

The School District of Palm Beach County

Rolling Green Elementary School



2018-19 Schoolwide Improvement Plan

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Rolling Green Elementary School

550 MINER RD, Boynton Beach, FL 33435

<https://rges.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	C	C	D*

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

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

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

<https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Rolling Green Elementary School, is committed to creating a community of life-long learners who are responsible, learn with pride, and dream of a better tomorrow.

Provide the school's vision statement.

Imprinting the Rolling Green Community with the Power to Pursue Knowledge for Life Long Learning and Building a Community of Learners

Teachers perfect their craft and acquire new knowledge to keep up with needs of the 21st century learner

Parents in are participate in Parent Engagement Nights (PEN) a focus on connecting the home and school for all academic, social, emotional and behavioral needs.

Students are given tools to succeed academically, socially and emotionally.

School Leadership Team

Membership

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

Name	Title
Manning, Allyson	Principal
Cato, Lynn	Assistant Principal
Seipel, Gwen	Instructional Coach
McAllister, Amy	Teacher, K-12
Clayton, Detrice	Teacher, K-12
Miller, Geraldine	Psychologist
Groveman, Seth	Instructional Coach
Spindel-Rothman, Danielle	Administrative Support
Starr, Kelley	Teacher, ESE
Geppert, Alan	Teacher, K-12

Duties

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

The instructional leaders of Rolling Green's vision to move the school to a high academic level and doing the work through daily rigor walks through every classroom, to ensure effective standard based learning aligned to Florida State Statute 1003.42 and SB Policy 2.09 is occurring daily through a bell to bell schedule with access to all students. Administration monitors data and tracks student progress through data chats with teachers, students and instructional coaches. The principal and assistant principal hold monthly faculty meetings/Professional Development, parent training, and attend professional development sessions on campus. Administrations are active participants in PLC's, Common Planning and SBT meetings. They are very involved in parent communication and student achievement. As leaders they develop, support and enforce school wide positive behavior, to build a

learning environment that fosters SEL.

Instructional Coaches hold multiple responsibilities. They include monitoring data through Unify, EDW, iReady, FLKRS, and district assessments such as diagnostics, Running Reading Records, PBPA, USA's, FSQ's and NGSQ's. Additionally, they create ongoing assessments that align with the standards being taught. Coaches also track student progress through the implementation of student tracking forms that are analyzed with teachers. Instructional coaches provide ongoing professional development through professional learning communities, PDD, and common planning sessions. All coaches support teachers and students through the coaching cycle, and organize tutorial programs. As well, coaches develop school wide content area events throughout the year to promote academic engagement and parent involvement. The Single School Culture Coordinator (SSCC) supports Professional Learning Communities.

The ESOL Coordinator identifies and monitors ELL student's language acquisition. The ESOL Coordinator provides ELL strategies and support, as well as monitors the progress of ELL students on the ELL continuum. The ESOL Coordinator also supports teachers through the coaching cycle and facilitates PLCs to ensure that all teachers are equipped with strategies in effective instructional practices in order to close the achievement gap.

The ESE Coordinator facilitates the process that ensures students receive the services they need and that all students are in an inclusive setting. The ESE Coordinator also guides and assists parents and families of these students to obtain the proper resources they may need. In addition, the ESE Coordinator provides ESE instructional strategies and supports classroom teachers. The School Based Team Leader facilitates School Based Teams (SBT) meetings. At SBT meetings she facilitates the referral process of students who are referred by teachers in the area of academics and/or behavioral deficiencies. She supports teachers with strategies and interventions used to Palm Beach. As the RTI interventionist, she services students and collaborates with teachers to ensure student's progress towards academic goals are met.

Our Reading, Math and Science Coaches partners with teachers for job-embedded professional learning that enhances teachers' reflection on students, the curriculum, and pedagogy for the purpose of more effective decision making. This definition provides additional important details: ? Coaching is a partnership.

The Reading Coach and Science Coach: The reading coach stays current on research and "best practices" to analyze and support the quality and effectiveness of classroom instruction. She identifies systematic patterns of student need utilizing district resources to develop effective evidence based intervention strategies. She uses student assessment and monitoring data to promote progress monitoring, data collection, and data analysis. Participate with the school's Professional Development Team to create and implement quality staff development for specific instructional areas of weaknesses. Participates in school Professional Learning Communities grades K-5.

Instructional Coach for Math: The math coach stays current on research and "best practices" to analyze and support the quality and effectiveness of classroom instruction. He identifies systematic patterns of student needs utilizing district resources to develop effective evidence based intervention strategies. The math uses student assessment and monitoring data to promote progress monitoring, data collection, and data analysis. Participate with the school's Professional Development Team to create and implement quality staff development for specific instructional areas of weakness. Participates in school Professional Learning Communities by grade K-5.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	37	27	22	15	19	20	0	0	0	0	0	0	0	140
One or more suspensions	1	13	6	10	6	18	0	0	0	0	0	0	0	54
Course failure in ELA or Math	77	98	79	108	97	88	0	0	0	0	0	0	0	547
Level 1 on statewide assessment	0	0	0	101	81	72	0	0	0	0	0	0	0	254

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	25	28	20	99	80	70	0	0	0	0	0	0	0	322

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	17	0	0	0	0	0	0	0	0	0	17
Retained Students: Previous Year(s)	0	0	6	22	31	27	0	0	0	0	0	0	0	86

Date this data was collected

Monday 7/30/2018

Year 2016-17 - As Reported

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

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	24	22	18	94	82	80	0	0	0	0	0	0	0	320

Year 2016-17 - Updated

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	24	22	18	94	82	80	0	0	0	0	0	0	0	320

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA Achievement at 27% is the lowest performing.
 Math and Science Achievement are slightly better performing at 31% and 32%.

Which data component showed the greatest decline from prior year?

Math Lowest 25th Percentile declined 17 percentage points from 57% in 2017 to 40% in 2018.
 ELA Lowest 25th Percentile declined 15 percentage points from 69% in 2017 to 54% in 2018.
 As a grade level group, Grade 3 Math declined 14 percentage points from 38% in 2017 to 24% in 2018.

Which data component had the biggest gap when compared to the state average?

ELA Achievement gap between the school, at 27% and the State at 56% is a decline of 29 percentage points.
 In grade 3 and grade 5, the ELA gap is -32%; in grade 4 the ELA gap is -35%.
 Math Achievement gap between the school, at 32% and the State at 62% is -30%.
 In grade 3 the Math gap is -38%; in grade 4, it is -36%; in grade 5 it is -29%.

Which data component showed the most improvement? Is this a trend?

Math Achievement, at 32%, while still low, did improve 3% from 2017 to 2018.
 ELA Achievement, at 27%, while still low, did improve 5% from 2017 to 2018.
 The gap between the school and the state, while still significant, decreased 6 percentage points in grade 4 ELA, decreased 9 percentage points in grade 4 Math, and decreased 6 percentage points in grade 5 Math.

Describe the actions or changes that led to the improvement in this area.

In the area of math, we used the double down model.
 Standard based daily reviews were used for grades 2-5 math classes. Which provided a backwards

spiral approach. Provided incentives for students who met their weekly minutes and pass rate in iReady. Provided extended learning opportunities for targeted students, with tutorial and enrichment opportunities. Provided parent training through APTT on student data and activities to increase academic performance. Teachers and administration had formal and informal data chats with students. Teachers were provided with collegial planning opportunities through PLCs and Common Planning. We provided on going professional development for all teachers.

In the area of ELA, we used the double down model.

Standard based instruction was provided with a focus on text, talk, and rigorous tasks. Provided incentives for students who met their weekly minutes and pass rate in iReady. Provided extended learning opportunities for targeted students, with tutorial and enrichment opportunities. Provided parent training through APTT on student data and activities to increase academic performance. Teachers and administration had formal and informal data chats with students. Teachers were provided with collegial planning opportunities through PLCs and Common Planning. We provided on going professional development for all teachers.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	27%	57%	56%	26%	52%	52%
ELA Learning Gains	47%	61%	55%	47%	56%	52%
ELA Lowest 25th Percentile	54%	56%	48%	51%	51%	46%
Math Achievement	32%	65%	62%	35%	61%	58%
Math Learning Gains	44%	63%	59%	45%	61%	58%
Math Lowest 25th Percentile	40%	53%	47%	39%	51%	46%
Science Achievement	31%	56%	55%	41%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	37 (31)	27 (31)	22 (26)	15 (23)	19 (10)	20 (16)	140 (137)
One or more suspensions	1 (6)	13 (4)	6 (7)	10 (11)	6 (15)	18 (17)	54 (60)
Course failure in ELA or Math	77 (74)	98 (85)	79 (91)	108 (123)	97 (92)	88 (99)	547 (564)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	101 (93)	81 (85)	72 (83)	254 (261)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	25%	56%	-31%	57%	-32%
	2017	26%	54%	-28%	58%	-32%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-1%				
Cohort Comparison						
04	2018	21%	58%	-37%	56%	-35%
	2017	15%	57%	-42%	56%	-41%
Same Grade Comparison		6%				
Cohort Comparison		-5%				
05	2018	23%	59%	-36%	55%	-32%
	2017	20%	52%	-32%	53%	-33%
Same Grade Comparison		3%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	24%	63%	-39%	62%	-38%
	2017	38%	62%	-24%	62%	-24%
Same Grade Comparison		-14%				
Cohort Comparison						
04	2018	26%	63%	-37%	62%	-36%
	2017	19%	64%	-45%	64%	-45%
Same Grade Comparison		7%				
Cohort Comparison		-12%				
05	2018	32%	66%	-34%	61%	-29%
	2017	22%	61%	-39%	57%	-35%
Same Grade Comparison		10%				
Cohort Comparison		13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	24%	56%	-32%	55%	-31%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	45	57	17	39	43	19				
ELL	19	45	59	27	39	36	18				
BLK	26	44	51	29	40	38	32				
HSP	27	54	70	47	60	45	25				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	33			25							
FRL	26	46	54	32	44	40	31				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	8	44	57	9	39	57	17				
ELL	13	50	74	23	41	50	18				
BLK	22	47	65	27	40	61	31				
HSP	16	47	83	38	48	45	28				
WHT	33			42							
FRL	21	47	69	29	41	57	31				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	To ensure progress towards student achievement within ELA and Math instruction to support the expectations of achieving LTO #1.
Rationale	ELA Achievement at 27% is the lowest performing content area, and Math and Science Achievement are slightly better performing at 31% and 32%. This area of Focus aligns with the District Strategic Plan to increase reading on grade level to 75% by 2021.
Intended Outcome	Decrease the gap between current status of ELA Achievement and Math Achievement and the school's 2019 targets for meeting the Long Term Objectives of the Strategic Plan by 2021.
Point Person	allyson manning (allyson.manning@palmbeachschools.org)
Action Step	
	<p>Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on rigorous learning.</p> <p>Action Step #1: The District will provide Performance pay if the school increases its school grade as a retention strategy to keep highly qualified teachers, lessen the teacher turnover rate, and maintain a supportive and stable learning environment at the UniSIG schools.</p> <p>Action Step #2: The school will provide a Single School Culture Coordinator to support leadership in data-driven instruction that improves student achievement.</p>
Description	<p>Action Step #3: The school will offer Extended Day Tutorials to provide strategic and intensive instructional supports for high-needs learners to improve their academic achievement.</p> <p>Action Step #4: Pillars of Effective Instruction – Students will be immersed in rigorous tasks encompassing the full intent of the standards by implementing research-based, adaptive instruction using iReady Reading and Math Diagnostic and Instruction using a technology based platform with supplemental print based instructional materials.</p> <p>Action Step #5: The District will engage Learning Sciences International (LSI) to work with the UniSIG schools as a partner to provide professional development, coaching, data analysis, and support for building instructional capacity that improves student achievement.</p>
Person Responsible	Allyson Manning (manning.allyson@palmbeachschools.org)

Plan to Monitor Effectiveness	
	<p>Monitoring Step #1: The principal will ensure that all teachers receive support for improving instructional practice that improves student achievement. The District Leadership will complete a Memorandum of Understanding and ensure that the requirements of the MOU are implemented.</p>
Description	<p>Monitoring Step #2: The principal and assistant principal will work closely with the Single School Culture Coordinator to ensure the effective use of data driven instruction that improves student achievement.</p> <p>Monitoring Step #3: The principal will designate the Assistant Principal, the Single School</p>

Culture Coordinator, and other members of the Leadership Team to monitor and support the Extended Day Tutorials to ensure effective planning for and implementation of instruction that leads to increased student achievement.

Monitoring Step #4: The principal will designate the Single School Culture Coordinator to monitor iReady performance, and assist teachers in analyzing the data to make effective instructional decisions that support student achievement for tutorials, small group, and whole group instruction.

Monitoring Step #5: The principal, the Principal Supervisor, and the District Leadership Team will work closely with Learning Sciences International (LSI) to ensure successful implementation of the partnership and results that lead to improve student achievement.

Person Responsible Allyson Manning (manning.allyson@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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. FY19 goal is to attract 75% of our parents to school activities.

90% of our parent population will attend Curriculum Night and Literacy Night

100% of parents whose students are low 25% quartile will meet with teachers and administration for an informative conference for strategies to help improve reading, math and science.

90% of the parents of SWD will attend their annual IEP 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 check student planners nightly

Administration will attend community events that will support our vision for high achievement for all students everyday.

The community will be invited to be a part of academic and social emotional activities to help improve academics at Rolling Green. Meetings will be help at various times to include all parents and community partners.

PFEP Link

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

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

•Operational school based team that meets weekly to discuss students with barriers to academic and social success. The team works to find solutions to students in need.

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

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

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

Kindergarten round-up is held in the spring to introduce in-coming kindergarten students and their parents to Rolling Green. At this time students tour the classrooms, to see a day in the life of a kindergarten student.

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. FY 18 kindergartners will be introduced to CKLA to provide rigorous curriculum for academic growth.

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 preschool students, best practices for preschool students and offer professional development for their staff at our meetings.

Students in grades 1-5 are supported with the buddy system, in having students paired with students in their cohort to help them navigate the campus.

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

The Principal leads and provides the common vision for the school to make data-driven decisions when implementing the RtI process in the school. The principal makes sure that the School Based RtI Leadership Team members have the staff development necessary to support of the RtI implementation process, and communicates with parents and the community at School Advisory Council and other school meetings regarding RtI implementation activities at Rolling Green.

Assistant Principal: Mirrors the vision of the Principal by supporting the RtI – School Based Team Process.

Guidance Counselor: Provides services and counseling expertise on home and school issues.

The guidance counselor is a member of the School Based RtI Leadership Team, and continues to link school resources, community resources and agencies to children and their families to support the child’s academic,

emotional, behavioral and social success. ESOL School Guidance Counselor: Focused less on community agencies and resources, and more on the family dynamics of our ELL students, their parents and siblings. Classroom guidance and other social supports are developed and implemented by the ESOL guidance counselor to support immigrant students and their families as they adjust to life in a new society.

Instructional Coaches for Reading/Math Coach/Science: The coaches stay current on research and “best practices” to analyze and support the quality and effectiveness of classroom instruction. They identify systematic patterns of student need utilizing district resources to develop effective evidence based intervention

strategies. Coaches also work with teachers to build capacity to impact students.

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

At Rolling Green, the staff promotes college goals daily. Each Friday our staff wear their favorite college shirts. All teachers display outside their classroom the college they graduated from. Fifth grade students attend magnet school showcase at the fairgrounds, and magnet schools are invited to present information to our students. All fifth graders are encouraged to apply for magnet schools, and Rolling Green facilitates an information meeting with parents to share specialized educational opportunities available for students through the choice programs . Guidance Counselors and teachers are available to help parents and students in completing magnet schools applications. The school have partnered with FAU each year for students on the leadership team to tour the FAU campus. Additionally, we have also partnered with TeamWorks USA, who have been providing for the past 5 years, scholarships for 10 students each year. The scholarship funds are invested for the student, and information is given to parents.

Students who show an interest in pursuing a skill, military, or law enforcement, are introduced to local agencies, where students participate in summer exploratory programs to learn more about the field.

Part V: Budget

Total:	\$353,238.00
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