



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Rolling Green Elementary School

550 MINER RD

Boynton Beach, FL 33435

561-202-9500

www.edline.net/pages/rolling_green_elementary_schoo

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 96%
Alternative/ESE Center No	Charter School No	Minority Rate 97%

School Grades History

2013-14 C	2012-13 C	2011-12 B	2010-11 C	2009-10 B
---------------------	---------------------	---------------------	---------------------	---------------------

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	32
Goals Summary	37
Goals Detail	37
Action Plan for Improvement	45
Part III: Coordination and Integration	65
Appendix 1: Professional Development Plan to Support Goals	67
Appendix 2: Budget to Support Goals	73

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Rolling Green Elementary School

Principal

Sandra Sanchez

School Advisory Council chair

Nadia Stewart

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Sandra Sanchez	Principal
Angela Hay	Guidance Counselor
Sharilyn Jones	Reading Coach
Maria Van Allan	School Psychologist
Lynn Cato	Assistant Principal
Sara Sirof	ESE Coordinator
MaryAlice Kindred	ESOL Coordinator
Vicky Gaddy	Math Coach
Emily McElroy	Reading Coach

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC at Rolling Green Elementary is made up of a board of administrator, teachers, support staff, parents and community partners who are committed to the academic achievement of the students of Rolling Green Elementary. The following members comprise the SAC at Rolling Green Elementary

- Sandra Sanchez, Principal
- Nadia Stewart, SAC Chair
- Sara Sirof, Teacher/Treasurer
- Cheri Love, Teacher/Secretary

Lynell Connor-Matthew, Teacher
Vicki Gaddy, Teacher
Cheri Love, Teacher
Chianti Cartwright, Teacher
List of Parents are:

Charita Gonzalez, Mercurieu Pascal, Sony Hilaire, Jedena Castely, Hugaud Lajeune, Juan M. Juan, Petrona Juan, Margarita Andres, Magdalena Pascual, Miguel Ramirez, Angelina Diego Andres, Joseph Jackson Morancie, Malicadel Stengel, Janeth Hernandez, Tiffany Bennett

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

Each month SAC will come together to review a portion of the SIP be involved in the evaluation of the SIP throughout the school year. Relevant and current data will be examined and goals, problem solving strategies will be discussed to ensure that students are successful in a variety of academic areas. The SAC will also review SIP funding proposals. The SAC will invite the school academic coaches, and possibly community leaders in each month to present what can be done to carry out the goals of the SIP to meet the school goals.

Projected use of school improvement funds, including the amount allocated to 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 FY14 are projected to be as follows:

Student Planners (\$500.00)
Writing Tutoring (\$,2000.00)

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Endorsement

5 9

Science Mastery:31%

AYP – 67%

Did not meet AYP in reading and math for all subgroups.

2008-2009

Grade: A

Reading Mastery: 63%

Math Mastery: 60%

Science Mastery: 41%

AYP – 90%

Met AYP in reading for all subgroups.

Black, Hispanic, Econ. Disadv., and ELL subgroups did not meet AYP in math.

Assistant Principal at Barton Elementary.

2007-2008

Grade: B

Reading Mastery: 58%

Math Mastery: 61%

Science Mastery: 41%

AYP – 72%

Total, Black, Econ. Disadv., ELL, and SWD subgroups did not meet AYP in reading.

Total, Black, Hispanic, Econ. Disadv., ELL, and SWD subgroups did not meet AYP in math.

Assistant Principal at Barton Elementary.

2006-2007

Grade: B

Reading Mastery:63%

Math Mastery: 62%

Science Mastery: 21%

AYP – 100%

Meet AYP in all subgroups for reading and math.

Assistant Principal at Barton Elementary.

Assistant Principal at Barton Elementary.

2005-2006

Grade: A

Reading Mastery: 68%

Math Mastery: 65%

AYP – 100%

Meet AYP in all subgroups for reading and math.

Assistant Principal at Barton Elementary.

2004-2005

Grade: B

Reading Mastery: 68%

Math Mastery: 62%

AYP – 93%

The SWD subgroup did not meet AYP in math.

Teacher On Assignment at Barton Elementary.

2003-2004

Grade: B

Reading Mastery: 58%

Math Mastery: 60%

AYP – 97%

The SWD subgroup did not meet AYP in reading.

Teacher On Assignment at Barton Elementary.

2002-2003

Grade: C

Reading Mastery: 44%

Math Mastery: 40%

AYP – 332

Hispanic and ELL subgroups did not meet AYP in math.

Teacher On Assignment at Barton Elementary.

2001-2002

Grade: D

Reading Mastery: 28%

Math Mastery: 26%

Teacher at Barton Elementary

2000-2001 = Grade: D

1999-2000 = Grade: D

1998-1999 = Grade: F

Lynn Cato

Asst Principal

Years as Administrator: 5

Years at Current School: 4

Credentials

Bachelor's of Arts Degree in Elementary Education from Florida Atlantic University
 Master's of Science Degree in Elementary Education Nova Southeastern University
 Primary Education K-3
 Elementary Education 1-6
 ESOL Endorsement
 Educational Leadership Endorsement

Performance Record

Assistant Principal at Rolling Green
 2012-2013
 Grade C
 Reading Proficiency: 32%
 Learning Gains: 60%
 Math Proficiency:41%
 Learning Gains: 61%
 Writing Proficiency:51%
 Science Proficiency:50%
 2011-2012
 Grade B
 Reading Proficiency: 35%
 Learning Gains: 74%
 Math Proficiency:40%
 Learning Gains: 72%
 Writing Proficiency:79%
 Science Proficiency:48%
 2010-2011
 Grade: C
 Reading Mastery: 54%
 Math Mastery: 58%
 Science Mastery:41%
 AYP – 69%
 Did not meet AYP in reading and math for all subgroups.
 2009-2010
 Grade: B
 Reading Mastery: 56%
 Math Mastery: 60%
 Science Mastery:31%
 AYP – 67%
 Did not meet AYP in reading and math for all subgroups.
 Mrs. Cato had a position at the district office for the 2008 - 2009 school year.
 District Data
 2008-2009
 Grade A
 Reading Mastery:68%

Math Mastery:77%
Science Mastery: 52%
AYP – 72%
Total, Black, Hispanic, American Indian,
Econ. Disadv., ELL, and SWD subgroups did
not meet AYP in reading.
Black, Econ. Disadv., ELL, and SWD
subgroups did not meet AYP in math.
Math Specialist
Lake Worth Middle
Restructuring Department
2008-2009
Grade B
Reading Mastery:41%
Math Mastery:47%
Science Mastery:
AYP – 79%
Total, Black, Econ. Disadv., ELL, and SWD
subgroups did not meet AYP in reading.
Total, Black, Hispanic, Econ. Disadv., ELL,
and SWD subgroups did not meet AYP in
math.
Fifth Grade Teacher at
Crystal Lakes Elementary
2007-2008
Grade: A
Reading Mastery:79%
Math Mastery:80%
Science Mastery:
AYP – 100%
SWD subgroup did not meet AYP in
reading.
Fifth Grade Teacher at
Crystal Lakes Elementary
2006-2007
Grade: A
Reading Mastery:78%
Math Mastery:75%
Science Mastery:
AYP – 95%
SWD subgroup did not meet AYP in
reading.
Econ. Disadv. and SWD subgroups did not
meet AYP in Math
Fifth Grade Teacher at
Crystal Lakes Elementary
2005-2006
Grade: A
Reading Mastery:77%
Math Mastery:75%
Science Mastery:

AYP – 97%
 Fifth Grade Teacher at
 Crystal Lakes Elementary
 2004-2005
 Grade: A
 Reading Mastery:76%
 Math Mastery:74%
 Science Mastery:
 AYP – 100%

INSTRUCTIONAL COACHES

List your school’s instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school.

Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Fifth Grade Teacher at
 Crystal Lakes Elementary
 2003-2004
 Grade: A
 Reading Mastery:78%
 Math Mastery:76%
 Science Mastery:
 AYP – 100%
 Teacher at Quiet Waters Elementary
 Broward County
 2002-2003= Grade: B
 2001-2002
 2000-2001
 1999-2000
 1998-1999
 1997-1998
 1996-1997
 1995-1996
 1994-1995
 1993-1994

Instructional Coaches

of instructional coaches

5

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Vicky Gaddy

Full-time / School-based Years as Coach: 3 Years at Current School: 8

Areas Mathematics, Data, RtI/MTSS, Other

Credentials Bachelor's Elementary Education
 Master's Elementary Education
 ESOL Endorsement

Performance Record

2012-2013
 Grade C
 Math Mastery : 41%
 Learning Gains: 61%
 Math Resource

2011 - 2012
 Grade: B
 Math Mastery : 40%
 Math Resource
 Teacher
 Vicki Gaddy
 BS Elementary
 Education
 MS Elementary
 Education
 ESOL
 Endorsement
 7 2

2010 - 2011
 Grade: C
 Math Mastery: 58%

2009 - 2010
 Grade: B
 Math Mastery: 60%
 AYP - 67%
 Total, Black, Hispanic, Econ. Disadv., SWD
 and ELL subgroups did not meet AYP in
 reading.

2008-2009
 Grade: A
 Math Mastery: 60%
 AYP – 90%
 Black, Hispanic, Econ. Disadv., and ELL
 subgroups did not meet AYP in math.

2007-2008
 Grade: A
 Math Mastery: 57%
 AYP – 85%
 Black, ELL, and SWD subgroups did not
 meet AYP in math.

2006-2007
 Grade: B
 Math Mastery: 53%

AYP – 87%
Met AYP in math for all subgroups.
2005-2006
Grade: A
Math Mastery: 56%
AYP – 97%
Met AYP in math for all subgroups.
2004-2005
Grade: B
Math Mastery: 53%
AYP – 83%
Black, Economically Disadvantaged, ELL
and SWD subgroups did not meet AYP in
math.
2003-2004
Grade: B
Math Mastery: 49%
AYP – 87%
ELL and SWD subgroups did not meet AYP
in math.

Emily McElroy		
Full-time / School-based	Years as Coach: 2	Years at Current School: 17
Areas	Reading/Literacy, Data, RtI/MTSS, Other	
Credentials	B.S. Elementary Education 1-6 M.S. Elementary Education Masters in Cultural Foundations of Elementary Education National Board Certified Generalist/MiddleChildhood ESOL Endorsement	
Performance Record	2012 -2013 Grade C Reading Proficiency: 32% Learning Gains: 60% Math Proficiency:41% Learning Gains: 61% Writing Proficiency:51% Science Proficiency:50% 2011 - 2012 Grade: B Reading Mastery: 35% 2010 - 2011 Grade: C Reading Mastery: 54% 2009 - 2010 Grade: B Reading Mastery: 56% AYP - 67% Total, Black, Hispanic, Econ. Disadv., SWD and ELL subgroups did not meet AYP in reading. 2008-2009 Grade: A Reading Mastery: 63% AYP – 90% Met AYP in reading for all subgroups. 2007-2008 Grade: A Reading Mastery: 55% AYP – 85% Black, ELL, and SWD subgroups did not meet AYP in reading. 2006-2007 Grade: B Reading Mastery: 55% AYP – 87% Total, Hispanic, Econ. Disadv., and SWD subgroups did not meet AYP in reading. 2005-2006 Grade: A	

Reading Mastery: 58%
AYP – 97%
SWD subgroup did not meet AYP in reading
2004-2005
Grade: B
Reading Mastery: 62%
AYP – 83%
SWD subgroup did not meet AYP in
reading.
2003-2004
Grade: B
Reading Mastery: 51%
AYP – 87%
SWD subgroup did not meet AYP in
reading.
2002-2003
Grade: B
Reading Mastery: 43%
2001-2002
Grade: C
Reading Mastery: 37%

Sharilynn Jones		
Full-time / School-based	Years as Coach: 3	Years at Current School: 7
Areas	Reading/Literacy, Data, RtI/MTSS, Other	
Credentials	B.S. Elementary Education Masters in Reading K-12 Certifications Elementary Ed K-6 Reading K-12 ESOL Endorsement	
Performance Record	2012 -2013 Grade C Reading Proficiency: 32% Learning Gains: 60% Math Proficiency:41% Learning Gains: 61% Writing Proficiency:51% Science Proficiency:50% 2011 - 2012 Grade: B Reading Mastery: 35% 2010 - 2011 Grade: C Reading Mastery: 54% 2009 - 2010 Grade: B Reading Mastery: 56% AYP - 67% Total, Black, Hispanic, Econ. Disadv., SWD and ELL subgroups did not meet AYP in reading. 2008-2009 Grade: A Reading Mastery: 63% AYP – 90% Met AYP in reading for all subgroups. 2007-2008 Grade: A Reading Mastery: 55% AYP – 85% Black, ELL, and SWD subgroups did not meet AYP in reading. 2006-2007 Grade: B Reading Mastery: 55% AYP – 87% Total, Hispanic, Econ. Disadv., and SWD subgroups did not meet AYP in reading. 2005-2006 Grade: A Reading Mastery: 58%	

AYP – 97%
SWD subgroup did not meet AYP in reading.
2004-2005
Grade: B
Reading Mastery: 62%
AYP – 83%
SWD subgroup did not meet AYP in reading.
2003-2004
Grade: B
Reading Mastery: 51%
AYP – 87%
SWD subgroup did not meet AYP in reading.
2002-2003
Grade: B
Reading Mastery: 43%
2001-2002
Grade: C
Reading Mastery: 37%

Marilynn Eisenman

Part-time / School-based Years as Coach: 13 Years at Current School: 25

Areas Other

Credentials B.S. Elementary Education 1-6
 Early Childhood
 ESOL Endorsement

Performance Record

2012 -2013
 Grade C
 Reading Proficiency: 32%
 Learning Gains: 60%
 Math Proficiency:41%
 Learning Gains: 61%
 Writing Proficiency:51%
 Science Proficiency:50%

2011 - 2012
 Grade: B
 Writing Mastery: 79%

2010 - 2011
 Grade: C
 Writing Mastery: 89%

2009 - 2010
 Grade: B
 Writing Mastery: 76%

2008-2009
 Grade: A
 Writing Mastery: 96%

2007-2008
 Grade: A
 Writing Mastery: 93%

2006-2007
 Grade: B
 Writing Mastery: 91%

2005-2006
 Grade: A
 Writing Mastery: 90%

2004-2005
 Grade: B
 Writing Mastery: 86%

2003-2004
 Grade: B
 Writing Mastery: 93%

2002-2003
 Grade: B
 Writing Mastery: 90%

2001-2002
 Grade: C
 Writing Mastery: 75%

Trisha Borgen		
Full-time / School-based	Years as Coach: 0	Years at Current School: 5
Areas	Science, Data, RtI/MTSS, Other	
Credentials	B.S. Elementary Education 1-6 M.S. Elementary Education ESOL Endorsement	
Performance Record	2012 -2013 Grade C Reading Proficiency: 32% Learning Gains: 60% Math Proficiency:41% Learning Gains: 61% Writing Proficiency:51% Science Proficiency:50% 2011 - 2012 Grade: B Reading Mastery: 35% 2010 - 2011 Grade: C Reading Mastery: 54% 2009 - 2010 Grade: B Reading Mastery: 56% AYP - 67% Total, Black, Hispanic, Econ. Disadv., SWD and ELL subgroups did not meet AYP in reading. 2008-2009 Grade: A Reading Mastery: 63% AYP – 90% Met AYP in reading for all subgroups. 2007-2008 Grade: A Reading Mastery: 55% AYP – 85% Black, ELL, and SWD subgroups did not meet AYP in reading. 2006-2007 Grade: B Reading Mastery: 55% AYP – 87% Total, Hispanic, Econ. Disadv., and SWD subgroups did not meet AYP in reading. 2005-2006 Grade: A Reading Mastery: 58% AYP – 97% SWD subgroup did not meet AYP in	

reading.
 2004-2005
 Grade: B
 Reading Mastery: 62%
 AYP – 83%
 SWD subgroup did not meet AYP in reading.
 2003-2004
 Grade: B
 Reading Mastery: 51%
 AYP – 87%
 SWD subgroup did not meet AYP in reading.
 2002-2003
 Grade: B
 Reading Mastery: 43%
 2001-2002
 Grade: C
 Reading Mastery:37%

Classroom Teachers

of classroom teachers

44

receiving effective rating or higher

44, 100%

Highly Qualified Teachers

95%

certified in-field

44, 100%

ESOL endorsed

43, 98%

reading endorsed

5, 11%

with advanced degrees

17, 39%

National Board Certified

2, 5%

first-year teachers

7, 16%

with 1-5 years of experience

22, 50%

with 6-14 years of experience

11, 25%

with 15 or more years of experience

7, 16%

Education Paraprofessionals**# of paraprofessionals**

2

Highly Qualified

0, 0%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Rolling Green Elementary partners with the local universities to host intern and practicum students. Administrators and members of the leadership team participate in job fairs hosted by the School District of Palm Beach County. Administrators work closely with personnel at SDPBC Recruitment and Retention office to attract highly qualified and dedicated candidates to Rolling Green whenever there are instructional vacancies. A cohesive Educator Support Program has been developed to ensure mentoring occurs of new teachers and any teacher that have changed instructional positions.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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

- TDE to work a full day in their classrooms

New Teacher meeting/lunch on 2nd PDD day with coaches, principal, and ESP coordinator
New Teacher plan with team members
District Professional Development
School Based Professional Development
Feedback from administration

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Rolling Green Elementary offers students a tiered model of delivery of instruction (core, supplemental, intensive).

Students participate in instructional activities through iii, SAI, and tutorial programs.

The school-based RtI Leadership Team is comprised of the following members:

Principal or Assistant Principal, ESE contact, ESOL contact, school psychologist, classroom teacher, reading coach or Reading Resource Teacher, Speech-Pathologist, and guidance staff, and School Based Team Leader.

The principal provides a common vision for the use of data-based decision-making to ensure that:

- * a sound, effective academic program is in place
- * a process to address and monitor subsequent needs is created
- * the School Based Team (SBT) is implementing RtI processes
- * assessment of RtI skills of school staff is conducted
- * fidelity of implementation of intervention support is documented
- * adequate professional development to support RtI implementation is provided
- * effective communication with parents regarding school-based activities occurs.

The SBT Chairperson and SBT Team members will meet weekly to review universal screen data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments, determine if changes need to be made in the SIP strategies, funding or resources and determine if student needs are being met. After determining that effective Tier 1 - Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RTI Leadership Team. The MTSS/RTI team will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Members of the school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY14 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:

- FCAT scores and the lowest performing 25% of students
- Percent of student meeting proficiency (Level 3 - Level 5)
- Strengths and weaknesses of intensive programs
- Mentoring, tutoring, and other services

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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school-based RtI Leadership Team meets biweekly to discuss referrals generated by classroom teachers.

The SBT 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, case liaison, 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:

- Problem Identification entails identifying the problem and the desired outcomes for the student.
- Problem Analysis is an in-depth look at possible root causes of the problem.
- Intervention Design & Implementation involves selecting or developing research and evidencebased interventions that target the skill in need of remediation. These interventions are then implemented.
- Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student’s response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data:Progress Monitoring and Reporting Network (PMRN), FLKRS,

- Florida Comprehensive Assessment Test (FCAT)

- Curriculum Based Measurement
- Palm Beach County Fall Diagnostic
- Palm Beach Writes
- K-5 Literacy Assessment System
- . CORE K-12 Assessment
- . Scholastic Reading Inventory (SRI)
- Annual Measurable Objectives
- Progress Monitoring and Reporting Network (PMRN)
- Comprehensive English Language Learning Assessment (CELLA)
- Office Discipline Referrals
- Retention
- Absences
- Midyear data:
- Florida Assessment for Instruction in Reading (FAIR)
- Diagnostic Assessment for Reading
- Palm Beach County Winter Diagnostics
- Palm Beach Writes
- Progress Monitoring and Reporting Network (PMRN)
- K-5 Literacy Assessment System
- End of year data:
- Florida Assessment for Instruction in Reading (FAIR)
- Florida Comprehensive Assessment Test (FCAT)
- FCAT Writes
- . Florida Alternative Assessment (FAA)

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The school-based team will provide in-service to the faculty on designated professional development days (PDD). These inservice opportunities will include, but are not limited to, the following:

- Problem Solving Model
- Positive Behavioral Intervention and Support (PBIS)
- Data-based decision-making to drive instruction
- Progress monitoring

Selection and availability of research-based interventions

- Tools utilized to identify specific discrepancies in reading.

Individual professional development will be provided to classroom teachers, as needed.

Support for parents will be provided through our PIP and SAC activities

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program**Minutes added to school year:** 2,340

Using FCAT scores and Fall Diagnostic data students in the low 35% will be identified and given tutoring 3 days per week for several weeks on targeted benchmarks. Rolling Green After School Tutoring offers an extended day to many of our students that fall in the lowest 35% population. 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 FCAT. Students receive small group instruction and individualized instruction in both reading and math. the program runs Tuesdays through Thursdays from 2:30 until 4:30 p.m. The instructors use research based programs and or curriculum to meet the needs. Fast Math lab is held before school Mondays through Thursdays, student practice math fluency for 10 minutes before they go to class. This lab is opened to all students in grades 3-5

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Students are initially selected based on prior FCAT scores and the recent Fall Diagnostic. 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, CELLA, FAIR, and the spring FCAT. Data for the Fast Math Lab is collected through FCAT and Diagnostic Tests

Who is responsible for monitoring implementation of this strategy?

The administrative team,Principal, Assistant Principal, Coaches, and Ms. Sirof Rolling Green After School Tutoring Director.

Strategy: Extended Day for All Students

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 Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

Principal and the certified classroom teachers and District

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Sandra Sanchez	Principal
Lynn Cato	Assistant Principal
Sharilyn Jones	Reading Coach

Name	Title
Emily McElroy	Reading Resource Teacher
Maryalice Kindred	ESOL Coordinator
Torrey Esham	Reading Resource Teacher
Marilynn Eisenman	Writing Resource Teacher
Trisha Borgen	Science Coach/LTF
Buchman	.5 Reading Ressource Teacher

How the school-based LLT functions

The LLT meets on Fridays to discuss positive things that have been noticed in the classrooms and areas to improve. The team looks at the areas to improve and researches and brainstorms strategies that will help the teachers in the classrooms. At Learning Team Meetings those resources and strategies are shared with the teachers with a chance for discussion and questions. Mrs. McElroy presents the information to third, fourth, and fifth grade teachers. Ms. Jones presents the information to kindergarten, first and second grade teachers. Mrs. Eisenman presents Writing resources and information. The team also meets and works collaboratively with administration to discuss testing data and how to move forward to help the teachers reach their potential which helps the students to reach their potential. They provide resources and attend trainings to increase their own knowledge and participate in events that reward students' successes.

Major initiatives of the LLT

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

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

Implementation of the Scholastic reading series k-5

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

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Not applicable as Rolling Green is a Pre-K-Grade 5 Elementary School

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

A 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 FY13, Rolling Green has started Pre-Kindergarten 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 will receive a packet of activities to help prepare them for the new school year. The packet will include suggestions for reading and math.

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

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

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	41%	32%	No	47%
American Indian				
Asian				
Black/African American	42%	34%	No	48%
Hispanic	37%	22%	No	43%
White				
English language learners	38%	25%	No	44%
Students with disabilities	28%	16%	No	36%
Economically disadvantaged	40%	31%	No	46%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	63	18%	40%
Students scoring at or above Achievement Level 4	39	11%	16%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		30%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		75%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	202	60%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	53	72%	77%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	97	35%	40%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	38	14%	20%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	31	11%	15%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	50	50%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	43%	41%	No	49%
American Indian				
Asian				
Black/African American	43%	40%	No	49%
Hispanic	42%	37%	No	48%
White				
English language learners	40%	29%	No	46%
Students with disabilities	33%	25%	No	39%
Economically disadvantaged	42%	38%	No	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	96	28%	70%
Students scoring at or above Achievement Level 4	35	10%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		70%
Students scoring at or above Level 7	[data excluded for privacy reasons]		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	206	61%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	50	68%	75%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	28	25%	55%
Students scoring at or above Achievement Level 4	24	22%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		100%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		3
Participation in STEM-related experiences provided for students	3	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	13	1%	0%
Students retained, pursuant to s. 1008.25, F.S.	40	4%	2%
Students who are not proficient in reading by third grade	102	71%	50%
Students who receive two or more behavior referrals	33	4%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	63	7%	5%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Meet The Teacher Day	200	25%	30%
Academic Focus night	300	38%	40%
FCAT Night	185	23%	30%
PBIS	75	09%	10%
Donuts with Dad	0	0%	75%
Evening of Exploration	250	32%	40%
Parent conferences	350	45%	50%
Kindergarten Round-up	20	17%	20%
PBIS Bingo Night	0	0%	25%
Title I Annual Meeting	122	15%	25%
Literacy Night	300	45%	75%

Area 10: Additional Targets

Additional targets for the school

Rolling Green will infuse the content required by Florida status 1003.42(2) and S.B>policy 2.09 (8) (b) as applicable to appropriate grade levels, including but not limited to:

- History of the Holocaust
- History of Africans and African American
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Rolling Green teachers will infuse content required by Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b) All students will participate in a Veteran's Day Lesson.	779	100%	100%
All fifth grade students will participate in lessons regarding History of the Holocaust.	119	100%	15%
All students will participate in Africans and African American studies during the throughout the year through literature	779	100%	100%

Goals Summary

- G1.** Students will participate in grade level appropriate studies.
- G2.** By June 2014, 55% of 5th students will score level 3 or higher in the Science FCAT.
- G3.** By June 2014, the percent of 3rd, 4th and 5th grade students being proficient at level 3 in math will be increased to 47%. By June 2014, 70% of 3rd, 4th and 5th grade students will achieve a learning gain in FCAT 2.0 Math.
- G4.** By June 2014 writing proficiency will increase to 75%
- G5.** By June 2014, the percent of 3rd, 4th and 5th grade students being proficient at level 3 in reading will be 40% . By June 2014, 70% of 3rd, 4th, and 5th grade students will achieve a learning gain in FCAT 2.0 Reading.

Goals Detail

G1. Students will participate in grade level appropriate studies.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Classroom Teachers, volunteers, books, videos

Targeted Barriers to Achieving the Goal

- Not enough volunteers to come in and share with students.

Plan to Monitor Progress Toward the Goal

Lesson plans, assemblies, posters, literature infused into lessons

Person or Persons Responsible

Teachers, Coaches & Admin

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Lesson plans, posters, and assemblies.

G2. By June 2014, 55% of 5th students will score level 3 or higher in the Science FCAT.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Science
- Science - Elementary School
- STEM
- Additional Targets

Resources Available to Support the Goal

- Weekly Science Lab New science series Gizmos

Targeted Barriers to Achieving the Goal

- Students inability to read informational text with proficiency without assistance from the teacher.

Plan to Monitor Progress Toward the Goal

Science coach work closely with teachers to develop and implement meaning instruction, that meet the need of all students on all levels.

Person or Persons Responsible

Teachers, Coaches and Admin. Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Science Assessments, Diagnostic Test (3-5), CELLA, FAA, FCAT

G3. By June 2014, the percent of 3rd, 4th and 5th grade students being proficient at level 3 in math will be increased to 47%. By June 2014, 70% of 3rd, 4th and 5th grade students will achieve a learning gain in FCAT 2.0 Math.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- District provided professional development on blending NGSSS and CCSS. Learning Village Anchor Charts CCSS math practice resource manipulatives River Deep FAST Math Think Central

Targeted Barriers to Achieving the Goal

- Students lack of fluency with math facts in K-5
- Need for parental involvement to help students become fluent with math fact in all grades.

Plan to Monitor Progress Toward the Goal

Fluency Fridays to build fluency in all grades

Person or Persons Responsible

Math Coach, Teachers, and Admin.

Target Dates or Schedule:

Every Friday starting in November until June

Evidence of Completion:

Pre/Post Fluency tests Fluency centers in every math center Student data collection to show growth

G4. By June 2014 writing proficiency will increase to 75%**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Fourth grade teachers will be trained on Top Score Writing Fourth grade teachers will participate in writing training offered by Area 1 on using state calibration sets to score writing Fourth grade teachers will participate in on-one writing conferences with students and analyze their individual classes to form skill groups of like students. Fourth grade will follow the Top Score Writing Plan and essays will be double scored Teachers will give students written prescriptive feedback on their writing, praise, correction and next steps.

Targeted Barriers to Achieving the Goal

- Students are not experienced in writing to a prompt
- Time to specialize and focus on the individual strengths and weaknesses of each student in the area of writing.
- Large part of the students in fourth grade are ELL/ESE students who are not writing or reading at 4th grade proficiency level
- Students lack prior knowledge and stamina to write long and strong

Plan to Monitor Progress Toward the Goal

Increase in Writing Scores

Person or Persons Responsible

Fourth grade teachers and administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

FCAT 2014 Writing data will show an improvement to 80% proficiency.

G5. By June 2014, the percent of 3rd, 4th and 5th grade students being proficient at level 3 in reading will be 40% . By June 2014, 70% of 3rd, 4th, and 5th grade students will achieve a learning gain in FCAT 2.0 Reading.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Implementation of The Daily 5 Common Core Resources (websites, videos, rigorous text) New Scholastic Reading Series Units of Study guide Mentor Texts Reader's Notebooks Extensive classroom libraries for independent reading Words Their Way Resources Wilson Foundations Kits LLI intervention Kits Phonics for students in K-2 Reading Counts

Targeted Barriers to Achieving the Goal

- New Common Core standards and new literacy adoption to learn and implement by instructional staff in the same year. Teachers are in cohort groups learning and writing lesson at the same time.
- Many of our students are English Language Learners and or ESE. Many of our students are functioning one or two years below grade level.

Plan to Monitor Progress Toward the Goal

Using a variety of student data and classroom walkthrough data. RRRs, Diagnostic data and other classroom assessments IBMs and MBAs. Marzano tool.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

35% of our students in grades 3-5 will score a level 3 or higher on the FCAT 2.0

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Students will participate in grade level appropriate studies.

G1.B1 Not enough volunteers to come in and share with students.

G1.B1.S1 School will use approved resources that is on the internet. TENN, CNN student news, Net Tracker, Google, but not limited only to these resources.

Action Step 1

All student students will participate in grade level appropriate studies on the following: History of Holocaust, History of African and African American, Hispanic and Women contributions, and Sacrifices of Veterans.

Person or Persons Responsible

Administration, Teachers, and Coaches

Target Dates or Schedule

Ongoing through the school year. With emphasis on certain months in accordance with the calendar.

Evidence of Completion

Lesson plans, classroom walk through, student work

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

Lesson plans will show evidence of implementation. Fine Arts teachers will include special lesson to meet the requirements during specific months. Classroom walk through, students sharing on the morning announcements and displays throughout the campus.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, posters, morning announcements and more as needed.

Plan to Monitor Effectiveness of G1.B1.S1

Student work and ongoing activities to meet the requirement.

Person or Persons Responsible

Teachers, Admin

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, students work displayed, posters, literature shared in the classrooms and videos.

G2. By June 2014, 55% of 5th students will score level 3 or higher in the Science FCAT.

G2.B1 Students inability to read informational text with proficiency without assistance from the teacher.

G2.B1.S1 Professional Development on how to teach science in the classroom with fidelity.

Action Step 1

Lesson plans check to ensure lessons match focus calendar

Person or Persons Responsible

administration Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Completed lesson plan checks and classroom walk through.

Facilitator:

LTF to develop secondary benchmarks

Participants:

Teachers, Science Coach and Admin. Team

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

Teaching science in the classroom with fidelity

Person or Persons Responsible

Teachers K-5

Target Dates or Schedule

Ongoing

Evidence of Completion

Science Assessments, Diagnostic Test (3-5), CELLA, FAA, FCAT

Plan to Monitor Effectiveness of G2.B1.S1

Students inability to read informational text with proficiency without assistance from the teacher.

Person or Persons Responsible

Classroom teachers K-5

Target Dates or Schedule

Ongoing

Evidence of Completion

Science Assessments, Diagnostic Test (3-5), CELLA, FAA, FCAT

G2.B1.S2 Science learning centers to emphasize 3rd and 4th grade benchmarks Bell Ringer -secondary benchmark (based on student needs) Study guide for students/Cornell notes

Action Step 1

Provide direct instruction through small group instruction and centers Professional Development based on students needs Use math notebooks for students to explain how to solve problems

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walkthrough Anchor charts Centers Notebooks

Facilitator:

LTF, Coaches, Admin

Participants:

Classroom teachers

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

Science Learning Centers

Person or Persons Responsible

Administration, Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Notebooks, science centers, FCAT, CELLA, Diagnostic

Plan to Monitor Effectiveness of G2.B1.S2

Science Diagnostic Test, Florida Achieves, IBMs, and MBA

Person or Persons Responsible

Coaches and LTF

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walk through EDW, Science Diagnostic Test, Florida Achieves, IBMs, and MBA

G2.B1.S3 Include anchor charts and hands on experience for students.

Action Step 1

Increase the reading of informational text in reading and science, using books on and below grade level to meet students needs.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Diagnostic Test, IBMs, MBAs and FCAT Science

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Classroom walk through to monitor science in the classroom K-5

Person or Persons Responsible

Science coach and Admin.

Target Dates or Schedule

Ongoing

Evidence of Completion

Science Diagnostic Test, Florida Achieves, IBMs, and MBA, center in K-5

Plan to Monitor Effectiveness of G2.B1.S3

Evidence will be gathered through Science Diagnostic Test, Florida Achieves, IBMs, and MBA Student notes books and centers will show evidence of the implementation

Person or Persons Responsible

Teachers, Coaches and Admin.

Target Dates or Schedule

Ongoing

Evidence of Completion

Results from IBMs. MBA, Florida Achieves, notebooks and classroom walk through

G3. By June 2014, the percent of 3rd, 4th and 5th grade students being proficient at level 3 in math will be increased to 47%. By June 2014, 70% of 3rd, 4th and 5th grade students will achieve a learning gain in FCAT 2.0 Math.

G3.B1 Students lack of fluency with math facts in K-5

G3.B1.S1 Provide professional development on differentiation of instruction to ensure that the rotational model is used in the math block.

Action Step 1

Implementation of the rotational model in mathematics classrooms K-5 during and after school hours.

Person or Persons Responsible

Classroom Teachers, Coaches, Admin. team

Target Dates or Schedule

Ongoing

Evidence of Completion

iObservation classroom walkthrough, rotational charts

Facilitator:

Math Coach

Participants:

Teachers K-5

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Classroom walk through to monitor implementation and fidelity

Person or Persons Responsible

Admin Team

Target Dates or Schedule

Ongoing

Evidence of Completion

45% of total student population will achieve a learning gain in FCAT 2.0 Math.

Plan to Monitor Effectiveness of G3.B1.S1

Data will be collected and set benchmarks for success

Person or Persons Responsible

Admin. team and Math Coach

Target Dates or Schedule

Ongoing, IBM, pre/post test, Diagnostic Test, FCAT

Evidence of Completion

Lesson plans and classroom walk through

G3.B1.S2 Provide small group and individualized instruction after specific writing prompts so that the students have the opportunity to revise and edit their work based upon the feedback provided.

Action Step 1

Provide small group instruction for all students in grade 4

Person or Persons Responsible

Teachers, Writing Coach

Target Dates or Schedule

Ongoing until February

Evidence of Completion

Palm Beach Writing Assessment

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Data chats will be done after writing assessments with teachers and students

Person or Persons Responsible

LTF and Writing Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Palm Beach Writing Assessments

Plan to Monitor Effectiveness of G3.B1.S2

EDW reports of writing assessments

Person or Persons Responsible

Teachers, LTF, Writing Coach and Admin.

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT writes

G3.B2 Need for parental involvement to help students become fluent with math fact in all grades.

G3.B2.S1 Professional Development/Training for parents on how to help students in K-5 become fluent in math Parents will check planners nightly to ensure students are studying their math facts.

Action Step 1

Training session will be held for parents to share the fluency needs of their student Tips and materials will be given to parents to use at home Parents will participate in fluency activities during Parent Involvement trainings Emphasis will be placed on parents checking planners nightly to keep their students on track in learning math facts.

Person or Persons Responsible

Admin. Math Coach, and classroom teachers

Target Dates or Schedule

November-June (most activities and tips will be given as tool box tip during SAC meetings and also in the monthly news letter.

Evidence of Completion

Planners will be purchased using SAC funds

Facilitator:

Math Coach & Assistant Principal

Participants:

Parents, teachers and students

Action Step 2

All students will have a planner for parents to check nightly, to help with building support.

Person or Persons Responsible

Parents will check planners nightly and teachers will provide updates daily

Target Dates or Schedule

August to June

Evidence of Completion

More parental involvement in school. Students making process academically Fluency is being addressed at home in addition to school

Facilitator:

Administration, Math Coach

Participants:

Parents

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Parent trainings will have surveys to poll parents to gage effectiveness

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Parental participation Survey results Planners being checked by parents

Plan to Monitor Effectiveness of G3.B2.S1

Number of parents participation in Fluency Trainings

Person or Persons Responsible

Math Coach and Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Pre/Post test of students Increased number of students becoming proficient in K-5

G4. By June 2014 writing proficiency will increase to 75%

G4.B1 Students are not experienced in writing to a prompt

G4.B1.S1 Using state calibration sets to score writing

Action Step 1

Palm Beach Writes data, classroom formal and informal assessments

Person or Persons Responsible

Administrative Team, fourth grade team

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT Writing Data

Facilitator:

Area 1 Writing Coach

Participants:

Admin. Team and 4th grade teachers.

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Palm Beach Writes data, classroom formal and Informal assessments

Person or Persons Responsible

4th Grade teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

EDW reports, 2014 FCAT Writing Data

Plan to Monitor Effectiveness of G4.B1.S1

Students writing. Palm Beach Writes

Person or Persons Responsible

4th grade teachers and coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional Development sign-in sheet, training agenda and minutes EDW data and ongoing data from classroom performance and assessments

G4.B2 Time to specialize and focus on the individual strengths and weaknesses of each student in the area of writing.

G4.B2.S1 Provide direct instruction through small group instruction and centers Conference with prescriptive feedback to students

Action Step 1

Differentiated small group instruction to students

Person or Persons Responsible

Classroom teacher with the support from the Writing Coach

Target Dates or Schedule

On-going

Evidence of Completion

Palm Beach Writing Performance assessment EDW reports Student data sheets

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Differentiated small group instruction to students

Person or Persons Responsible

Writing Coach, Admin

Target Dates or Schedule

On-going

Evidence of Completion

EDW, Palm Beach Writing Assessments

Plan to Monitor Effectiveness of G4.B2.S1

Palm Beach Writing Assessment Scores

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

On-going

Evidence of Completion

EDW reports Data chart

G4.B3 Large part of the students in fourth grade are ELL/ESE students who are not writing or reading at 4th grade proficiency level

G4.B3.S1 Provide small group instruction based on student individual needs

Action Step 1

Differentiated small group instruction to ELL/ESE students to build prior knowledge

Person or Persons Responsible

Classroom Teacher/ ELL Teachers K-5

Target Dates or Schedule

On-going

Evidence of Completion

EDW reports, Palm Beach Writing Assessments, FCAT scores

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Monitor Differentiated small group instruction to ELL/ESE students through classroom walk through, and EDW reports

Person or Persons Responsible

Admin

Target Dates or Schedule

On-going

Evidence of Completion

EDW reports, FCAT results

Plan to Monitor Effectiveness of G4.B3.S1

EDW reports to check progress

Person or Persons Responsible

Writing Coach, LTF, Admin

Target Dates or Schedule

On-going

Evidence of Completion

FCAT scores

G4.B4 Students lack prior knowledge and stamina to write long and strong

G4.B4.S1 Use Top Score writing program to build writing stamina

Action Step 1

Small group instruction to meet the needs of students

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Conference notes Prescriptive feedback Classroom walk through

Plan to Monitor Fidelity of Implementation of G4.B4.S1

Writing Coach will work closely with 4th grade teachers Anchor Charts will help as a silent teacher Classroom walk through for evidence of fidelity

Person or Persons Responsible

Writing Coach, Admin

Target Dates or Schedule

Ongoing - August - February

Evidence of Completion

Palm Beach Writing Performance assessment EDW reports Student data sheets

Plan to Monitor Effectiveness of G4.B4.S1

Palm Beach Writing Performance assessment

Person or Persons Responsible

Teachers, Writing Coach, Admin

Target Dates or Schedule

August - February

Evidence of Completion

EDW reports Student data sheets

G5. By June 2014, the percent of 3rd, 4th and 5th grade students being proficient at level 3 in reading will be 40% . By June 2014, 70% of 3rd, 4th, and 5th grade students will achieve a learning gain in FCAT 2.0 Reading.

G5.B1 New Common Core standards and new literacy adoption to learn and implement by instructional staff in the same year. Teachers are in cohort groups learning and writing lesson at the same time.

G5.B1.S1 All the components of the 90 minute reading block implemented with fidelity.

Action Step 1

Professional Development on the 90 minute reading block, infusing CCSS/New Reading Series Work on benchmarks of weakness in 3-5 during center time Provide small group instruction based on student individual needs Use Wilson "Foundations" program to provide a strong foundation in K-2

Person or Persons Responsible

K-5 Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans with evidence of CCSS strategies, Classroom walk through, FCAT Reading

Facilitator:

Reading Coach and Reading Resource Teacher

Participants:

T K-5eachers

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Monitor the fidelity the implementation of the Reading Block with CCSS

Person or Persons Responsible

Admin Team & coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans and iObservation

Plan to Monitor Effectiveness of G5.B1.S1

Common Core State Standards implementation

Person or Persons Responsible

Admin Team, coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

iObservation data, conference notes developed by the administration team, pre and post observation notes.

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5.B1.S4 Classroom observation schedule will be developed by the administration team in order to closely monitor the implementation of the new units of study and Common Core Standards.

Action Step 1

Training on how to use the new reading series along with CCSS

Person or Persons Responsible

K-5 Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans and classroom walk through

Facilitator:

Coaches, LTF

Participants:

Teachers K-5

Plan to Monitor Fidelity of Implementation of G5.B1.S4

Implementation of the Common Core standards and new literacy adoption by instructional staff

Person or Persons Responsible

Admin Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, iObservation

Plan to Monitor Effectiveness of G5.B1.S4

Common Core standards and new literacy adoption by instructional staff

Person or Persons Responsible

Admin Team & PD Team

Target Dates or Schedule

Continuously throughout the year as we met to plan professional development opportunities.

Evidence of Completion

PD committee notes

G5.B2 Many of our students are English Language Learners and or ESE. Many of our students are functioning one or two years below grade level.

G5.B2.S1 Implement the Daily 5 with fidelity

Action Step 1

Meeting the needs of ELL students

Person or Persons Responsible

Teachers K-5

Target Dates or Schedule

Ongoing

Evidence of Completion

CELLA, Diagnostic, IBMs, MBA, Florida Achieves, classroom assessment

Facilitator:

Multicultural Department

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Evidence of the Daily 5

Person or Persons Responsible

Admin Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, anchor charts, rotational chart

Plan to Monitor Effectiveness of G5.B2.S1

PD committee notes and discussion

Person or Persons Responsible

Admin Team

Target Dates or Schedule

Throughout the year

Evidence of Completion

iObservation

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I Part A Funds at Rolling Green Elementary are used to purchase a Reading Coach, Reading Resource Teacher, .5 Reading Resource Teacher, Science Resource Teacher, Math Resource Teacher, and a Writing Resource teacher. 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. The A-Game, focusing on Attendance, Attitude, Actions and Academics. 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 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

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Funds at Rolling Green Elementary are used to provide professional development for computer technology. 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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G2. By June 2014, 55% of 5th students will score level 3 or higher in the Science FCAT.

G2.B1 Students inability to read informational text with proficiency without assistance from the teacher.

G2.B1.S1 Professional Development on how to teach science in the classroom with fidelity.

PD Opportunity 1

Lesson plans check to ensure lessons match focus calendar

Facilitator

LTF to develop secondary benchmarks

Participants

Teachers, Science Coach and Admin. Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Completed lesson plan checks and classroom walk through.

G2.B1.S2 Science learning centers to emphasize 3rd and 4th grade benchmarks Bell Ringer -secondary benchmark (based on student needs) Study guide for students/Cornell notes

PD Opportunity 1

Provide direct instruction through small group instruction and centers Professional Development based on students needs Use math notebooks for students to explain how to solve problems

Facilitator

LTF, Coaches, Admin

Participants

Classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walkthrough Anchor charts Centers Notebooks

G3. By June 2014, the percent of 3rd, 4th and 5th grade students being proficient at level 3 in math will be increased to 47%. By June 2014, 70% of 3rd, 4th and 5th grade students will achieve a learning gain in FCAT 2.0 Math.

G3.B1 Students lack of fluency with math facts in K-5

G3.B1.S1 Provide professional development on differentiation of instruction to ensure that the rotational model is used in the math block.

PD Opportunity 1

Implementation of the rotational model in mathematics classrooms K-5 during and after school hours.

Facilitator

Math Coach

Participants

Teachers K-5

Target Dates or Schedule

Ongoing

Evidence of Completion

iObservation classroom walkthrough, rotational charts

G3.B2 Need for parental involvement to help students become fluent with math fact in all grades.

G3.B2.S1 Professional Development/Training for parents on how to help students in K-5 become fluent in math Parents will check planners nightly to ensure students are studying their math facts.

PD Opportunity 1

Training session will be held for parents to share the fluency needs of their student Tips and materials will be given to parents to use at home Parents will participate in fluency activities during Parent Involvement trainings Emphasis will be placed on parents checking planners nightly to keep their students on track in learning math facts.

Facilitator

Math Coach & Assistant Principal

Participants

Parents, teachers and students

Target Dates or Schedule

November-June (most activities and tips will be given as tool box tip during SAC meetings and also in the monthly news letter.

Evidence of Completion

Planners will be purchased using SAC funds

PD Opportunity 2

All students will have a planner for parents to check nightly, to help with building support.

Facilitator

Administration, Math Coach

Participants

Parents

Target Dates or Schedule

August to June

Evidence of Completion

More parental involvement in school. Students making process academically Fluency is being addressed at home in addition to school

G4. By June 2014 writing proficiency will increase to 75%

G4.B1 Students are not experienced in writing to a prompt

G4.B1.S1 Using state calibration sets to score writing

PD Opportunity 1

Palm Beach Writes data, classroom formal and informal assessments

Facilitator

Area 1 Writing Coach

Participants

Admin. Team and 4th grade teachers.

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT Writing Data

G5. By June 2014, the percent of 3rd, 4th and 5th grade students being proficient at level 3 in reading will be 40% . By June 2014, 70% of 3rd, 4th, and 5th grade students will achieve a learning gain in FCAT 2.0 Reading.

G5.B1 New Common Core standards and new literacy adoption to learn and implement by instructional staff in the same year. Teachers are in cohort groups learning and writing lesson at the same time.

G5.B1.S1 All the components of the 90 minute reading block implemented with fidelity.

PD Opportunity 1

Professional Development on the 90 minute reading block, infusing CCSS/New Reading Series Work on benchmarks of weakness in 3-5 during center time Provide small group instruction based on student individual needs Use Wilson "Foundations" program to provide a strong foundation in K-2

Facilitator

Reading Coach and Reading Resource Teacher

Participants

T K-5eachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans with evidence of CCSS strategies, Classroom walk through, FCAT Reading

G5.B1.S4 Classroom observation schedule will be developed by the administration team in order to closely monitor the implementation of the new units of study and Common Core Standards.

PD Opportunity 1

Training on how to use the new reading series along with CCSS

Facilitator

Coaches, LTF

Participants

Teachers K-5

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans and classroom walk through

G5.B2 Many of our students are English Language Learners and or ESE. Many of our students are functioning one or two years below grade level.

G5.B2.S1 Implement the Daily 5 with fidelity

PD Opportunity 1

Meeting the needs of ELL students

Facilitator

Multicultural Department

Participants

All teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

CELLA, Diagnostic, IBMs, MBA, Florida Achieves, classroom assessment

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	By June 2014, 55% of 5th students will score level 3 or higher in the Science FCAT.	\$31,804
G3.	By June 2014, the percent of 3rd, 4th and 5th grade students being proficient at level 3 in math will be increased to 47%. By June 2014, 70% of 3rd, 4th and 5th grade students will achieve a learning gain in FCAT 2.0 Math.	\$98,210
G4.	By June 2014 writing proficiency will increase to 75%	\$31,804
G5.	By June 2014, the percent of 3rd, 4th and 5th grade students being proficient at level 3 in reading will be 40% . By June 2014, 70% of 3rd, 4th, and 5th grade students will achieve a learning gain in FCAT 2.0 Reading.	\$138,774
Total		\$300,592

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Program	Professional Development	Evidence-Based Materials	Total
Title I	\$154,392	\$138,774	\$0	\$4,717	\$297,883
District	\$0	\$0	\$0	\$0	\$0
SAC	\$0	\$0	\$0	\$2,709	\$2,709
Total	\$154,392	\$138,774	\$0	\$7,426	\$300,592

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G2. By June 2014, 55% of 5th students will score level 3 or higher in the Science FCAT.

G2.B1 Students inability to read informational text with proficiency without assistance from the teacher.

G2.B1.S2 Science learning centers to emphasize 3rd and 4th grade benchmarks Bell Ringer -secondary benchmark (based on student needs) Study guide for students/Cornell notes

Action Step 1

Provide direct instruction through small group instruction and centers Professional Development based on students needs Use math notebooks for students to explain how to solve problems

Resource Type

Personnel

Resource

Resources in science centers must match secondary benchmarks from focus calendar: .5 resource teacher

Funding Source

Title I

Amount Needed

\$31,804

G3. By June 2014, the percent of 3rd, 4th and 5th grade students being proficient at level 3 in math will be increased to 47%. By June 2014, 70% of 3rd, 4th and 5th grade students will achieve a learning gain in FCAT 2.0 Math.

G3.B1 Students lack of fluency with math facts in K-5

G3.B1.S1 Provide professional development on differentiation of instruction to ensure that the rotational model is used in the math block.

Action Step 1

Implementation of the rotational model in mathematics classrooms K-5 during and after school hours.

Resource Type

Personnel

Resource

Book subs for teachers to be relieved of duty to see the implementation of the rotational model. Math coach to facilitate the training (\$71,074.00) Tutoring after schools hours for several weeks (\$19,467.45), and attending common core training (\$240.00).

Funding Source

Title I

Amount Needed

\$90,784

G3.B2 Need for parental involvement to help students become fluent with math fact in all grades.

G3.B2.S1 Professional Development/Training for parents on how to help students in K-5 become fluent in math Parents will check planners nightly to ensure students are studying their math facts.

Action Step 1

Training session will be held for parents to share the fluency needs of their student Tips and materials will be given to parents to use at home Parents will participate in fluency activities during Parent Involvement trainings Emphasis will be placed on parents checking planners nightly to keep their students on track in learning math facts.

Resource Type

Evidence-Based Materials

Resource

Fluency materials for K-5: Funds for teachers to deliver parent workshop (\$2,513.00). Supplies such as: paper, ink, books, chart paper, refreshments, folders, pencils, and pamphlets etc.

Funding Source

Title I

Amount Needed

\$4,717

Action Step 2

All students will have a planner for parents to check nightly, to help with building support.

Resource Type

Evidence-Based Materials

Resource

All students will have a planner for communication between home and school Paper for fluency activities

Funding Source

SAC

Amount Needed

\$2,709

G4. By June 2014 writing proficiency will increase to 75%

G4.B1 Students are not experienced in writing to a prompt

G4.B1.S1 Using state calibration sets to score writing

Action Step 1

Palm Beach Writes data, classroom formal and informal assessments

Resource Type

Personnel

Resource

Teachers will conference with students and with .5 writing resource teacher (\$31, 804).

Funding Source

Title I

Amount Needed

\$31,804

G5. By June 2014, the percent of 3rd, 4th and 5th grade students being proficient at level 3 in reading will be 40% . By June 2014, 70% of 3rd, 4th, and 5th grade students will achieve a learning gain in FCAT 2.0 Reading.

G5.B1 New Common Core standards and new literacy adoption to learn and implement by instructional staff in the same year. Teachers are in cohort groups learning and writing lesson at the same time.

G5.B1.S1 All the components of the 90 minute reading block implemented with fidelity.

Action Step 1

Professional Development on the 90 minute reading block, infusing CCSS/New Reading Series Work on benchmarks of weakness in 3-5 during center time Provide small group instruction based on student individual needs Use Wilson "Foundations" program to provide a strong foundation in K-2

Resource Type

Evidence-Based Program

Resource

Area 1 Specialist & Resource Teachers (\$102,909.25) "Foundations" supplies - \$5000.00), Tutors (\$19,467.45), Tutorial and classroom supplies (\$11,397.35).

Funding Source

Title I

Amount Needed

\$138,774

G5.B1.S4 Classroom observation schedule will be developed by the administration team in order to closely monitor the implementation of the new units of study and Common Core Standards.

Action Step 1

Training on how to use the new reading series along with CCSS

Resource Type

Professional Development

Resource

LTM Team collaboration Video presentation Books on Common Core State Standards

Funding Source

District

Amount Needed

\$0