

Orange County Public Schools

Rolling Hills Elementary



2017-18 Schoolwide Improvement Plan

Rolling Hills Elementary

4903 DONOVAN ST, Orlando, FL 32808

<https://rollinghillses.ocps.net/>

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	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	F	F*	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 is pending approval by the Orange County School Board.

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 Hills Elementary

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.

To lead our students to success with the support and involvement of families and the community.

b. Provide the school's vision statement.

To be the top producer of successful students in the nation.

2. School Environment

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

Rolling Hills Elementary fosters

Student Culture: Our school actively learns about students' culture by having two-way communication with parents to learn about backgrounds and needs of the family. Parents are always welcome on campus and encouraged to communicate with administration and teachers. We take every opportunity that parents are on campus to learn about our students and family cultures. This culture of collaboration helps to build the relationships between teachers and their students through the involvement of their families.

To foster teacher-student relationships, we participate in classroom meetings. These classroom meetings also support students in learning the school culture through problem solving and conflict resolution strategies. We are also participating in Learning for Life which will help to strengthen the relationships throughout the school.

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

Rolling Hills Elementary works diligently to ensure student safety, before, during and after school. We implemented several protocols and procedures that are conducive to a safe learning environment. After our students eat breakfast, they are supervised in their waiting area while they read books, work on the computer, or complete science projects until the first bell rings. These organized activities allow students to remain safe and respected in common areas. Students experience constant supervision by administration and staff as they travel the campus throughout the day, at lunch and during dismissal. We review and conduct monthly drills with students and staff as scripted by Orange County Public Schools to ensure that students and faculty are prepared for an unexpected emergency. Rolling Hills uses CHAMPS Behavior Systems to ensure school-wide procedures are implemented in all student common areas. Efforts are also put in place to ensure that the campus is secured and supervised while students are outside their classrooms. Safety walks are conducted to ensure that the campus is secure and has appropriate access and procedures for visitors. As an outside campus we ensure that the only access to enter the school is through the main entrance and utilizing Raptor technology.

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 Hills Elementary School consists of a diverse behavior makeup. In order to accommodate the needs of all of our students, CHAMPS Behavior System for behavior/school wide expectations are utilized. The school wide expectations were developed by the staff for the common areas (cafeteria, hallways, holding areas, community restrooms) and were made into posters and displayed in those areas after being introduced (explained/discussed with students). These expectations are then reinforced with the use of Cadet Coins/Cash (recognize/reward). Students and or classes earn Cadet Coins/Cash for demonstrating appropriate behavior and compliance with established school expectations. Each grade level collaborates to develop grade level expectations for individual classrooms that once again reinforce /reflect the guiding principles of the school CHAMPS. All classrooms utilize CHAMPS as a management tool which helps with consistency across the campus. A Discipline Flow Chart (that outlines procedures to follow when students misbehave) was given to all teachers. The main focus of the discipline flow chart/ procedure is to re-teach the expectations and get the student back on task so that minimal amount of instructional time is lost. Rolling Hills also utilizes the Learning for Life character education program to support the behavior expectations of the CHAMPS.

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.

Rolling Hills uses multiple strategies to support the social-emotional needs of all students. The school ensures that the social-emotional needs of all students are being met through classroom meetings, a full time guidance counselor who conducts social skills groups, and we have two Devereux Counselors who provide onsite counseling five days per week. Learning for Life is also utilized in Kdg.-5th grade to teach character and social development. Learning for Life is an integrated academic and character development program which features grade specific, theme-oriented lesson plans to be used in the classroom to enhance and support the core curriculum. The program is an action learning process which uses engaging techniques, such as; role playing, small group discussion, moral dilemma exercises, online interactive lesson and hands on activities.

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.

Rolling Hills early warning system includes monitoring for the following indicators:

-Attendance below 90 percent

This is monitored weekly by our school clerk. If attendance drops below 90 percent, parent letters are sent home addressing the concern.

-One or more suspensions

This is monitored and addressed by our Rolling Hills Behavior Team using our CHAMPS Behavior System. Consequences include referrals to PASS where they are able to complete grade level academic work. Students are also referred to guidance where they are provided the opportunity to learn different behavior strategies and complete activities to practice making better choices.

-Course failure in English Language Arts or Mathematics

This is monitored by the classroom teacher, Curriculum Resource Teacher, and MTSS/intervention coach to ensure that re-teaching is occurring during weekly interventions. Students are also encouraged to attend after school tutoring.

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	28	23	14	4	16	0	0	0	0	0	0	0	116
One or more suspensions	4	5	3	8	2	8	0	0	0	0	0	0	0	30
Course failure in ELA or Math	3	5	1	4	0	23	0	0	0	0	0	0	0	36
Level 1 on statewide assessment	0	0	0	46	26	48	0	0	0	0	0	0	0	120
	0	0	0	0	0	0	0	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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	4	2	0	13	1	27	0	0	0	0	0	0	0	47

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

Rolling Hills utilizes a variety of strategies to improve the academic performance of students identified by early warning indicators. Differentiated re-teaching is used to ensure all students master grade level standards. Intervention blocks are utilized throughout the school day along with Title I After School Tutoring, The Minority Achievement Office (MAO) provides additional tutoring for identified students. ESE students receive additional instruction from the support facilitators through Push-in and/or Pull-out interventions. CHAMPS Behavior Intervention strategies are reinforced in PASS as well as during life skills groups facilitated by the guidance counselor.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/493094>.

2. Description

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

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 Hills Elementary facilitates partners in community involvement through a variety of means. We are introducing an Academic Parent Teacher Team meeting in lieu of the traditional report card. This will allow for parents and family members to engage in students' academic development. Through the OCPS ADDitions volunteers program, Rolling Hills is able to communicate specific needs of the school for volunteer support. The Elevate mentoring program brings local high school volunteers who lead groups and work with students on how to problem solve and make better life choices once a week.

At the start of every week, a Connect Orange phone message is sent out to families to share highlights of the week, including student holidays, parent meetings, and school events. Additionally, the school distributes a monthly newsletter highlighting accomplishments and upcoming community partnership events by grade level.

Our ADDitions volunteer coordinator reaches out to local businesses and corporations to solicit support and participate in the district Teach-In initiative held in the fall.

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
Talbert Irving, Margarete	Principal
Johnson, La Donna	Assistant Principal
Henderson, Farah	Assistant Principal
Dorvilus, Bradley	Dean
Seabrook, Shelly	School Counselor
Williams, Michele	Instructional Coach
Joseph, Pamela	Instructional Coach
Thomas, Jacinna	Instructional Coach
Holiday, Valencia	Instructional Coach
Shadrick, Stephanie	Dean
Prosper, Shakeela	Other
Fulford, Tanya	Other

b. Duties

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

The school-based leadership team members continually monitor lesson plans that were developed during grade level Professional Learning Communities and provide additional support in the classroom with identified students. The purpose of the group is to provide a delivery service model which addresses academic and behavior concerns.

The coaches provide best practices in instructional strategies in order to increase student achievement. The coaches also assist with monitoring data specific to their curriculum focus as well as modeling effective instructional strategies and providing professional development based on teacher needs, district focus, and standards-based instruction.

The Staffing Specialist assists in gathering data and working with the exceptional education teachers in tracking exceptional education student data as well as providing strategies, resources and

materials for students making minimal learning gains in the regular education setting. The Staffing Specialist also monitors the progress and implementation of interventions and strategies school-wide and provides ongoing professional development for staff members as it relates to MTSS. The Curriculum Compliance Teacher monitors the progress and implementation of interventions and strategies for identified ELL students ensuring intervention plans remain ESOL compliant.

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 Hills MTSS team meets bi-monthly placing a focus on core curriculum areas and tiered support that includes methods of instruction, school based-curriculum, and the classroom setting to continually increase student progress and achievement. The team focuses on dis-aggregation of the data, grade level instructional focus calendars, instructional pacing, differentiated instruction, and prior and current interventions. In addition to the school based meetings, members of the MTSS school based team meet with grade levels on a weekly basis to continually assess the progress of identified students receiving interventions. During the meeting process, student data is dis-aggregated in order to make instructional decisions based on student data collected in each tier of the MTSS process. The team also evaluates the effectiveness of the interventions determining continual implementation or modification. The school-based leadership team members continually monitor lesson plans that were developed during grade level Professional Learning Communities and provide additional support in the classroom with identified students. The purpose of the group is to provide a delivery of service model which addresses academic and behavior concerns.

The instructional coaches provide best practices in instructional strategies in order to increase student achievement and assist with monitoring data. In addition, the instructional coaches model effective instructional strategies and provide professional development.

The Staffing Specialist assists in gathering data and working with the exceptional education teachers in tracking exceptional education student data as well as providing strategies, resources and materials for students making minimal learning gains in the regular education setting. The Staffing Specialist also monitors the progress and implementation of interventions and strategies school-wide and provides ongoing professional development for staff members as it relates to MTSS.

The Curriculum Compliance Teacher monitors the progress and implementation of interventions and strategies for identified ELL students ensuring intervention plans remain ESOL compliant.

The School Psychologist provides historical data on students, assessment support when determined, assessment tools to gauge student progress as a result of interventions, intervention techniques and practices, and various intervention plans. The psychologist assists with providing ongoing professional development for all instructional staff members as it relates to the Response to Intervention process.

The Social Worker provides support (financial, medical, etc.) to identified students' families with various resources from a plethora of community agencies. The Social Worker also provide parents with essential training to decrease the areas of deficiencies regarding their current parenting skills.

The Dean, and behavior specialist work to provide support to identified students exhibiting behavioral concerns. They monitor student progress, behavioral interventions, and provide teachers with strategies, resources and professional development to increase student engagement and on-task behaviors. Students needing additional, on-going support may be monitored using the MTSS process

for behavior.

The Guidance Counselor works in conjunction with the discipline team to provide interventions and referrals for identified students.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Margarete Talbert-Irving	Principal
Josephine Anderson	Education Support Employee
Michele Williams	Teacher
Vernice Andriotis	Business/Community
Terri Guthrie	Business/Community
Linn Mims / Shawn Bradford	Business/Community
Valerie Gilchrist	Business/Community
Christina Farris	Teacher
Yezenia Ruiz	Education Support Employee

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

The first SAC Meeting for the 2017-18 school year will be held on Tuesday, September 12, 2017 at 5:30 pm. The agenda will be as follows:

I. Welcome and Introduction of Faculty and Staff; II. What you Need to Know About Title I; III. Questions/Answers; IV. Parental Involvement Plan Discussion; V. Parent-School Compact Discussion; and VI. Adjournment. Reviewed progress of last years School Improvement Plan. District Initiatives, Vision/Mission, Goals, Composition of SAC, Bylaws – Read/Approve, Election of Officers, SAC Chairperson, SAC Co-chairperson, SAC Secretary, Appointment of Business/Community Leaders, School Mileage Presentation, and Dates/Times for future Meetings will also be discussed.

b. Development of this school improvement plan

The School Advisory Council will assist with developing, implementing, and evaluating the school improvement plan. The needs assessment will determine the school's climate and results will be used to make academic, behavior and cultural changes.

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

The school's annual budget will include resources necessary to fully staff the school and provide necessary curriculum resources for optimum student learning. The annual budget will be presented to the SAC Committee so they will have an idea of how the school is run from a financial standpoint.

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

The projected use of school improvement funds will be to upgrade technology needs of the school, which include classroom computers and reading computer lab. Funds will also be used to purchase higher complexity text (non-fiction) for classroom libraries. The estimated amount is \$15,000.00.

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
Talbert Irving, Margarete	Principal
Johnson, La Donna	Assistant Principal
Henderson, Farah	Assistant Principal
Joseph, Pamela	Instructional Media
Williams, Michele	Instructional Coach
Seabrook, Shelly	School Counselor
Dorvilus, Bradley	Dean
Thomas, Jacinna	Instructional Coach

b. Duties

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

Literacy is addressed during common planning by grade levels on a weekly basis. The team ensures that the core reading program is used effectively as a resource and is responsible for our progress. In addition, teachers, parents, and students are provided with the necessary resources and support to ensure the expectations of a sound literacy program are being met. The team will coach teachers to deconstruct standards to ensure that instruction is aligned to the standards and taught at the appropriate level of rigor. The LLT will provide professional development to increase teachers' knowledge of the Florida Common Core Standards and the demands of these standards. The LLT will also work to increase parental involvement through planning and delivering a Writing Parent Night as well as a Family Literacy Night. Also, the LLT will continue to support the deliberate planning and practice of Webb's Depth of Knowledge Higher Order Thinking questions and writing in all content areas using response, process and interactive journals.

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 Administrators are committed to encouraging positive working relationships between teachers by attending weekly PLCs, new teacher ongoing monthly support meetings, monthly team leaders meetings, monthly Literacy PLCs and ongoing coaching to provide immediate feedback or answer

questions as needed. In order to have meaningful conversations with teachers, the administration has an open door policy to ensure teachers know they are welcome to collaborate at any time.

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

The Administrators are committed to recruiting and retaining highly qualified, effective teachers by consistently providing differentiated professional development to build and maintain high quality instruction for students. Novice teachers are paired up with an effective seasoned mentor for the entire school year. Teachers are provided professional learning collaborative opportunities two days a week. Instructional Coaches actively implement all components of the coaching cycle to differentiate support for all instructional staff members based on data. District personnel assist with ensuring highly qualified candidates are provided to our school.

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

The mentor and mentee will meet weekly as part of the Professional Learning Community model. The mentor and mentee will discuss best practices and evidence based learning strategies as part of the intense focus on student achievement for all areas of the core curriculum. The mentor will also be provided with opportunities to observe the mentee's instructional techniques. The mentee will have time to observe the mentor and other highly effective teachers throughout the grade level, with specific learning focus. Time will be provided following observations for questions, feedback, coaching and planning.

The coaches will provide model lessons using reading and math strategies. The mentor and mentee will actively participate in professional development focusing on differentiated instruction in all subject areas, assessment, MTSS, classroom management, and other grade level appropriate training. The mentor and mentee will meet on a monthly basis with CRT/Instructional Coach to discuss school-wide goals. They will also meet on a bi-weekly basis to discuss student data and modifying instruction to meet the needs of all students based on data from various assessments.

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.

According to the WLC, teachers are encouraged to follow the Scope and Sequence for content areas and CRMs associated with each standard to develop learning targets, lesson plans and rigorous activities. Teachers create common assessments that are to be used at the end of each unit to progress monitor student mastery of the standard and use for re-teaching when necessary. Go Math and Journeys are used as a resource along with resources found on Instructional Management Systems (IMS).

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.

Teachers will participate in weekly data meetings using common assessment data to determine small groups and re-teaching of standards as needed. Teachers also use data from Performance Matters and i-Ready diagnostic to determine intervention groups and students who need Tier 2 services. Students who are identified as Tier 3 are pulled or receive support facilitation in the classroom 4 times a week by the ESE support teacher or coaches for small group instruction on deficit skills. Tier 2 will be progress monitored every 10 days, and Tier 3 students will be progress monitored on a weekly basis to check for mastery of deficit skills. Each tier is monitor through the MTSS Process.

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: After School Program

Minutes added to school year: 60

We are continuing our after school tutoring program for all students who scored in the lowest 30% and scored below proficiency on the FSA in grades 3-5. These students will attend 1.5 hour sessions of direct instruction from a highly qualified instructor two days a week. Teachers will meet with the students after school to incorporate and deepen instruction taught during the regular school day. Fourth and Fifth grade classes will be assigned to computer/i-Ready Reading Lab before school daily. Students will work on computer based math programs; i-Ready Math to enhance understanding and application of math skills. Second grade students who have been identified as non-readers, will receive instruction one day a week for 1.5 hours on phonemic awareness, letter names/sounds, and reading fluency. Students will also attend Saturday school.

Strategy Rationale

This allows for additional time on the computer to receive focused instruction on identified deficit skills. i-Ready provides diagnostic assessments, ongoing progress monitoring, and scaffolded instruction based on student needs.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Johnson, La Donna, ladonna.johnson@ocps.net

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

Data will be collected and analyzed on a weekly basis to monitor progress of the students through the use of; program reports, Performance Matters assessments and common assessments will be used to measure results.

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.

Rolling Hills Elementary has one regular-education Pre-K unit. The Florida Kindergarten Readiness test (FLKRS) is administered to all kindergarten students. All incoming kindergarten students are

assessed prior to or upon entering kindergarten in order to gain individual and group needs and to assist in the development of their instructional/intervention programs. All students are assessed within the areas of basic skills and school readiness.

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.

Rolling Hills provides a variety of professional development opportunities as well as parent workshops for both teachers and parents on a quarterly basis to improve the school/home relationship for grades 3-5. College spirit day will be celebrated weekly on Friday. We also established Smart Goals which are Specific, Measurable, Action-Oriented, Reasonable, and Timely in order to foster an environment where the mind-set is all students are college bound. Teachers will incorporate rigorous, relevant, differentiated opportunities in all content areas for all students in all classrooms. We also participate in Teach-In and Junior Achievement. During Teach-In Rolling Hills brings in outside businesses, partners and civic organizations to expose students in a meaningful and engaging environment.

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

In addition to college spirit day, Teach-in, and Junior Achievement, Rolling Hills will participate in PSELL Science and Math (STEM) grant to expose students to career opportunities in math and science fields.

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.** Rolling Hills will increase family and community engagement to ensure a safe learning and working environment by increasing positive student behavior (Provide Empowering Environments).

- G2.** To improve core instruction by using standards based instruction (Accelerate Student Performance).

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. Rolling Hills will increase family and community engagement to ensure a safe learning and working environment by increasing positive student behavior (Provide Empowering Environments). 1a

G095629

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	20.0
District Parent Survey	25.0

Targeted Barriers to Achieving the Goal 3

- Lack of parental involvement due to previous negative experience with the school

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parental Engagement Liaison, Junior Achievement, Learning for Life lessons, Elevate, Teach In, Parent Academy and Rolling Hills Parent Symposium.

Plan to Monitor Progress Toward G1. 8

Decrease in behavior incidents and an increase in iReady grade level targets

Person Responsible

Farah Henderson

Schedule

Quarterly, from 9/1/2017 to 9/1/2017

Evidence of Completion

iReady reports of targets met

G2. To improve core instruction by using standards based instruction (Accelerate Student Performance).

1a

G095630

Targets Supported 1b

Indicator	Annual Target
Literacy Rate - Kindergarten	5.0

Targeted Barriers to Achieving the Goal 3

- Teachers' lack of understanding of standards based instruction.
- Lack of systematic progress monitoring tools or how to use them.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School based resources, district coaches, district curriculum tools, wide variety of manipulative materials, caring teachers/staff willing to grow and learn. Weekly Professional Learning Communities and collaboration meetings.

Plan to Monitor Progress Toward G2. 8

Improved formative assessment data and improved standards- based unit plans, richer common formative assessments, increased quality instruction provide appropriate instruction for students based on their needs (i.e. ESE, MTSS, interventions, enrichment)

Person Responsible

Farah Henderson

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Formative assessment, standards-based unit plans, common formative assessments, co-teaching, and modeling, will produce quality instruction.

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. Rolling Hills will increase family and community engagement to ensure a safe learning and working environment by increasing positive student behavior (Provide Empowering Environments). **1**

 G095629

G1.B2 Lack of parental involvement due to previous negative experience with the school **2**

 B257506

G1.B2.S1 Parental Engagement Liaison will implement a parent academy that focuses on academic expectations and parental involvement. **4**

 S272453

Strategy Rationale

When parents receive targeted training and direction, they will be well equipped to provide academic and emotional support to students.

Action Step 1 **5**

The Parent Engagement Liaison (PEL) will provide school wide training to staff

Person Responsible

Yezenia Ruiz

Schedule

On 8/3/2017

Evidence of Completion

staff sign-in sheet

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

Rolling Hills PEL will conduct monthly parental involvement activities

Person Responsible

Yezenia Ruiz

Schedule

Monthly, from 8/26/2017 to 8/26/2017

Evidence of Completion

Attendance rosters and parent exit slips

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

Parent survey will be administered by the PEL

Person Responsible

Yezenia Ruiz

Schedule

Quarterly, from 11/1/2017 to 11/1/2017

Evidence of Completion

Survey results

G2. To improve core instruction by using standards based instruction (Accelerate Student Performance). 1

G095630

G2.B1 Teachers' lack of understanding of standards based instruction. 2

B257507

G2.B1.S1 Teachers will use the West Learning Community and District planning process to focus on the delivery of instruction. 4

S272455

Strategy Rationale

Provide a framework for common understanding of the Florida standards

Action Step 1 5

Provide professional development to support teachers using the CRMs and Scope and Sequence to ensure they are using standards based instructions.

Person Responsible

Michele Williams

Schedule

Biweekly, from 8/7/2017 to 5/30/2018

Evidence of Completion

Daily classroom walk-through to ensure that standard based instruction is occurring and to provide feedback for growth or continued success.

Action Step 2 5

Implement common planning process for teachers at all grade levels in math and reading

Person Responsible

Margarete Talbert Irving

Schedule

Weekly, from 8/7/2017 to 5/30/2018

Evidence of Completion

Teachers will provide PLC forms to include information on lesson plans production and implementation, areas of concern, and deconstructing of standards. Coaching will also occur during common planning time to ensure proper content knowledge.

Action Step 3 5

Provide academic and instructional support for new staff members.

Person Responsible

Sonya Salmon-Jones

Schedule

Weekly, from 8/7/2017 to 5/30/2018

Evidence of Completion

mentoring logs, new teachers meetings, professional development geared towards beginning teacher development

Action Step 4 5

Assist teachers through coaching and Professional Development on how to deconstruct the standards.

Person Responsible

La Donna Johnson

Schedule

Weekly, from 8/8/2017 to 5/30/2018

Evidence of Completion

Notes from common planning discussing standards, lesson plans that reflect the standards, sign in sheets from Professional Development.

Action Step 5 5

Designated District Coaches in MTSS, ELA, Math, Marzano, and Professional Development will provide support, modeling, and assistance with lesson planning

Person Responsible

Farah Henderson

Schedule

Every 3 Weeks, from 8/28/2017 to 5/30/2018

Evidence of Completion

PLC notes, Meeting Agendas, lesson plans, and IObservation Data

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Increased student engagement and achievement in the classroom

Person Responsible

La Donna Johnson

Schedule

Weekly, from 8/28/2017 to 5/30/2018

Evidence of Completion

Unit plans, data from standards based common assessments, iObservation scores

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Attend weekly PLCs

Person Responsible

Schedule

Weekly, from 8/21/2017 to 5/30/2018

Evidence of Completion

iObservation data, progress monitoring, common assessments, lesson plan development

G2.B1.S2 Allowing teachers more time to collaborate and plan will increase the use of common language and improve the weekly Professional Learning Community meetings. 4

S272456

Strategy Rationale

Our teachers needs to increase their knowledge of the standards which will improve their delivery of standards based instruction.

Action Step 1 5

Framework of PLC expectations provided to teachers, through coaching and modeling.

Person Responsible

Farah Henderson

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Teacher compliance to expectations, teacher sign in sheets at all Professional Development and Professional Learning Communities, agendas and minutes.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Leadership team members participating in PLC meetings.

Person Responsible

La Donna Johnson

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

iObservation domain 2 and 4 data for all staff, creation of Norms for each grade level, weekly PLC notes and attendance logs.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Address concerns and strengths during weekly Leadership Team meetings.

Person Responsible

La Donna Johnson

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Improved instruction in classrooms and more standards-based instruction, adherence to all OCPS and NLC policies

G2.B2 Lack of systematic progress monitoring tools or how to use them. 2

 B257508

G2.B2.S1 Increase teachers understanding of curriculum and help them to use data to drive academic instruction. 4

 S272457

Strategy Rationale

Common planning supported by Instructional leadership will provide expertise, support, and instruction to make instructional decisions based on data.

Action Step 1 5

Facilitate weekly data meetings to analyze data from common assessments in math and ELA

Person Responsible

Margarete Talbert Irving

Schedule

Weekly, from 9/6/2017 to 5/30/2018

Evidence of Completion

Differentiated instruction and reteach/remediation based on assessment data, purposeful teacher led small groups, and use of anchor charts to meet missing foundational skills per the dis-aggregation of data

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

Classroom walk-throughs with specific look-fors in instructional practice.

Person Responsible

Margarete Talbert Irving

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

iObservation data, common assessments, performance matters.

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

Professional Development, analysis of data and implementation to drive instruction, and improved student achievement based on rigorous classroom instruction.

Person Responsible

Margarete Talbert Irving

Schedule

Daily, from 8/14/2017 to 5/30/2018

Evidence of Completion

iObservation, common assessments, classroom walkthroughs, performance matters.

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					
G2.B1.S2.MA1 M391458	Address concerns and strengths during weekly Leadership Team meetings.	Johnson, La Donna	8/15/2016	Improved instruction in classrooms and more standards-based instruction, adherence to all OCPS and NLC policies	5/31/2017 weekly
G2.B1.S2.MA1 M391459	Leadership team members participating in PLC meetings.	Johnson, La Donna	8/15/2016	iObservation domain 2 and 4 data for all staff, creation of Norms for each grade level, weekly PLC notes and attendance logs.	5/31/2017 weekly
G2.B1.S2.A1 A365605	Framework of PLC expectations provided to teachers, through coaching and modeling.	Henderson, Farah	8/15/2016	Teacher compliance to expectations, teacher sign in sheets at all Professional Development and Professional Learning Communities, agendas and minutes.	5/31/2017 weekly
G1.B2.S1.A1 A365599	The Parent Engagement Liaison (PEL) will provide school wide training to staff	Ruiz, Yezenia	8/3/2017	staff sign-in sheet	8/3/2017 one-time
G1.B2.S1.MA1 M391454	Rolling Hills PEL will conduct monthly parental involvement activities	Ruiz, Yezenia	8/26/2017	Attendance rosters and parent exit slips	8/26/2017 monthly
G1.MA1 M391455	Decrease in behavior incidents and an increase in iReady grade level targets	Henderson, Farah	9/1/2017	iReady reports of targets met	9/1/2017 quarterly
G1.B2.S1.MA1 M391453	Parent survey will be administered by the PEL	Ruiz, Yezenia	11/1/2017	Survey results	11/1/2017 quarterly
G2.MA1 M391462	Improved formative assessment data and improved standards- based unit plans, richer common...	Henderson, Farah	8/14/2017	Formative assessment, standards-based unit plans, common formative assessments, co-teaching, and modeling, will produce quality instruction.	5/30/2018 weekly
G2.B1.S1.MA1 M391456	Attend weekly PLCs		8/21/2017	iObservation data, progress monitoring, common assessments, lesson plan development	5/30/2018 weekly
G2.B1.S1.MA1 M391457	Increased student engagement and achievement in the classroom	Johnson, La Donna	8/28/2017	Unit plans, data from standards based common assessments, iObservation scores	5/30/2018 weekly
G2.B1.S1.A1 A365600	Provide professional development to support teachers using the CRMs and Scope and Sequence to...	Williams, Michele	8/7/2017	Daily classroom walk-through to ensure that standard based instruction is occurring and to provide feedback for growth or continued success.	5/30/2018 biweekly
G2.B1.S1.A2 A365601	Implement common planning process for teachers at all grade levels in math and reading	Talbert Irving, Margarete	8/7/2017	Teachers will provide PLC forms to include information on lesson plans production and implementation, areas of concern, and deconstructing of standards. Coaching will also occur during common planning time to ensure proper content knowledge.	5/30/2018 weekly
G2.B1.S1.A3 A365602	Provide academic and instructional support for new staff members.	Salmon-Jones, Sonya	8/7/2017	mentoring logs, new teachers meetings, professional development geared towards beginning teacher development	5/30/2018 weekly
G2.B1.S1.A4 A365603	Assist teachers through coaching and Professional Development on how to deconstruct the standards.	Johnson, La Donna	8/8/2017	Notes from common planning discussing standards, lesson plans that reflect the standards, sign in sheets from Professional Development.	5/30/2018 weekly
G2.B1.S1.A5 A365604	Designated District Coaches in MTSS, ELA, Math, Marzano, and Professional Development will provide...	Henderson, Farah	8/28/2017	PLC notes, Meeting Agendas, lesson plans, and iObservation Data	5/30/2018 every-3-weeks

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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
G2.B2.S1.MA1  M391460	Professional Development, analysis of data and implementation to drive instruction, and improved...	Talbert Irving, Margarete	8/14/2017	iObservation, common assessments, classroom walkthroughs, performance matters.	5/30/2018 daily
G2.B2.S1.MA1  M391461	Classroom walk-throughs with specific look-fors in instructional practice.	Talbert Irving, Margarete	8/14/2017	iObservation data, common assessments, performance matters.	5/30/2018 weekly
G2.B2.S1.A1  A365606	Facilitate weekly data meetings to analyze data from common assessments in math and ELA	Talbert Irving, Margarete	9/6/2017	Differentiated instruction and reteach/ remediation based on assessment data, purposeful teacher led small groups, and use of anchor charts to meet missing foundational skills per the dis-aggregation of data	5/30/2018 weekly

V. Professional Development Opportunities

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

G1. Rolling Hills will increase family and community engagement to ensure a safe learning and working environment by increasing positive student behavior (Provide Empowering Environments).

G1.B2 Lack of parental involvement due to previous negative experience with the school

G1.B2.S1 Parental Engagement Liaison will implement a parent academy that focuses on academic expectations and parental involvement.

PD Opportunity 1

The Parent Engagement Liaison (PEL) will provide school wide training to staff

Facilitator

Yezenia Ruiz

Participants

Rolling Hills Staff

Schedule

On 8/3/2017

G2. To improve core instruction by using standards based instruction (Accelerate Student Performance).

G2.B1 Teachers' lack of understanding of standards based instruction.

G2.B1.S1 Teachers will use the West Learning Community and District planning process to focus on the delivery of instruction.

PD Opportunity 1

Provide professional development to support teachers using the CRMs and Scope and Sequence to ensure they are using standards based instructions.

Facilitator

Leadership Team

Participants

All Instructional staff

Schedule

Biweekly, from 8/7/2017 to 5/30/2018

PD Opportunity 2

Implement common planning process for teachers at all grade levels in math and reading

Facilitator

LaDonna Johnson and Farah Henderson

Participants

All Instructional staff.

Schedule

Weekly, from 8/7/2017 to 5/30/2018

PD Opportunity 3

Provide academic and instructional support for new staff members.

Facilitator

Sonya Salmon-Jones

Participants

new teachers

Schedule

Weekly, from 8/7/2017 to 5/30/2018

PD Opportunity 4

Assist teachers through coaching and Professional Development on how to deconstruct the standards.

Facilitator

Leadership Team

Participants

all teachers

Schedule

Weekly, from 8/8/2017 to 5/30/2018

PD Opportunity 5

Designated District Coaches in MTSS, ELA, Math, Marzano, and Professional Development will provide support, modeling, and assistance with lesson planning

Facilitator

Various District Coaches and Administrative Staff

Participants

Teachers

Schedule

Every 3 Weeks, from 8/28/2017 to 5/30/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	The Parent Engagement Liaison (PEL) will provide school wide training to staff				\$0.00
2	G2.B1.S1.A1	Provide professional development to support teachers using the CRMs and Scope and Sequence to ensure they are using standards based instructions.				\$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0861 - Rolling Hills Elementary	Title I, Part A		\$4,500.00
			<i>Notes: Funds from Title I will be used to hold professional development trainings for teachers as e implement the NLC framework.</i>			
3	G2.B1.S1.A2	Implement common planning process for teachers at all grade levels in math and reading				\$0.00
4	G2.B1.S1.A3	Provide academic and instructional support for new staff members.				\$0.00
5	G2.B1.S1.A4	Assist teachers through coaching and Professional Development on how to deconstruct the standards.				\$0.00
6	G2.B1.S1.A5	Designated District Coaches in MTSS, ELA, Math, Marzano, and Professional Development will provide support, modeling, and assistance with lesson planning				\$0.00
7	G2.B1.S2.A1	Framework of PLC expectations provided to teachers, through coaching and modeling.				\$0.00
8	G2.B2.S1.A1	Facilitate weekly data meetings to analyze data from common assessments in math and ELA				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		\$2,000.00
			<i>Notes: Half-day training for teachers in 3rd, 4th and 5th grades to have time to analyze common assessments to ensure they are valid measures of skills taught.</i>			
Total:						\$6,500.00