone entering the campus must first check-in at the front office and get a badge. All district employees wear their badges at all times.
During the school day, all classroom doors are locked, and the main doors can only be entered using a key or swipe card. Students know they can always meet their teachers, guidance counselors, administration to talk about their needs. There is a Bully Hotline set up in the media center, and a drop box is also in place. Calls and notes are answered immediately. If needed, plans are put in place to keep students safe, respected, and comfortable during the school day.
After school there are teachers and staff on duty to ensure the safe release of the students in a orderly manner.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Rolling Green's School-Wide Behavior plan is a very positive approach that encourages our students to be responsible for their actions and resolve conflicts peacefully.
Universal Guidelines and behavior matrix are taught twice per year to ensure students are aware of school behavior expectations.
The administration ensure teachers are trained in classroom management strategies (CHAMPS, etc.)
The school has a universal attention signal, common school rules and classroom rules.
SwPBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.
Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
Class meetings will occur on a frequent basis to include student feedback.
School-wide recognition system is in place;
Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.
Each classroom will be using Dark Green, Light Green, Yellow, Orange and Red color system. Students begin everyday on light Green. Light green means "I am ready to learn!" We want students to learn they are in charge of their own actions; so they will choose to make the right behavior decisions.
Rolling Green School-Wide Behavior Plan
? Every teacher will receive a School-Wide Behavior Plan information sheet to send home to parents.
? Parents are to sign and return the bottom portion and return to the homeroom teacher. The

teachers will save these forms for their records.
? Every teacher must have a color – monitoring behavior system set up in their classroom.
? In-class monitoring uses 5 colors; you may be as creative as possible in your use of the 5 colors in the correct order.
Rewarding positive behaviors by going upward from light green
1. Dark Green - meaning Outstanding Role Model
2. Light Green means "I had a Good Day!" " I'm ready to learn"
3. Students start each day on Light Green
4. If a child is having trouble making the right choice, a color change will occur from Light Green to Yellow – Yellow means Warning!!
5. Orange, which means STOP and Think.
6. If you change a student color to Red, you must write the infraction in the planner and/or make contact with a parent.
There are expectations and procedures for every aspect of the day following the Rolling Green Way Guidelines for Success (R.O.A.R.)
Universal Signal - Hand raised to get students attention then the teacher says, " Rolling Green Students may I have your attention please"?
The R.O.A.R Guidelines for Success
Respect Everyone
Obey Rules
Act Responsibly
Ready to Learn

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

•Operational school based team that meets weekly to discuss students with barriers to academic and social success;
• Mentors assigned to students identified with SEL concerns;
• Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
• Instruction and various campus activities that address social/emotional needs of students;
• Connect students to agencies who have Cooperative Agreements or are on campus • Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
• Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

In addition to the indicators above Rolling Green also uses academic motivation as a early warning indicator

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	25	24	16	23	19	24	131
One or more suspensions	2	10	13	21	22	17	85
Course failure in ELA or Math	75	88	85	130	85	97	560
Level 1 on statewide assessment	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	18	25	21	31	25	31	151

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Attendance Plan in place for students with excessive absences is in place by bringing the parents in for conferences. Set goals to get students to school daily and on time. Parents are encouraged to set routines at home to get their children on a academic routine.

Academic plan is in place for students who are identified and they are provided additional reading or math instruction based on their academic need. Progress monitoring of students is done on a weekly basis for iii, Tier 2 and Tier 3. All of the additional instruction is provided with the following: LLi, Guided Reading, Strategy Lessons, Interactive Read Aloud, Shared Reading, Word Study, Fundations, and or tutorial; and meeting standards through the FSQ and USA. In addition, we have AmeriCorps Tutors, Building Better Readers Volunteers (Literacy Coalition), and Foster Grandparents.

Rolling Green has implemented the School Wide Positive Behavior Intervention Plan. We use universal language across the campus, for attention signal, procedures for activities academic and social interactions, and all classes have the same school rules and expectations. Behavior plans are in place for students who are noncompliant, with goals and rewards attached to their performance. Differiated instruction

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/193352.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;

During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators;

Offer fun, interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology;

Communicate classroom and school news to parents;

Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;

Create the formats for inviting parent participation in the cultural education process;

Positive notes, letters, phone calls home;

Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate parent meetings/workshops on topics such as developing school success skills, building a college-going culture through the Eight Components of College and Career Readiness (aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary), and developing growth mindsets in children.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Manning, Allyson	Principal
Cato, Lynn	Assistant Principal
Calvert, Jennifer	Administrative Support
Van Alan, Maria	Psychologist
Seipel, Gwen	Instructional Coach
esham, torrey	Instructional Coach
lomauro, jessica	Instructional Coach
borgen, trisha	Teacher, K-12
McAllister, Amy	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Members of the school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY16 SIP. The team will analyze the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and deficient areas
based on needs identified.

Topics for discussion include, but are not limited to, the following:

• Assessments and the lowest performing 25% of students
• Percent of student meeting proficiency (Level 3 - Level 5)
• Strengths and weaknesses of intensive programs
• Mentoring, tutoring, and other services
The SBT Chair Person will provide professional development for the SAC members on the RtI process.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Rolling Green Elementary offers students a tiered model of delivery of instruction (core, supplemental, intensive).
Students participate in instructional activities through iii, SAI, and tutorial programs.
The school-based RtI Leadership Team is comprised of the following members:
Principal or Assistant Principal, ESE contact, ESOL contact, school psychologist, classroom teacher, reading coach or Reading Resource Teacher, Speech-Pathologist, and guidance staff, and School Based Team Leader.
The principal provides a common vision for the use of data-based decision-making to ensure that:
* a sound, effective academic program is in place
* a process to address and monitor subsequent needs is created
* the School Based Team (SBT) is implementing RtI processes
* assessment of RtI skills of school staff is conducted
* fidelity of implementation of intervention support is documented
* adequate professional development to support RtI implementation is provided
* effective communication with parents regarding school-based activities occurs.
The SBT Chairperson and SBT Team members will meet weekly to review universal screen data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments, determine if changes need to be made in the SIP strategies, funding or resources and determine if student needs are being met. After determining that effective Tier 1 - Core Instruction is in place, the team will identify students who are not meeting identified academic targets. the identified students will be referred to the school-based RTI Leadership Team. The MTSS/RTI team will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need if additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD) Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g. teacher, RTi facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.
*Problem Solving Model
The four steps of the Problem Solving Model are:
1. Problem identification entail identifying the problem and the desired behavior for the student
2. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem
3. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
4. Evaluating is also termed response to intervention RTi. In this step, the effectiveness of a student's or group of students' response to the implementation intervention is evaluated and measured. The problem solving process is self correcting, and, if necessary, recycles in order to achieve the best out come for all students. this process is strongly supported by both IDEA and NCLB.

The SWPBS is comprised of teachers and staff members across a variety of grade levels. The team has established a common set of norms for appropriate and positive behavior expectations are clearly conveyed to students through common language and also through the implementation of SWPBS lessons developed around our A-Game expectations. Students are brought together at grade level assemblies and expectations are reviewed at various points of the school year.

Title I Part A Funds at Rolling Green Elementary are used to purchase a Reading Coach, Reading Resource Teachers, Science Resource Teacher, Math Coach. In addition Professional Development, Tutoring program, and classroom instructional materials and provide Parent Involvement activity.

Rolling Green Elementary recognizes the importance of forming a strong partnership with parents and community members in order to positively impact the students in our school. As a Tile I school in the heart of transient community, it is vital for the success of our students to develop a parent school relationship. Great effort is made for parents to complete the Free/Reduce lunch application. Rolling Green does free breakfast for all students and has participated in the summer meals program.

Our school integrates Single School Culture by sharing our ROLLING GREEN'S UNIVERSAL GUIDELINES FOR SUCCESS, following our BEHAVIORAL MATRIX and teaching EXPECTED BEHAVIORS, We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SWPBS programs. R.O.A.R focuses Respect for everyone, Obeying all rules, Acting Responsibly, and Ready to learn. Rolling Green is a CHAMPS schools, where we have a universal attention signal, students behaviors are monitored by the color system, with the goal for students to go home on dark green or light green. There is Dark Green Celebration day, date set by each grade level. Additionally there is the Silver Spoon for good behavior in the cafeteria, other incentives are: Shout Outs, Tree of Kindness, Character Counts, Lion's Pride Shoppe for students who are caught doing the right thing. Students earn Lion's Pride bucks, these bucks can be awarded by any Rolling Green teacher and staff members. Each item at the Lion's Pride Shoppe cost 10 bucks and the shop is open the 4th Friday of the month.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The Liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D N/A

Title II

Title funds provide the following: Area Support teams (split-funded with Title 1)

Curriculum support - professional development

SIP training and support

PAR Teacher support

Marzano training and online support

Leadership development through Aspiring Leader's Academy

Alternative Certification Program

MTSS professional development

Reading Interventionist/LLI (split-funded with Title !)

Literacy cohort training

Title III Services are provided through the district for education materials and ELL district support serviced to improve the education of immigrant and English Language Learners. ELL students work with ESOL teachers in small groups to increase student performance for reading. Regular K-2 homeroom teachers and subject area teachers (3-5) provide ESOL accommodations as needed.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI) SAI funds are used for a supplemental reading program targeting retained 3rd grade students.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporates field trips, community service, drug tests, and counseling. Conflict resolution is also part of our Guidance class.

School-Wide Positive Behavior Support Program (SwPBS) District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.
Nutrition Programs

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Nadia Stewart	Teacher
Cherie Love	Teacher
Allyson Manning	Principal
Ross Reardon	Business/Community
Elda G. Popotre	Parent
Paul Dubard	Business/Community
Antonio Cato	Business/Community
Stephanie Smith	Parent
Roseline Marcelin	Parent
Darline C. Baptiste	Parent
Gerald Masse	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

At our first SAC meeting we reviewed our goals from the prior year and look at the data to see how well we met the goals set forth for the school. Based on our data and discussion we met most of the goals in designated areas, and needed to improve in areas of student achievement.

Development of this school improvement plan

SAC plays an integral part in framing the vision for Rolling Green Elementary. SAC aids in the development of our yearly School Improvement Plan. The SAC meets monthly and continuously reviews academic data throughout the school year to ensure our SIP goals are correlated to the academic needs of our students. The SAC discusses and approves expenditures directly related to our annual School improvement goals. The membership represents the student body and community served by the school.

Preparation of the school's annual budget and plan

Rolling Green works collaboratively with our Title 1 Liaison Nicole Smith and our School Advisory Committee to ensure that all funds are used to improve student achievement.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Describe the projected use of school improvement funds and include the amount allocated to each project.
Section 1001.42(18)(c), F.S., requires district school boards to "provide funds to schools for developing and implementing school improvement plans. Such funds shall include those funds

appropriated for the purpose of school improvement pursuant to Section 24.121(5)(c), F.S." The funds must be used on programs or projects selected by the SAC and may not be used for capital improvements or any project or program that has a duration of more than one year. However, a SAC may decide that a program or project formerly funded with school improvement funds should receive funds in a subsequent year. Projects and amounts FY15 are projected to be as follows: $3000.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
esham, torrey	Teacher, K-12
Calvert, Jennifer	Teacher, ESE
Van Alan, Maria	Psychologist
Cato, Lynn	Assistant Principal
Seipel, Gwen	Instructional Coach
McAllister, Amy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

To strengthen phonics, fluency, oral language, language development and guided reading instruction in all grade levels. Also Interactive Read Alouds, Interactive Word Walls and Project Based Learning. This year the LLT team will be introducing the teachers to the Fountas and Pinnell Prompting Guides. The team will train and support the teachers in the use of the guides. They will show the teachers how the guides can be used during reading conferences and how they connect to the Continuum of Literacy Learning. This will help the teachers to focus instruction for the needs of their students.

Increase reading proficiency grades K-5. Students to know their levels in order to know what they need to improve. The LLT is helping to create a school-wide chart that will allow the students to celebrate and be recognized for the progress that they are making. The chart will display every grade and will the students will be able to add to it themselves when they make progress. It will also be a great visual way for them to see what goals they need to set and incentive for them to work toward them.

The LLT is working to build vocabulary school-wide. They are doing this in two ways. One way is the incorporation of a vocabulary word wall near the cafeteria. This is a high traffic area where the students will get to see the new vocabulary words learned by their peers. It is an A-Z word wall and each grade level received a different color card. When the students learn a new word that they want to share, they write the word and definition in their own words and it will be displayed on the word wall. Also, to build vocabulary, the team is putting a lot of effort into making sure the teachers learn about the Words Their Way book and that they are utilizing it correctly and vigorously so that the students will grow.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers are involved in collaborative planning and team planning two days per week. Teachers share best practices with other members on teams both vertically and horizontally. Teachers get opportunities to visit other veteran teachers classroom to observe lessons, classroom procedures, and build capacity in their delivery of instruction.
One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Rolling Green Elementary partners with the local universities to host intern and practicum students.
Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures
Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants
Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events
Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time
Establish and maintain relationships with colleges and officials in the field of education to promote the District
Maintain regular contact with designated recruiter to improve talent acquisition effectiveness
Rolling Green provide to new teachers on going professional development, learning team meeting, weekly team planning, and the Educator Support Program.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Every first year teacher is given a mentor to help support them the first year of teaching. The mentor is a teacher who is on one's grade level. If a mentor is not available, we work hard to pair that teacher with an effective teacher on that team. First year teachers get a chance to plan with the veteran teacher, shadow him/her for a day, visit other teachers in the building to get ideas and tips to be successful in their own classrooms.
Coaches are on hand to model lessons for teachers, provide resources and provide on going support for these teachers.
The Asst. Principal meets with these teachers in small group and individualized settings to provide support with data analysis, teaching strategies/methods and the new Marzano teacher evaluation model.
Conferencing and planning occurs through Learning Team Meetings, Professional Development, in-service opportunites and common planning.
Activities planned and implemented are:
New Teacher Orientation Pre-School
New Teacher Meeting with the ESP coordinator
Visits to veteran teachers classroom for tips and strategies
Classroom setup and help with behaviors
TDE to work a full day in their classrooms
New Teacher meeting/lunch on 2nd PDD day with coaches, principal, and ESP coordinator
New Teacher plan with team members

District Professional Development
School Based Professional Development
Feedback from administration

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Rolling Green Elementary uses the instructional programs and materials that are adopted and supported by the District. For supplemental programs, the school ensures that the program is research based and is approved by the district such as the Reading and Writing Units of Study, Word Study, and other components of a balanced literacy program. In addition we utilize C-Palms and Blender which are tied to specific standards, such as the Florida State Standards, Next Generation Sunshine State Standard.
Our school creates ongoing opportunities (LTM, PDD, and common planning and extended 3hr. common planning) for teachers to unpack the Florida State Standards and to plan and discuss reading, writing, language, math, science curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Rolling Green uses the RtI process, the use of tutorials, the use of intensive reading, or the use of small group instruction to improve student achievement goals.
The school ensures every teacher contributes to literacy improvement of every student by:
•Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
•Creating a schedule with an uninterrupted 90 minute reading block
•Creating a schedule with an additional 60 minute reading block (option for extended day)
•Creating a schedule with an uninterrupted 45-60 minute writing block
•Providing iii instruction based on student needs
•Providing instruction aligned with the Language Arts Florida Standards for their grade level
•Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
•Administering assessments which measure instructed standards
Monitoring progress at the class and grade level during Learning Team Meetings
•Conducting data chats with students
•Creating units of study based on current data
•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
•Students self-selecting texts based on RRR levels
•Students receiving push-in/pull out services for ESE/ELL

•Providing LLI (Leveled Literacy Intervention) instruction
•Providing Process and Strategy charts for reminders of teaching

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

At Rolling Green, all students participate in an Extended Day program. This block of time is for 60 minutes and is entirely dedicated for reading strategies. The time is broken down to small group instruction, word work, iStation, shared reading, interactive read aloud, small group Leveled Literacy Intervention system.

Strategy Rationale

Students that are not reading proficiently need regular and targeted small group instruction. By devoting the extended hour to small group reading instruction, students are honing the reading process and learning the strategies they will need to become proficient readers.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Manning, Allyson, manning.allyson@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students are initially selected based on the Reading Running Records, and the Florida Standard Quiz. They are flagged in our TERMS student reporting system. this provides the team at Rolling Green with opportunity to run a variety of reports available in EDW Education Data Warehouse throughout the school year in order to closely monitor this group of students performance on the K-4 literacy assessment, the district diagnostic assessments, FLKRS, CELLA, FAA and the spring FSA.

Strategy: Weekend Program

Minutes added to school year: 2,700

Using FSA scores and Winter Diagnostic data students in the low 35% will be identifed and given tutoring during Saturday school for several weeks focusing targeted benchmarks. Many students receive ESE/ELL services and the majority of the students are on free or reduced lunch. This program is scheduled for November and runs through April in time for FSA. Students receive small group instruction and individualized instruction in both reading and math. The program runs Saturdays from 8:30a.m. until 12:30 p.m. The instructors use research based programs and or curriculum to meet the needs.

Strategy Rationale

Students who are not proficient readers or scored in the lowest Quintile need regular and targeted small group instruction. With the focused reading instruction, students are gaining the skills to master the reading process and learning the strategies they will need to become proficient readers.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Strategy: Extended School Day

Minutes added to school year: 97,200

The 21st Century Community Learning Centers Program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. OSPI oversees the administration of the federal grant, Title IV Part B, which funds 21st Century programs for our students. The 21st Century Learning Centers Program is authorized under Title IV Part B of the Elementary and Secondary Education Act. The law's specific purposes are to:
•Provide opportunities for academic enrichment, including providing tutorial services to help students (particularly students in high-poverty areas and those who attend low-performing schools) meet state and local student performance standards in core academic subjects such as reading and mathematics.
•Offer students a broad array of additional services, programs, and activities, such as, youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs that are designed to reinforce and complement the regular academic program of participating students.
•Offer families of students served by community learning centers opportunities for literacy and related educational development.

Strategy Rationale

This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students regularly participating in the program will show continuous improvement in achievement as determined by the percentage of 21st CCLC regular program participants who improve from "not proficient" to "proficient" or above in reading on state assessments.
Students regularly participating in the program will show continuous improvement in achievement as determined by the percentage of 21st CCLC regular program participants who improve in math from "not proficient" to "proficient" or above in reading and math on state assessments.
Students regularly participating in the program will show continuous improvements in behavior as determined by the percentage of 21st CCLC regular program participants with teacher-reported improvement in homework completion and class participation.
Students participating in the program will show continuous improvements in behavior as determined by the percentage of 21st CCLC regular program participants with teacher-reported improvement in student behavior.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Kindergarten round-up is held in the spring to introduce in-coming kindergarten students and their parents to Rolling Green. At this time students tour the classrooms, to see a day in the life of a kindergarten student. In school year FY16, Rolling Green has started Head Start Program for students in the community. Our goal is to provide the best preparation for our future kindergarten students.

All incoming kindergarten students will be assessed upon entering kindergarten in order to ascertain individual and group needs, and to assist in the development of a rigorous instruction/intervention programs. All students will be assessed within the Basic Skills/School Readiness, Oral Language/ Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing.

At Rolling Green Elementary, we will continue to provide the following services to assist preschool children with the transition to elementary school:
• Presentation on Immunizations and physical requirements by Health Care District.
• Participate in the Math/Science Night, Curriculum Night, Fine Arts Night
• Kindergarten Round-up / Orientation Day

Rolling Green will invite the area preschoolers to visit Kindergarten. The preschool students will tour the school and participate in activities with current kindergarten students. Each child and their parent will receive a packet of activities to help prepare them for the new school year. The packet will include suggestions for reading and math.

Within the first 30 days of kindergarten, all students will be assessed using FLKRS. Data will be used to appropriately plan academics and social instruction for the students. Core kindergarten academic and behavioral instruction will be include guided and independent practice and modeling.

Beginning this school year administration will conduct conversations with Day Care Centers in our area to share academic and social /emotional expectations for pre-school students, best practices for pre-school students and offer professional development for their staff at our meetings.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If teachers instruct with fidelity, using research based assessments to drive and differentiate instruction and provide students and parents with timely and descriptive feedback and strategies, then students' academic performance will improve.

G2.   If teachers dedicate time to writing, by teaching the basic writing skills to mastery, have writing occurring across the curriculum, involve students in various forms of writing and use assessment to gauge students' progress and needs; then 80% of the students in grades K-5 will become proficient writers as measured by the Palm Beach Performance Assessment and the FSA Writing for grades 4 and 5.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If teachers instruct with fidelity, using research based assessments to drive and differentiate instruction and provide students and parents with timely and descriptive feedback and strategies, then students' academic performance will improve. 1a

Targets Supported 1b

G074805

Indicator	Annual Target
FSA English Language Arts - Achievement	40.0
FSA Mathematics - Achievement	50.0
FCAT 2.0 Science Proficiency	50.0
Discipline incidents	75.0
FAA Writing Proficiency	80.0

Resources Available to Support the Goal 2

- Utilize district support to provide additional facilitators at school events

- Provide opportunities for parents to acquire strategies and knowledge to assist in strengthening learning at home

- APTT Trainings

- Extended School Day to meet the needs of students in reading

Targeted Barriers to Achieving the Goal 3

- Not enough time work with our students to become proficient in reading

- Parents lack prior knowledge of academic skills

- Implementation of instructional strategies is not consistent across classrooms; teachers still building knowledge of Florida Standards; engagement in classrooms varies; teachers require support in unpacking standards and analyzing item specs

Plan to Monitor Progress Toward G1. 8

If reading instruction is done with fidelity to include all the components of the 90 minute reading block, then 45% of students in grades K-2 will be proficient on reading assessments and 45% for grades 3-5 on the FSA.

Person Responsible

Allyson Manning

Schedule

Daily, from 8/24/2015 to 6/1/2016

Evidence of Completion

Monitor the results from interventions, FSQs, USA, iStation, note books, reading logs, RRR and LLi

Plan to Monitor Progress Toward G1. `8`

If the math block is implemented with fidelity including the daily routine, explicit instruction and learning centers, are designed to help students process new content, and provide rigorous learning goals, then 50% of students in grades K-5 will be proficient in math.

Person Responsible

Allyson Manning

Schedule

Daily, from 8/24/2015 to 6/1/2016

Evidence of Completion

Administration team and the math coach will monitor the results from, the biweekly FSQs, Unit Standards Assessment, iStation, note books, anchor charts, the parts of the math block for fidelity and rigor.

Plan to Monitor Progress Toward G1. `8`

If teachers dedicate time to writing, by teaching the basic writing skills to mastery, have writing occurring across the curriculum, involve students in various forms of writing and use assessment to gauge students' progress and needs; then 80% of the students in grades K-5 will become proficient writers as measured by the Palm Beach Performance Assessment and the FSA Writing for grades 4 and 5.

Person Responsible

Allyson Manning

Schedule

Daily, from 8/24/2015 to 6/1/2016

Evidence of Completion

Administration team reading coach and LTF will monitor the results from On Demand Writing, Palm Beach Performance Assessments, the biweekly FSQs, Unit Standards Assessment, writing response journals responding to text but not limited to only reading.

Plan to Monitor Progress Toward G1. `8`

If time is given to teach a science concept daily or to read science related literature in all grades K-5, then 50% of students in 5th grade will be proficient on the science FCAT 2.0 in grade 5. 50% of the students in grades K-4 will have knowledge of scientific concepts as tested on assessments and diagnostic testing.

Person Responsible

trisha borgen

Schedule

Daily, from 8/24/2015 to 6/1/2016

Evidence of Completion

Administration team coach will monitor the results from biweekly FSQs, Unit Standards Assessment, science response journals responding to text but not limited to only reading.

G2. If teachers dedicate time to writing, by teaching the basic writing skills to mastery, have writing occurring across the curriculum, involve students in various forms of writing and use assessment to gauge students' progress and needs; then 80% of the students in grades K-5 will become proficient writers as measured by the Palm Beach Performance Assessment and the FSA Writing for grades 4 and 5. 1a

G074806

Targets Supported 1b

Indicator	Annual Target
CELLA Writing Proficiency	75.0
FAA Writing Proficiency	80.0

Resources Available to Support the Goal 2

- Professional Development for teachers with regards to writing across the disciplines, Instruct staff in the utilization of writing process

- Use web probes and digital storytelling to engage students in writing

- Professional Learning Communities to analyze student academic data

- Portfolios on writing that will include progress monitoring data and samples of student work

Targeted Barriers to Achieving the Goal 3

- Teachers are learning how to include writing across all disciplines

- Students lack prior knowledge or is not reading on grade level so they are reluctant to writie

Plan to Monitor Progress Toward G2. 8

Students data folders will show their growth in writing, anchor charts, data from Palm Beach Performance Assessments, and lessons from the unit of study.

Person Responsible

Allyson Manning

Schedule

Weekly, from 8/24/2015 to 5/16/2016

Evidence of Completion

Students data folders will show their growth in writing, anchor charts, data from Palm Beach Performance Assessments, and lessons from the unit of study.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If teachers instruct with fidelity, using research based assessments to drive and differentiate instruction and provide students and parents with timely and descriptive feedback and strategies, then students' academic performance will improve. 1

🔑 G074805

G1.B2 Not enough time work with our students to become proficient in reading 2

🔑 B195343

G1.B2.S1 Teachers who specialize in providing support services to students, including ESE and ELL students, provide students with additional opportunities to master content. 4

🔑 S206996

Strategy Rationale

Support teachers and classroom teachers will use varied opportunities to teach reading skills. Students will have access with support to grade level materials daily. Students with support will work with grade level appropriate materials to garner the exposure to the vocabulary, genres, and focus points to build rigor and stamina for the requirement.

Action Step 1   5

Reading and math resource teachers will push in to classrooms or pull out students to support small group, intensive instruction.

Person Responsible

Lynn Cato

Schedule

Weekly, from 9/1/2015 to 6/2/2016

Evidence of Completion

Resource teacher schedules, lesson plans, rosters of students served.

Action Step 2 `5`

Resource teacher will facilitate the implementation of computer based reading initiative (lab setting)

Person Responsible

Lynn Cato

Schedule

Daily, from 9/2/2015 to 6/2/2016

Evidence of Completion

resource teacher schedule, lab schedule, lesson plans, usage reports

Action Step 3 `5`

Tutoring will be offered before/after school or on Saturdays

Person Responsible

Lynn Cato

Schedule

Weekly, from 11/2/2015 to 3/18/2016

Evidence of Completion

teacher time sheets, student sign-ins, sample lesson plans

Action Step 4 `5`

Science resource teacher will engage students in hands on, differentiated science instruction in science lab.

Person Responsible

trisha borgen

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

teacher's schedule, lab schedule, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Leadership team will review and reflect on resource/tutorial documentation during leadership meetings.

Person Responsible

Allyson Manning

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Agendas, sign-ins, notes from leadership meetings.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

At predetermined intervals, the team should be made aware of any strategies that do not appear to be working so that they may determine whether it is an issue of implementation fidelity (as evidenced in Step 6) or if the strategy itself is flawed.

Person Responsible

allyson manning

Schedule

Weekly, from 9/1/2015 to 6/2/2016

Evidence of Completion

Daily walk through, monitoring instructional schedules for implementation with fidelity, immediate feedback to teachers of how they are doing in meeting the goal, and support wherever it is needed.

G1.B3 Parents lack prior knowledge of academic skills 2

B195344

G1.B3.S1 Create an environment that welcomes, encourages and supports parents to build their capacity to serve as partners in their child(ren)'s education. 4

S206997

Strategy Rationale

If parents are provided with the resources and strategies to strengthen academic skills, then students will have an level of academic achievement.

Action Step 1 5

Offer parents of 3 - 5th grade students Make One Take One workshops that target standards in reading and math

Person Responsible

Nadia Stewart

Schedule

Monthly, from 8/31/2015 to 4/28/2016

Evidence of Completion

Sign-in sheet, agendas, handouts, surveys, testimonials

Action Step 2 5

Create a parent involvement calendar

Person Responsible

Lynn Cato

Schedule

On 4/28/2016

Evidence of Completion

Calendar shared with parents, website, remind app. etc.

Action Step 3 `5`

Implement APTT and Report Card Night

Person Responsible

Lynn Cato

Schedule

Quarterly, from 10/6/2015 to 4/20/2016

Evidence of Completion

flyers/invites, agendas, sign-in sheets, handouts, evaluations

Action Step 4 `5`

Provide support staff who speak Creole, Spanish or Kanjoval for all parent trainings as well as the parent reading room.

Person Responsible

Lynn Cato

Schedule

Monthly, from 7/1/2015 to 4/7/2016

Evidence of Completion

Sign-in sheets, time sheets, surveys

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Parents will learn key information about grade level standards in specific subjects. Standards will be unpacked with parents, with time to work on assignments through role play.

Person Responsible

Lynn Cato

Schedule

Monthly, from 9/30/2015 to 4/7/2016

Evidence of Completion

Agendas, sign-in sheets, surveys, testimonials from parents, tickets out the door.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Reminders and invitations will be sent to parents inviting them to the session. There will be incentives for participation and regular attendance.

Person Responsible

Lynn Cato

Schedule

Monthly, from 9/30/2015 to 1/26/2016

Evidence of Completion

Sign-in sheets, surveys, ticket out the door, evidence through teaching someone else

G1.B5 Implementation of instructional strategies is not consistent across classrooms; teachers still building knowledge of Florida Standards; engagement in classrooms varies; teachers require support in unpacking standards and analyzing item specs `2`

🔍 B195346

G1.B5.S1 Develop a professional development program that provides a system of supports to build teacher capacity in content areas, pedagogy, and school-home communication. `4`

🔍 S206999

Strategy Rationale

If teachers are given supported in unpacking the units of study, have deepened their knowledge if the key teaching points, knowing their content limits, then students will receive instruction with rigor, learning objective, and fidelity for all to be successful.

Action Step 1 `5`

Reading coach will support effective implementation of components of the reading block through modeling and coaching conversations.

Person Responsible

torrey esham

Schedule

Daily, from 8/24/2015 to 5/31/2016

Evidence of Completion

coach's schedule or log, sample lesson plans from lessons modeled, common planning agendas, signins, notes, LTM participation

Action Step 2 `5`

Math coach will collaborate with teams to create rigorous grade level appropriate learning centers for math enrichment, remediation, and practice and support the implementation of the lessons.

Person Responsible

jessica lomauro

Schedule

Daily, from 8/24/2015 to 5/31/2016

Evidence of Completion

coach's schedule or log, agendas, sign-ins, work samples from common planning sessions, LTM participation, samples of lesson modeled or developed.

Action Step 3 `5`

Science resource teacher will work with students in the lab to engage them in hands on activities while teachers observe the expert modeling.

Person Responsible

trisha borgen

Schedule

Daily, from 8/24/2015 to 6/2/2016

Evidence of Completion

resource teacher's schedule, lab schedule, sample lesson plans

Plan to Monitor Fidelity of Implementation of G1.B5.S1 `6`

Leadership team will review and reflect on PD documentation during leadership meetings.

Person Responsible

Allyson Manning

Schedule

Weekly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Agendas, sign-ins, and notes from leadership team meetings.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 `7`

District support staff will help to build capacity in teachers of reading and math. Coaches will conduct daily walks with administration to monitor the implementation of reading and math standards, teaching from the units, and using Blender to help support the math instruction. Teacher will receive a tiered level of support, providing extra support to new teachers, and teachers who are struggling in specific areas in the delivery reading instruction.

Person Responsible

Allyson Manning

Schedule

Daily, from 8/24/2015 to 5/31/2016

Evidence of Completion

Calendar for scheduled support, LTM, PDD, Weekly Common Planning, Focused Walk Through us the "Look Fors" tool from the area office to monitor implementation.

G2. If teachers dedicate time to writing, by teaching the basic writing skills to mastery, have writing occurring across the curriculum, involve students in various forms of writing and use assessment to gauge students' progress and needs; then 80% of the students in grades K-5 will become proficient writers as measured by the Palm Beach Performance Assessment and the FSA Writing for grades 4 and 5. [1]

🔍 G074806

G2.B2 Teachers are learning how to include writing across all disciplines [2]

🔍 B195348

G2.B2.S1 Provide professional development to teachers during LTMs and common on how to teach writing across the disciplines and infuse writing in all conents areas [4]

🔍 S207000

Strategy Rationale

If writing instruction is done with fidelity to include basic writing skills to mastery, have writing occurring across the curriculum, involve students in various forms of writing and use assessment to gauge students' progress and needs; then 80% of students in grades K-2 will be proficient on writing assessments and 80% of grades 4-5 on the FSA Writing.

Action Step 1 [5]

LTF will facilitate professional development during LTMs

Person Responsible

Allyson Manning

Schedule

Weekly, from 9/29/2015 to 5/31/2016

Evidence of Completion

LTM schedule schoolwide. LTFs schedule and LTM artifacts (agenda, sign-ins, notes)

Plan to Monitor Fidelity of Implementation of G2.B2.S1 [6]

Classroom walk through, informal and formal observation

Person Responsible

Allyson Manning

Schedule

Weekly, from 8/24/2015 to 5/16/2016

Evidence of Completion

Monitor through classroom walkthroughs and/or Marzano observation tool Students folders with writing samples EDW report.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Classroom walk through, informal and formal observation

Person Responsible

Allyson Manning

Schedule

Weekly, from 8/24/2015 to 5/16/2016

Evidence of Completion

Students data folders will show their growth in writing, anchor charts, data from Palm Beach Performance Assessments, and lessons from the unit of study.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Reading and math resource teachers will push in to classrooms or pull out students to support small group, intensive instruction.	Cato, Lynn	9/1/2015	Resource teacher schedules, lesson plans, rosters of students served.	6/2/2016 weekly
G1.B3.S1.A1	Offer parents of 3 - 5th grade students Make One Take One workshops that target standards in reading and math	Stewart, Nadia	8/31/2015	Sign-in sheet, agendas, handouts, surveys, testimonials	4/28/2016 monthly
G1.B5.S1.A1	Reading coach will support effective implementation of components of the reading block through modeling and coaching conversations.	esham, torrey	8/24/2015	coach's schedule or log, sample lesson plans from lessons modeled, common planning agendas, signins, notes, LTM participation	5/31/2016 daily
G2.B2.S1.A1	LTF will facilitate professional development during LTMs	Manning, Allyson	9/29/2015	LTM schedule schoolwide. LTFs schedule and LTM artifacts (agenda, sign-ins, notes)	5/31/2016 weekly
G1.B2.S1.A2	Resource teacher will facilitate the implementation of computer based reading initiative (lab setting)	Cato, Lynn	9/2/2015	resource teacher schedule, lab schedule, lesson plans, usage reports	6/2/2016 daily
G1.B3.S1.A2	Create a parent involvement calendar	Cato, Lynn	8/31/2015	Calendar shared with parents, website, remind app. etc.	4/28/2016 one-time
G1.B5.S1.A2	Math coach will collaborate with teams to create rigorous grade level appropriate learning centers for math enrichment, remediation, and practice and support the implementation of the lessons.	lomauro, jessica	8/24/2015	coach's schedule or log, agendas, sign-ins, work samples from common planning sessions, LTM participation, samples of lesson modeled or developed.	5/31/2016 daily
G1.B2.S1.A3	Tutoring will be offered before/after school or on Saturdays	Cato, Lynn	11/2/2015	teacher time sheets, student sign-ins, sample lesson plans	3/18/2016 weekly
G1.B3.S1.A3	Implement APTT and Report Card Night	Cato, Lynn	10/6/2015	flyers/invites, agendas, sign-in sheets, handouts, evaluations	4/20/2016 quarterly
G1.B5.S1.A3	Science resource teacher will work with students in the lab to engage them in hands on activities while teachers observe the expert modeling.	borgen, trisha	8/24/2015	resource teacher's schedule, lab schedule, sample lesson plans	6/2/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A4	Science resource teacher will engage students in hands on, differentiated science instruction in science lab.	borgen, trisha	8/17/2015	teacher's schedule, lab schedule, lesson plans	6/2/2016 daily
G1.B3.S1.A4	Provide support staff who speak Creole, Spanish or Kanjoval for all parent trainings as well as the parent reading room.	Cato, Lynn	7/1/2015	Sign-in sheets, time sheets, surveys	4/7/2016 monthly
G1.MA1	If reading instruction is done with fidelity to include all the components of the 90 minute reading block, then 45% of students in grades K-2 will be proficient on reading assessments and 45% for grades 3-5 on the FSA.	Manning, Allyson	8/24/2015	Monitor the results from interventions, FSQs, USA, iStation, note books, reading logs, RRR and LLi	6/1/2016 daily
G1.MA2	If the math block is implemented with fidelity including the daily routine, explicit instruction and learning centers, are designed to help students process new content, and provide rigorous learning goals, then 50% of students in grades K-5 will be proficient in math.	Manning, Allyson	8/24/2015	Administration team and the math coach will monitor the results from, the biweekly FSQs, Unit Standards Assessment, iStation, note books, anchor charts, the parts of the math block for fidelity and rigor.	6/1/2016 daily
G1.MA3	If teachers dedicate time to writing, by teaching the basic writing skills to mastery, have writing occurring across the curriculum, involve students in various forms of writing and use assessment to gauge students' progress and needs; then 80% of the students in grades K-5 will become proficient writers as measured by the Palm Beach Performance Assessment and the FSA Writing for grades 4 and 5.	Manning, Allyson	8/24/2015	Administration team reading coach and LTF will monitor the results from On Demand Writing, Palm Beach Performance Assessments, the biweekly FSQs, Unit Standards Assessment, writing response journals responding to text but not limited to only reading.	6/1/2016 daily
G1.MA4	If time is given to teach a science concept daily or to read science related literature in all grades K-5, then 50% of students in 5th grade will be proficient on the science FCAT 2.0 in grade 5. 50% of the students in grades K-4 will have knowledge of scientific concepts as tested on assessments and diagnostic testing.	borgen, trisha	8/24/2015	Administration team coach will monitor the results from biweekly FSQs, Unit Standards Assessment, science response journals responding to text but not limited to only reading.	6/1/2016 daily
G1.B2.S1.MA1	At predetermined intervals, the team should be made aware of any strategies that do not appear to be working so that they may determine whether it is an issue of implementation fidelity (as evidenced in Step 6) or if the strategy itself is flawed.	manning, allyson	9/1/2015	Daily walk through, monitoring instructional schedules for implementation with fidelity, immediate feedback to teachers of how they are doing in meeting the goal, and support wherever it is needed.	6/2/2016 weekly
G1.B2.S1.MA1	Leadership team will review and reflect on resource/tutorial documentation during leadership meetings.	Manning, Allyson	9/1/2015	Agendas, sign-ins, notes from leadership meetings.	5/31/2016 weekly
G1.B3.S1.MA1	Reminders and invitations will be sent to parents inviting them to the session. There will be incentives for participation and regular attendance.	Cato, Lynn	9/30/2015	Sign-in sheets, surveys, ticket out the door, evidence through teaching someone else	1/26/2016 monthly
G1.B3.S1.MA1	Parents will learn key information about grade level standards in specific subjects. Standards will be unpacked with parents, with time to work on assignments through role play.	Cato, Lynn	9/30/2015	Agendas, sign-in sheets, surveys, testimonials from parents, tickets out the door.	4/7/2016 monthly
G1.B5.S1.MA1	District support staff will help to build capacity in teachers of reading and math. Coaches will conduct daily walks with administration to monitor the	Manning, Allyson	8/24/2015	Calendar for scheduled support, LTM, PDD, Weekly Common Planning, Focused Walk Through us the "Look	5/31/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	implementation of reading and math standards, teaching from the units, and using Blender to help support the math instruction. Teacher will receive a tiered level of support, providing extra support to new teachers, and teachers who are struggling in specific areas in the delivery reading instruction.			Fors" tool from the area office to monitor implementation.	
G1.B5.S1.MA1	Leadership team will review and reflect on PD documentation during leadership meetings.	Manning, Allyson	8/31/2015	Agendas, sign-ins, and notes from leadership team meetings.	5/27/2016 weekly
G2.MA1	Students data folders will show their growth in writing, anchor charts, data from Palm Beach Performance Assessments, and lessons from the unit of study.	Manning, Allyson	8/24/2015	Students data folders will show their growth in writing, anchor charts, data from Palm Beach Performance Assessments, and lessons from the unit of study.	5/16/2016 weekly
G2.B2.S1.MA1	Classroom walk through, informal and formal observation	Manning, Allyson	8/24/2015	Students data folders will show their growth in writing, anchor charts, data from Palm Beach Performance Assessments, and lessons from the unit of study.	5/16/2016 weekly
G2.B2.S1.MA1	Classroom walk through, informal and formal observation	Manning, Allyson	8/24/2015	Monitor through classroom walkthroughs and/or Marzano observation tool Students folders with writing samples EDW report.	5/16/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If teachers instruct with fidelity, using research based assessments to drive and differentiate instruction and provide students and parents with timely and descriptive feedback and strategies, then students' academic performance will improve.

G1.B3 Parents lack prior knowledge of academic skills

G1.B3.S1 Create an environment that welcomes, encourages and supports parents to build their capacity to serve as partners in their child(ren)'s education.

PD Opportunity 1

Offer parents of 3 - 5th grade students Make One Take One workshops that target standards in reading and math

Facilitator

Lynn Cato, Nadia Stewart, Teachers

Participants

Parents

Schedule

Monthly, from 8/31/2015 to 4/28/2016

PD Opportunity 2

Implement APTT and Report Card Night

Facilitator

Trish Borgen, Lynn Cato, Amy McAllister

Participants

Parents

Schedule

Quarterly, from 10/6/2015 to 4/20/2016

PD Opportunity 3

Provide support staff who speak Creole, Spanish or Kanjoval for all parent trainings as well as the parent reading room.

Facilitator

Lynn Cato, Nadia Stewart, Allyson Manning

Participants

Parents and Teachers

Schedule

Monthly, from 7/1/2015 to 4/7/2016

G1.B5 Implementation of instructional strategies is not consistent across classrooms; teachers still building knowledge of Florida Standards; engagement in classrooms varies; teachers require support in unpacking standards and analyzing item specs

G1.B5.S1 Develop a professional development program that provides a system of supports to build teacher capacity in content areas, pedagogy, and school-home communication.

PD Opportunity 1

Reading coach will support effective implementation of components of the reading block through modeling and coaching conversations.

Facilitator

Esham

Participants

Reading teachers

Schedule

Daily, from 8/24/2015 to 5/31/2016

PD Opportunity 2

Math coach will collaborate with teams to create rigorous grade level appropriate learning centers for math enrichment, remediation, and practice and support the implementation of the lessons.

Facilitator

Lomauro

Participants

Math teachers

Schedule

Daily, from 8/24/2015 to 5/31/2016

G2. If teachers dedicate time to writing, by teaching the basic writing skills to mastery, have writing occurring across the curriculum, involve students in various forms of writing and use assessment to gauge students' progress and needs; then 80% of the students in grades K-5 will become proficient writers as measured by the Palm Beach Performance Assessment and the FSA Writing for grades 4 and 5.

G2.B2 Teachers are learning how to include writing across all disciplines

G2.B2.S1 Provide professional development to teachers during LTMs and common on how to teach writing across the disciplines and infuse writing in all conents areas

PD Opportunity 1

LTF will facilitate professional development during LTMs

Facilitator

District Personnel, Principal and Assistant Principal

Participants

Classroom Teachers

Schedule

Weekly, from 9/29/2015 to 5/31/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B2.S1.A1	**Reading and math resource teachers will push in to classrooms or pull out students to support small group, intensive instruction.**				**$78,449.63**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0781 - Rolling Green Elementary School	Title I Part A	0.5	$35,945.40
			Notes: 0.5 Reading Resource Teacher Salary & Benefits (Esham)			
			0781 - Rolling Green Elementary School	Title I Part A	0.5	$32,504.23
			Notes: 0.5 Math Resource Teacher Salary & Benefits (Lomauro)			
			0781 - Rolling Green Elementary School	Title I Part A		$10,000.00
			Notes: Supplemental materials for interventions such as LLI. Ready Materials, ancillary materials (chart paper, magnetic or foam letters, post its), paper, ink, poster paper, composition books, leveled readers.			
2	G1.B2.S1.A2	**Resource teacher will facilitate the implementation of computer based reading initiative (lab setting)**				**$36,254.23**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0781 - Rolling Green Elementary School	Title I Part A	0.5	$36,254.23
			Notes: 0.5 Reading Resource Teacher Salary & Benefits (Dansereau)			
3	G1.B2.S1.A3	**Tutoring will be offered before/after school or on Saturdays**				**$13,425.79**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0781 - Rolling Green Elementary School	Title I Part A		$10,925.79
			Notes: HQ Tutors - Salary & Benefits			
			0781 - Rolling Green Elementary School	Title I Part A		$2,500.00
			Notes: Supplies for tutorial such as paper, pencils, pens, notebooks, composition books, markers, folders, chart paper, highlighters, consumables, take home books			
4	G1.B2.S1.A4	**Science resource teacher will engage students in hands on, differentiated science instruction in science lab.**				**$35,004.23**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data

			0781 - Rolling Green Elementary School	Title I Part A	0.5	$32,504.23
			Notes: Science Resource Teacher Salary & Benefits - Borgen			
			0781 - Rolling Green Elementary School	Title I Part A		$2,500.00
			Notes: Hands on science materials such as consumables, paper, ink, journals, post its, lab items for science labs (items depend on lesson plans)			
5	G1.B3.S1.A1	**Offer parents of 3 - 5th grade students Make One Take One workshops that target standards in reading and math**				**$27,891.61**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0781 - Rolling Green Elementary School	Title I Part A	0.8	$27,891.61
			Notes: Salary and benefits for community resource person - Bethel			
6	G1.B3.S1.A2	**Create a parent involvement calendar**				**$0.00**
7	G1.B3.S1.A3	**Implement APTT and Report Card Night**				**$674.27**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0781 - Rolling Green Elementary School	Title I Part A		$674.27
			Notes: Supplies for APTT implementation such as paper, ink, make and take supplies, folders, pens, pencils, highlighters, post-its, chart paper.			
8	G1.B3.S1.A4	**Provide support staff who speak Creole, Spanish or Kanjoval for all parent trainings as well as the parent reading room.**				**$1,111.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0781 - Rolling Green Elementary School	Title I Part A		$1,111.00
			Notes: Part time salary and benefits for staffing resource room/trainings			
9	G1.B5.S1.A1	**Reading coach will support effective implementation of components of the reading block through modeling and coaching conversations.**				**$38,745.40**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0781 - Rolling Green Elementary School	Title I Part A	0.5	$35,945.40
			Notes: 0.5 Reading Coach - Salary & Benefits - Esham			
			0781 - Rolling Green Elementary School	Title I Part A		$2,800.00
			Notes: Supplies for PD - PD resource books (Words Their Way prompting guides), post its, markers, paper, ink, chart paper, chart markers.			

Budget Data

10	G1.B5.S1.A2	Math coach will collaborate with teams to create rigorous grade level appropriate learning centers for math enrichment, remediation, and practice and support the implementation of the lessons.				$32,504.23
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0781 - Rolling Green Elementary School	Title I Part A	0.5	$32,504.23
			Notes: 0.5 Math Coach - Salary & Benefits - Lomauro			
11	G1.B5.S1.A3	Science resource teacher will work with students in the lab to engage them in hands on activities while teachers observe the expert modeling.				$0.00
12	G2.B2.S1.A1	LTF will facilitate professional development during LTMs				$33,820.24
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0781 - Rolling Green Elementary School			$500.00
			Notes: Printer for EDW & PM Reports			
			0781 - Rolling Green Elementary School	Title I Part A	0.5	$32,504.23
			Notes: Salary and benefits for LTF) Borgan			
			0781 - Rolling Green Elementary School	Title I Part A		$816.01
			Notes: Professional Development Supplies: toner cartridges for EDW and Performance Matters Reports, data folders, pens, paper, chart paper, post-it-notes, sticky dots, highlighters, markers, etc.			
					Total:	$297,880.63