

The School District of Palm Beach County

Rolling Green Elementary School



2017-18 Schoolwide Improvement Plan

Rolling Green Elementary School

550 MINER RD, Boynton Beach, FL 33435

<https://rges.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	D*	C

**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 11/8/2017.

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 that has a school grade of D or F.

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

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Rolling Green Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 November

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

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

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.

c. 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

d. 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The school has adopted the the "Attendance Matters" district focus. A meeting is held at the beginning of the school year to put an emphasis on the importance of daily attendance in order for students to grow academically. Parents are given a "Remind" call to encourage them to have students in school. Each morning there are signs out thanking parents for bringing their children to school on time by 8:00 a.m. At 8:05 a.m. the sign is changed to say, "Oops you are late, please sign your child in at the front office." Late students must be signed in by a parent, which gives the school the opportunity to to share how important it is for students to be in attendance and on time for their children's academic development. Each month parents are given an encouraging note thanking them for having their children in school. Monthly incentives are in place for students who are present and on time for school. Incentives are also in place for students who have improved in their attendance on a monthly basis.

An Attendance Matters focus is used at every faculty meeting to make teachers aware of the mission of the school and district. Attendance is tracked by each homeroom teacher. After a student has accumulated three consecutive absences, the teacher is to contact the home and identify the reason for the absence. If needed the teacher reviews with the parents the district's attendance policy. If the absences continue, the teacher refers the students to the school counselor for a formal attendance review meeting. In addition, the administration reviews the district provided Early Warning System Indicators Report to identify students with more than 10 absences.

Attendance plans are in place for students with excessive absences by bringing 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. District support is requested when the school have exhausted at options help parents to get students to school. In addition to district support, outside agencies are used when needed for extra support for parents.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	31	31	26	23	10	16	0	0	0	0	0	0	0	137
One or more suspensions	6	4	7	11	15	17	0	0	0	0	0	0	0	60
Course failure in ELA or Math	74	85	91	123	92	99	0	0	0	0	0	0	0	564
Level 1 on statewide assessment	0	0	0	93	85	83	0	0	0	0	0	0	0	261

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	24	22	18	94	82	80	0	0	0	0	0	0	0	320

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

Intervention strategies used at Rolling Green Elementary for students who are identified and 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: iReady, LLI, SAI, Tutorials, Guided Reading, Strategy Lessons, Interactive Read Aloud, Shared Reading, Word Study, Wilson Foundations, 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. There is the 'double down' model where there are two teachers in the classroom during the 90 minutes reading block. Small group instruction is strategy that is used to reach all students, while using current data from iReady, FSQs, USA, and LSI remediate, reteach, or enrich the learning.

The Palm Beach School district long term outcome to have 75% of 3rd graders reading on grade level by 2021, Rolling Green is working towards growing and maintaining the number of students who are proficient. The school is closely monitoring iReady data, FSQs, and USA to ensure students are progressing. If additional help is needed for a teacher to meet the needs of his/her students, this support is given immediately so academic growth will be measureable and on going.

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. Mentors are chosen to work with students who need additional support to shape their behavior. Mentors meet with their mentees at least once per week, or more frequently for the success of theses students. Mentors document their interactions with students on behavior plans that align to response to intervention and gives a monthly report to the assistant principal. Building relationships with all students is a theme throughout the school. Teachers meet and greet students at the door to start the day on a positive note.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Parents will help to develop our Family Involvement Plan. This year we want to get more of our fathers involved in the activities at school. Our goal is to increase parental involvement by providing trainings, activities, and other functions to get parents involved, and informed in their child's education. FY 14 goal is to attract 25% (175) parents to our activities.

75% of our parent population will attend Curriculum Night and Literacy Night

90% of the parents of SWD will attend their annual IEP meeting

50% of the parents of ELL will attend PLC meeting

100% of parents of students performing below grade level will attend at least one parent conference

100% of parents will sign the School Compact and use check student planners nightly

2. 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.

Rolling Green has an open door policy to meet and welcome the local community in the following ways: Invitation is given to community members to become a part of SAC, and also to volunteer year round for all events. At the end of the year a volunteer breakfast is held to show our appreciation.

In developing our school compact, the community, and business leaders played a part in the language of the goals for Rolling Green. It is through this collaboration that we continue to make strides in the educational success of our students.

Our community partners have been generously to help us with our incentives for SwPBIS for behavior in donating to our school yearly to fund the incentives.

Our business partners have grown, and are given special invitation and special seating for special events.

Our new PTA has been a vital team that helps with the connection between school, parents and the local community.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Manning, Allyson	Principal
Cato, Lynn	Assistant Principal
Seipel, Gwen	Instructional Coach
McAllister, Amy	Teacher, K-12
Clayton, Detrice	Teacher, K-12
Miller, Geraldine	Psychologist
Groveman, Seth	Instructional Coach
Spindel-Rothman, Danielle	Administrative Support
Almestica, Wilma	Teacher, ESE
Stewart, Nadia	Instructional Media
Veillard, Tamar	School Counselor

b. Duties

1. 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 Rtl Leadership Team will meet with the School Advisory Council (SAC) and will help develop the FY 17-18 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

Monitoring of attendance of all students

The SBT Chair Person will provide professional development for the SAC members on the Rtl process.

2. 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 Rtl 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 Rtl processes
- * assessment of Rtl 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 of 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 outcome 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 Title 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 I)

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

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Nadia Stewart	Teacher
Allyson Manning	Principal
Ross Reardon	Business/Community
Danielle Rothman	Education Support Employee
Juan Mateo	Business/Community
Katriria Mateo	Teacher
Laura Gonzalez	Teacher
Moses Martinez	Business/Community
Latoya Nelson-Daley	Parent
Tyler Turner	Teacher
Wisvelt Dorcent	Parent
Michael Hollis	Parent
Detrice Clayton	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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.

b. 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.

c. Preparation of the school's annual budget and plan

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

2. 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 FY17 are projected to be as follows: \$3000.00

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
manning, allyson	Principal
Cato, Lynn	Assistant Principal
Seipel, Gwen	Instructional Coach
McAllister, Amy	Teacher, K-12
Spindel-Rothman, Danielle	Administrative Support

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Rolling Green is using LLI to strengthen phonics, fluency, oral language, language development and guided reading instruction in all grade levels. The LLT is working to build vocabulary school-wide, and to build vocabulary. The Word Work Study encompasses nine scientific categories of learning children will master as they become expert effective readers according to Fountas & Pinnell Literacy. Students will be engaged in the following:

- Early literacy concepts
- High-frequency words
- Phonological and phonemic awareness
- Spelling patterns
- Letter knowledge
- Word structure
- Letter/Sound relationships
- World-solving actions
- Word meaning

Teachers in K-2 are working with students to knowing all their sight words by the end of the year. The new program called Academic Parent Teacher Teams (APTT) was introduced for grades K-5. The school will meet with parents three times during the year to set academic goals, provided support and guidance to reach these goals, and analysis and evaluation of the data in the third meeting to measure growth. Each grade level works on a reading target to improve reading skills. With APTT, teachers have gained the confidence and skills necessary to engage families as true partners in their children's education and academic success.

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.

Using iReady reading to teach the standards with rigor our students can reach, the LLT monitors the assessments for each class/grade level, and work with teachers to help students who are struggling. Lessons are developed from iReady resources to reteach, remediate, and enrich students. Weekly monitoring is done of the time spent on reading, and the progress students are making. Each day, students spend time reading independently to build their stamina and to become proficient readers.

Reading Counts is a school wide effort to get students reading more for fun. As students read book on their level they take tests to show how well they comprehend. K-5 teachers set goals for their classes to reach in points and words. Students "shop" for books weekly, and are recognized school-wide as they meet their goals. With Rolling Green projected to be at 53% reading proficiency by 2021, it is important for the school to focus on reading and the love of reading to bridge the gap to 75% proficiency.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction.

Teachers are involved in collaborative planning every seven days (PLC). 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.

2. 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.

3. 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 opportunities 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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the 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 90 min.. 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.

b. Instructional Strategies

1. 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.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

Rolling Green uses the Rtl 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 30-60 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

2. 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, iReady, Imagine Learning, shared reading, interactive read aloud, small group Levelled 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, FSAA 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 identified 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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Rolling Green Elementary offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

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 FY17, 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.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade.

Strategic Goals Detail

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade. **1a**

G094981

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement - Grade 3	53.0
FSA ELA Achievement - Grade 3	29.0
FSA ELA Achievement	32.0

Targeted Barriers to Achieving the Goal **3**

- Teachers are at different levels of experience, therefore, implementation of instructional strategies are not consistent across classrooms. Teachers are still building knowledge of the full intent of the Florida Standards. Teachers require support in unpacking standards and analyzing item specs, planning to meet the needs of all students, and student engagement in classrooms.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Designated collaborative planning time
- APTT data driven collaboration
- Being data informed and data driven, with all stake holders knowing the students goals and their areas that need improvement.
- Provide opportunity before and after school for students to access technology.
- Coaches collaborate with teachers to plan lessons, model, co-teach, and provide constructive feedback to improve instruction
- Development of a comprehensive school-wide positive behavior plan
- District provided Single School Culture Coordinator

Plan to Monitor Progress Toward G1. **8**

If English Language Arts (ELA) and the Extended Day Reading blocks are implemented with fidelity, then there will be an increase in the percentage of students reading on grade level. Additionally, students will receive instruction that is customized to meet individual needs through both digital and blended learning opportunities.

Person Responsible

Allyson Manning

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

Progress monitoring through formal and informal assessments including but not limited to FSQs, iReady, District Diagnostic Testing, and Reading Running Records.

Plan to Monitor Progress Toward G1. 8

If the math block is implemented with fidelity, including explicit standards-based whole group instruction, daily reviews, and centers, then 47% of students in grades K-5 will be proficient in math.

Person Responsible

Allyson Manning

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

Administrative team and the math coach will monitor the results of formal and informal assessments, including, but not limited to FSQs, USAs (Unit Standards Assessments), iReady, and math journals.

Plan to Monitor Progress Toward G1. 8

If teachers have writing occurring across the curriculum, involve students in various forms of writing, and use assessments to gauge students' progress and needs; then 50% of the students in grades K-5 will become proficient writers as measured by the Palm Beach Performance Assessments and the FSA Writing for grades 4 and 5.

Person Responsible

Allyson Manning

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

Administrative team, reading coach, and the Single School Culture Coordinator will monitor the results from On Demand Writing (K & 1), Palm Beach Performance Assessments, writing response journals, and responding to text in all content areas.

Plan to Monitor Progress Toward G1. 8

Through daily science instruction in the classroom and in the STEM lab, along with science related literature in grades K-5, the percentage of proficient students in 5th grade, based on the science FCAT 2.0, will increase to 40%

Person Responsible

Allyson Manning

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

Administrative team and the science resource teacher/coach will progress monitor using FSQs, Unit Standards Assessments, and science response journals.

Plan to Monitor Progress Toward G1. 8

Participation and attendance will be monitored for the monthly activities and opportunities scheduled for parent involvement.

Person Responsible

Lynn Cato

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets, use of parent involvement card, evaluations/feedback

Plan to Monitor Progress Toward G1. 8

Individual student tracking forms as well as the Discipline Dashboard will be used for progress monitoring.

Person Responsible

Lynn Cato

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Notes from the monthly meetings, sign-in sheets, agendas

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 we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade. 1

G094981

G1.B1 Teachers are at different levels of experience, therefore, implementation of instructional strategies are not consistent across classrooms. Teachers are still building knowledge of the full intent of the Florida Standards. Teachers require support in unpacking standards and analyzing item specs, planning to meet the needs of all students, and student engagement in classrooms. 2

B255635

G1.B1.S1 Provide a variety of professional learning opportunities that support teachers in delivering effective and relevant instruction. 4

S270163

Strategy Rationale

If teachers are given support in planning standards based instruction, then students will receive targeted rigorous instruction with fidelity for all to be successful. in content areas, pedagogy, school-home communication

Action Step 1 5

Teachers will work collaboratively during PLCs to understand the Pillars of Effective instruction with a focus on planning for personalized instruction.

Person Responsible

Allyson Manning

Schedule

Weekly, from 8/16/2017 to 5/25/2018

Evidence of Completion

Agenda, sign in sheets, notes from training/meeting, next steps plans

Action Step 2 5

Coaches will collaborate with teachers during the planning process, help secure materials, and push into classes to support teachers in the delivery of the instruction.

Person Responsible

Lynn Cato

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Coach Log, Teacher Lesson Plans

Action Step 3 5

Instructional Coaches will support effective implementation of components of the reading block through modeling.

Person Responsible

Gwen Seipel

Schedule

Daily, from 8/28/2017 to 5/25/2018

Evidence of Completion

Coach's calendar, sample lesson plans from lessons modeled, PD agendas and sign-ins, notes, Leadership Meeting agendas and sign in sheets

Action Step 4 5

Leadership Team will attend the Building Expertise Educators Conference to learn about tools and strategies that will support school transformation and improve student outcomes.

Person Responsible

Allyson Manning

Schedule

On 6/13/2018

Evidence of Completion

Artifacts from conference, Artifacts from implementing what was learned (Sharing learning with staff)

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

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. Teachers will receive differentiated levels of support, providing extra support to new teachers. focused classrooms walk throughs using "Look Fors" tool, informal and formal observations.

Person Responsible

Allyson Manning

Schedule

Daily, from 8/21/2017 to 5/25/2018

Evidence of Completion

Calendar for scheduled support, PDD, Collaborative Planning/PLCs, Focused Walk Through using the "Look Fors" tool.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

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. Teachers will receive differentiated levels of support, providing extra support to new teachers.

Person Responsible

Allyson Manning

Schedule

Daily, from 8/21/2017 to 5/25/2018

Evidence of Completion

Calendar for scheduled support, PDD, Collaborative Planning/PLCs, Focused Walk Through using the "Look Fors" tool.

G1.B1.S2 Empower parents and students through the use of data and setting SMART goals. 4

S270164

Strategy Rationale

By building students' and parents' understanding of data will support students and parents in setting goals which will improve student progress.

Action Step 1 5

Parent training opportunities will be given to equip parents with the skills to work with their children's data

Person Responsible

Amy McAllister

Schedule

Every 2 Months, from 9/28/2017 to 5/25/2018

Evidence of Completion

Data sheets, surveys, pretest, post tests

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Based on the data given on each student, parents will be trained on how to work at home to improve the skill. Parents will receive games, flash cards, technology, and manipulatives to help their children improve in the assigned target.

Person Responsible

Amy McAllister

Schedule

Every 2 Months, from 9/28/2017 to 5/25/2018

Evidence of Completion

Data sheets showing progress, reflection logs, iReady data, RRR scores and data from the classroom progress.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Progress monitoring in the classroom, through mini assessments of skills.

Person Responsible

Lynn Cato

Schedule

Every 6 Weeks, from 9/28/2017 to 5/25/2018

Evidence of Completion

Students in Kindergarten letter name and sound inventory will be taken weekly Grade 1 sight words acquisition will be monitored Grade 2 acquisition for addition and subtraction facts to 100 Grades 3-5 reading fluency and math facts, multiplication, division, addition, and subtraction

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1 M386176	If English Language Arts (ELA) and the Extended Day Reading blocks are implemented with fidelity,...	Manning, Allyson	8/14/2017	Progress monitoring through formal and informal assessments including but not limited to FSQs, iReady, District Diagnostic Testing, and Reading Running Records.	5/25/2018 daily
G1.MA2 M386177	If the math block is implemented with fidelity, including explicit standards-based whole group...	Manning, Allyson	8/14/2017	Administrative team and the math coach will monitor the results of formal and informal assessments, including, but not limited to FSQs, USAs (Unit Standards Assessments), iReady, and math journals.	5/25/2018 daily
G1.MA3 M386178	If teachers have writing occurring across the curriculum, involve students in various forms of...	Manning, Allyson	8/14/2017	Administrative team, reading coach, and the Single School Culture Coordinator will monitor the results from On Demand Writing (K & 1), Palm Beach Performance Assessments, writing response journals, and responding to text in all content areas.	5/25/2018 daily
G1.MA4 M386179	Through daily science instruction in the classroom and in the STEM lab, along with science related...	Manning, Allyson	8/14/2017	Administrative team and the science resource teacher/coach will progress monitor using FSQs, Unit Standards Assessments, and science response journals.	5/25/2018 daily
G1.MA5 M386180	Participation and attendance will be monitored for the monthly activities and opportunities...	Cato, Lynn	8/14/2017	Sign-in sheets, use of parent involvement card, evaluations/feedback	5/25/2018 daily
G1.MA6 M386181	Individual student tracking forms as well as the Discipline Dashboard will be used for progress...	Cato, Lynn	8/21/2017	Notes from the monthly meetings, sign-in sheets, agendas	5/25/2018 weekly
G1.B1.S1.MA1 M386168	Coaches will conduct daily walks with administration to monitor the implementation of reading and...	Manning, Allyson	8/21/2017	Calendar for scheduled support, PDD, Collaborative Planning/PLCs, Focused Walk Through using the "Look Fors" tool.	5/25/2018 daily
G1.B1.S1.MA1 M386169	Coaches will conduct daily walks with administration to monitor the implementation of reading and...	Manning, Allyson	8/21/2017	Calendar for scheduled support, PDD, Collaborative Planning/PLCs, Focused Walk Through using the "Look Fors" tool.	5/25/2018 daily
G1.B1.S1.A1 A361503	Teachers will work collaboratively during PLCs to understand the Pillars of Effective instruction...	Manning, Allyson	8/16/2017	Agenda, sign in sheets, notes from training/meeting, next steps plans	5/25/2018 weekly
G1.B1.S1.A2 A361504	Coaches will collaborate with teachers during the planning process, help secure materials, and push...	Cato, Lynn	8/21/2017	Coach Log, Teacher Lesson Plans	5/25/2018 weekly
G1.B1.S1.A3 A361505	Instructional Coaches will support effective implementation of components of the reading block...	Seipel, Gwen	8/28/2017	Coach's calendar, sample lesson plans from lessons modeled, PD agendas and sign-ins, notes, Leadership Meeting agendas and sign in sheets	5/25/2018 daily
G1.B1.S2.MA1 M386170	Progress monitoring in the classroom, through mini assessments of skills.	Cato, Lynn	9/28/2017	Students in Kindergarten letter name and sound inventory will be taken weekly Grade 1 sight words acquisition will be monitored Grade 2 acquisition for addition and subtraction facts to 100 Grades 3-5 reading fluency and math facts, multiplication, division, addition, and subtraction	5/25/2018 every-6-weeks
G1.B1.S2.MA1 M386171	Based on the data given on each student, parents will be trained on how to work at home to improve...	McAllister, Amy	9/28/2017	Data sheets showing progress, reflection logs, iReady data, RRR	5/25/2018 every-2-months

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				scores and data from the classroom progress.	
G1.B1.S2.A1  A361507	Parent training opportunities will be given to equip parents with the skills to work with their...	McAllister, Amy	9/28/2017	Data sheets, surveys, pretest, post tests	5/25/2018 every-2-months
G1.B1.S1.A4  A361506	Leadership Team will attend the Building Expertise Educators Conference to learn about tools and...	Manning, Allyson	6/14/2017	Artifacts from conference, Artifacts from implementing what was learned (Sharing learning with staff)	6/13/2018 one-time

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade.

G1.B1 Teachers are at different levels of experience, therefore, implementation of instructional strategies are not consistent across classrooms. Teachers are still building knowledge of the full intent of the Florida Standards. Teachers require support in unpacking standards and analyzing item specs, planning to meet the needs of all students, and student engagement in classrooms.

G1.B1.S1 Provide a variety of professional learning opportunities that support teachers in delivering effective and relevant instruction.

PD Opportunity 1

Teachers will work collaboratively during PLCs to understand the Pillars of Effective instruction with a focus on planning for personalized instruction.

Facilitator

Gwen Seipel, Danielle Rothman, Seth Groveman, Allyson Manning and Lynn Cato

Participants

All grades, fine arts, and resource teachers

Schedule

Weekly, from 8/16/2017 to 5/25/2018

PD Opportunity 2

Coaches will collaborate with teachers during the planning process, help secure materials, and push into classes to support teachers in the delivery of the instruction.

Facilitator

Gwen Seipel, Danielle Rothman, Seth Groveman, Allyson Manning and Lynn Cato

Participants

All grades homeroom teachers

Schedule

Weekly, from 8/21/2017 to 5/25/2018

PD Opportunity 3

Instructional Coaches will support effective implementation of components of the reading block through modeling.

Facilitator

Instructional Coaches

Participants

Classroom Teachers

Schedule

Daily, from 8/28/2017 to 5/25/2018

PD Opportunity 4

Leadership Team will attend the Building Expertise Educators Conference to learn about tools and strategies that will support school transformation and improve student outcomes.

Facilitator

Robert J. Marzano, Marcia A. Tate, and special guest Jaime Castellano

Participants

Leadership, Coaches

Schedule

On 6/13/2018

G1.B1.S2 Empower parents and students through the use of data and setting SMART goals.

PD Opportunity 1

Parent training opportunities will be given to equip parents with the skills to work with their children's data

Facilitator

Amy McAllister, Lynn Cato, Seth Groveman, Gwen Seipel, and Danielle Rothman

Participants

Parents, teachers and coaches

Schedule

Every 2 Months, from 9/28/2017 to 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will work collaboratively during PLCs to understand the Pillars of Effective instruction with a focus on planning for personalized instruction.	\$0.00
2	G1.B1.S1.A2	Coaches will collaborate with teachers during the planning process, help secure materials, and push into classes to support teachers in the delivery of the instruction.	\$0.00
3	G1.B1.S1.A3	Instructional Coaches will support effective implementation of components of the reading block through modeling.	\$0.00
4	G1.B1.S1.A4	Leadership Team will attend the Building Expertise Educators Conference to learn about tools and strategies that will support school transformation and improve student outcomes.	\$0.00
5	G1.B1.S2.A1	Parent training opportunities will be given to equip parents with the skills to work with their children's data	\$0.00
Total:			\$0.00