

The School District of Palm Beach County

Rolling Green Elementary School



2019-20 Schoolwide Improvement Plan

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Rolling Green Elementary School

550 MINER RD, Boynton Beach, FL 33435

<https://rges.palmbeachschools.org>

Demographics

Principal: Allyson Manning

Start Date for this Principal: 11/19/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (46%) 2017-18: D (39%) 2016-17: C (42%) 2015-16: C (41%) 2014-15: D (35%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	D	C	C

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 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	Job Duties and Responsibilities
Manning, Allyson	Principal	<p>As Principal, Mrs. Manning facilitated the creation of the school's mission and vision and set the tone for Academics, Culture, Systems, and Climate. She meets on a weekly basis with school leadership to ensure continual alignment to the District Strategic Plan to ensure the success for all students. Along with the AP, she utilizes data when making all school-wide decisions by tracking student progress through data chats with teachers, students, and instructional coaches. She holds monthly faculty meetings/ Professional Development, parent trainings, and attends professional development sessions on campus as well as at the district level. As an administrator, she is an active participant in PLC's, Common Planning and SBT meetings. As the leader, she believes in building relationships with all stake-holders which will result in increased achievement for all.</p>
Cato, Lynn	Assistant Principal	<p>As an Instructional Leader, they facilitated the creation of the school's mission and vision and set the tone for Academics, Culture, Systems, and Climate. They meet on a weekly basis with school leadership to ensure continual alignment to the District Strategic Plan to ensure the success for all students. They utilize data when making all school-wide decisions by tracking student progress through data chats with teachers, students, and instructional coaches. They hold monthly faculty meetings/Professional Development, parent trainings, and attend professional development sessions on campus as well as at the district level. Administrators are active participants in PLC's, Common Planning and SBT meetings.</p>
Seipel, Gwen	Instructional Coach	<p>Instructional Coaches hold multiple responsibilities. They include monitoring data through Unify, EDW, iReady, FLKRS, and district assessments such as diagnostics, Reading Records, PBPA, USA's, FSQ's Standard Mastery Assessments, and NGSQ's. 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.</p> <p>Helps develop plans for interventions as needed; Assist with data collection; Support the implementation of Tier 1, 2, and 3 interventions. Provide instructional support and professional development. Also, work to facilitate academic conversations in PLC with a focus on building teacher capacity and student achievement.</p> <p>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.</p>

Name	Title	Job Duties and Responsibilities
		<p>The Coaches partner 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.</p>
McAllister, Amy	Teacher, K-12	<p>School-Based Team Leader: Facilitates SBT meetings, assists with the development of intervention plans, and assists with data collection. The SBT Leader communicates with parents regarding RTI plans and strategies as needed. She is very involved in parent communication and student achievement.</p>
Clayton, Detrice	Teacher, K-12	<p>The ESOL Coordinator provides ELL strategies and support, as well as monitors the progress of ELL students in 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 to provide effective instructional practices in order to close the achievement gap.</p>
Miller, Geraldine	Psychologist	<p>She is an active member of SBT. The school psychologist also helps support students who are struggling academically by employing psychological and educational interventions to improve their performance.</p>
Grovesman, Seth	Instructional Coach	<p>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 coach uses student assessments and monitors data to promote progress monitoring, data collection, and data analysis. Participates 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.</p>
		<p>Helps develop plans for interventions as needed; Assists with data collection; Supports the implementation of Tier 1, 2, and 3 interventions. Provides instructional support and professional development. Also, works to facilitate academic conversations in PLC with a focus on building teacher capacity and student achievement.</p>
Spindel-Rothman, Danielle	Administrative Support	<p>Single School Culture Coordinator Provides side-by-side support for Professional Learning Communities She also works to facilitate academic conversations in PLC with a focus on building teacher capacity and student achievement. Facilitates the implementation of instructional programs and practices - ie. iReady initiative/etc. Meets regularly with school/district administration to ensure continual alignment to the District Strategic Plan which aligns with the school's vision and mission. She uses data to track the progress of the teachers' impact on student learning as well as individual student performance. Data is used to plan for</p>

Name	Title	Job Duties and Responsibilities
		improvement in all grades and for all decisions. Our SSCC is an instrumental part of the School Based Team, as she helps to guide the decisions that impact student learning academically, socially, and emotionally. As a leader, she develops, supports and enforces school-wide positive behavior, to build a learning environment that fosters SEL to support student achievement.
Starr, Kelley	Teacher, ESE	The ESE Coordinator facilitates the process that ensures students receive the service they need 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.
Geppert, Alan	Teacher, K-12	He works with the students supporting STEM activities and learning school-wide.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	105	107	136	158	101	111	0	0	0	0	0	0	0	718
Attendance below 90 percent	22	17	18	18	16	30	0	0	0	0	0	0	0	121
One or more suspensions	8	6	9	20	16	28	0	0	0	0	0	0	0	87
Course failure in ELA or Math	0	0	0	78	63	85	0	0	0	0	0	0	0	226
Level 1 on statewide assessment	0	0	0	78	63	85	0	0	0	0	0	0	0	226

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	21	20	19	83	65	77	0	0	0	0	0	0	0	285

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	26	0	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

68

Date this data was collected or last updated

Wednesday 8/28/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis**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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	33%	58%	57%	22%	53%	55%
ELA Learning Gains	57%	63%	58%	47%	59%	57%
ELA Lowest 25th Percentile	56%	56%	53%	69%	55%	52%
Math Achievement	40%	68%	63%	29%	62%	61%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Learning Gains	58%	68%	62%	41%	62%	61%
Math Lowest 25th Percentile	60%	59%	51%	57%	53%	51%
Science Achievement	19%	51%	53%	31%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	105 (0)	107 (0)	136 (0)	158 (0)	101 (0)	111 (0)	718 (0)
Attendance below 90 percent	22 (37)	17 (27)	18 (22)	18 (15)	16 (19)	30 (20)	121 (140)
One or more suspensions	8 (1)	6 (13)	9 (6)	20 (10)	16 (6)	28 (18)	87 (54)
Course failure in ELA or Math	0 (77)	0 (98)	0 (79)	78 (108)	63 (97)	85 (88)	226 (547)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	78 (101)	63 (81)	85 (72)	226 (254)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	22%	54%	-32%	58%	-36%
	2018	25%	56%	-31%	57%	-32%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	36%	62%	-26%	58%	-22%
	2018	21%	58%	-37%	56%	-35%
Same Grade Comparison		15%				
Cohort Comparison		11%				
05	2019	29%	59%	-30%	56%	-27%
	2018	23%	59%	-36%	55%	-32%
Same Grade Comparison		6%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	40%	65%	-25%	62%	-22%
	2018	24%	63%	-39%	62%	-38%
Same Grade Comparison		16%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2019	40%	67%	-27%	64%	-24%
	2018	26%	63%	-37%	62%	-36%
Same Grade Comparison		14%				
Cohort Comparison		16%				
05	2019	27%	65%	-38%	60%	-33%
	2018	32%	66%	-34%	61%	-29%
Same Grade Comparison		-5%				
Cohort Comparison		1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	17%	51%	-34%	53%	-36%
	2018	24%	56%	-32%	55%	-31%
Same Grade Comparison		-7%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	17	46	53	26	48	41	22				
ELL	26	60	48	39	68	74	21				
BLK	33	57	56	37	55	58	18				
HSP	32	57		50	64		25				
FRL	32	57	56	40	58	60	18				
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				
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				

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
HSP	16	47	83	38	48	45	28				
WHT	33			42							
FRL	21	47	69	29	41	57	31				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	383
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science Proficiency fell from 31% in 2018 to 19% in 2019. This decrease of 11% can partly be attributed to the overall reading proficiency levels, understanding of the fair game benchmarks in grades 3 and 4, good working knowledge of the science vocabulary, and level of capacity when it comes to the use of the new science materials to support the curriculum. Overall the district dropped in science by 5 percentage points.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science Proficiency declined 12 percentage points from 31% to 19%. This decrease of 11% can partly be attributed to the overall reading proficiency levels, understanding of the fair game benchmarks in grades 3 and 4, good working knowledge of the science vocabulary, and level of capacity when it comes to the use of the new science materials to support the curriculum. Overall the district dropped in science by 5 percentage points.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Science Proficiency gap between the school, at 19% and the State at 53% is a gap of -34% points.
 ELA Proficiency gap between the school at 33% and the state at 57% a gap of -24%.
 Math Proficiency gap between the school at 40% and the state at 63% a gap of -23%.
 ELA Learning Gains gap between the school at 57% and the state at 58% a gap of -1%.
 Math Learning Gains gap between the school at 58% and the state at 62% a gap of -4%.

This decrease of 11% can partly be attributed to the overall reading proficiency levels, understanding of the fair game benchmarks in grades 3 and 4, good working knowledge of the science vocabulary, and level of capacity when it comes to the use of the new science materials to support the curriculum. Overall the district dropped in science by 5 percentage points.

Which data component showed the most improvement? What new actions did your school take in this area?

Math Proficiency improved from 32% in 2018 to 40% in 2019. While still low, did improve 8% from 2018 to 2019. In 3rd grade 18% increase from 27% in 2018 to 45% in 2019. 4th grade 13% increase in math from 31% in 2018 to 44% in 2019. Math lowest 25 percentile increases from 40% in 2018 to 60% in 2019. Overall Learning Gains increase from 44% in 2018 to 58% in 2019. 5th grade had a -12% decline in math from 42% in 2018 to 30% in 2019.
 ELA Proficiency improved from 27% to 33%. While still low, did improve 6% from 2018 to 2019. 4th grade 18% increase in ELA from 25% in 2018 to 43% in 2019
 Actions in math were the Rigor walks, building teacher capacity through modeling and giving them opportunity to practice in weekly PLCs, monitoring for iReady usage and pass rate, daily spiral review, intervening with early tutorials, identifying L-25 students, double down small group instruction and aggressive progress monitoring of both teachers and students. Actively monitoring data to inform instruction, fluid groups based the data and needs, data chats with students and teachers. Infusion of Success Criteria, and emphasis on target tasks alignment.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

1. Course Failure in ELA and Math
2. Attendance below 90%

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase ELA Proficiency by 7% from 33% to 40%
2. Increase Science Proficiency by 31% from 19% to 50%
3. Increase ELA Proficiency for SWD by 5%
4. Increase Math Proficiency for SWD by 5%
5. Increase Math Proficiency for ELL by 5%

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To ensure progress towards student achievement in ELA and Science instruction to align with the District's Strategic Plan; LTO #1 Increase reading on grade level by 3rd grade.
Rationale	Our SWD population has the lowest achievement in ELA. Students With Disabilities (SWD) proficiency in ELA dropped from 18% in 2018 to 17% in 2019. ELA proficiency for the school is slightly better performing at 33% an increase of 6%. Our goal is to increase ELA for the school to 40% by FY 2020, this Area of Focus aligns with the District Strategic Plan to increase reading on grade level to 75% by 2021. Science Proficiency for the school had the greatest gap at 19% which is the lowest-performing content area. Science Proficiency gap between the school, at 19% and the State at 53% is a gap of -34% points.
State the measurable outcome the school plans to achieve	Our measurable goals for FY20 will be to have a 5% increase in our SWD subgroup in ELA. This would be an increase from 17% to 22% in ELA. Decrease the gap between current status of Science proficiency and ELA proficiency and the school's 2020 targets for meeting the Long Term Objectives of the Strategic Plan by 2021. Our goal is to increase Science an additional 31% from 19% to 50% by FY 2020.
Person responsible for monitoring outcome	Allyson Manning (manning.allyson@palmbeachschools.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Students will be remediated and enriched through digital and blended learning opportunities using iReady Technology and Ready books, in addition to other standard based resources. 2. ESE Teachers who service SWD students will participate in content specific PLCs, common planning and professional development to increase pedagogy. 3. ELA and ESE teachers will engage in standards-based instruction during the collaborative planning and PLCs. 4. Differentiated small group instruction in all ELA and Science classrooms. Double down during small group instruction. 5. Utilize success criteria to identify what the students need to know and be able to do in order to meet the learning targets and achieve mastery of the standard(s).
Rationale for Evidence-based Strategy	<p>The Pillars of Effective Instruction ensure explicit standards-based instruction, personalized learning, high expectations for all and engagement opportunities to increase learning. Learning Science Institute -LSi provided the research on "Success Criteria" where students are given the tools and strategies to own their learning; target/task alignment to ensure students are engaging in tasks that are aligned specifically to meet the targets, and academic teaming to ensure students are actively engaged in learning and are working collaboratively through the academics.</p> <p>Stemscopes - Lessons are designed to meet the needs of student through the 5Es J&J Science Boot Camp</p>
Action Step	
Description	Action Step #1: The school will provide a Single School Culture Coordinator to support leadership in data-driven instruction that improves student achievement.

Action Step #2: The school will offer Extended Day Tutorials to provide strategic and intensive instructional supports for high-needs learners and the ESSA identified ESE subgroup in order to improve their academic achievement.

Action Step #3: 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

Diagnostic and Instruction using a technology based platform with supplemental print based instructional materials.

Action Step #4: Utilize the 5E Model of instruction in all science blocks.

Action Step #5: The School will engage Learning Sciences International (LSI) as a partner to provide coaching, data analysis, and support for building instructional capacity that improves student achievement.

Action Step #6: Administration and coaches will monitor lesson plans, analyze data and conduct classroom walkthroughs.

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

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

In alignment with the District's Strategic Plan and with the goal to increase the academic instruction for all students - Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards including the content required by Florida State Statute 1003.42 continuing to develop a Single School Culture of excellence in academics, behavior and climate with an appreciation for multicultural diversity in alignment to S.B. policy 2.09 with a focus on the instruction of reading and writing across all content areas.

Our students focus on content and curriculum related to:

The History of the Holocaust

The History of Black and African Americans

The Contributions of Latino and Hispanics

The Contributions of Women

The Constitution

The Sacrifices of Veterans and Medal of Honor recipients within US History.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. In alignment to SB 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within all the curriculum areas. Our students participate in activities, including, but not limited to, art expos of different cultures, in music our students study music of different eras and countries, and in media our library is filled with books related to the variety of cultures and people. With the importance of Every Student Succeeds Act (ESSA) it is important for all students to experience diversity in its many forms, which will prepare students regardless of their backgrounds for the world in which they will live and work.

School Safety - School Safety is everyone's business. A school district officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone, students and staff know if they "see something, they must say something." Barricades are in place to provide and extra layer of security for all. For students we do the following: identification and support for students with mental health concerns, mental health crisis intervention, two staff member dedicated to the needs of

students, and threat assessment is done whenever the situation calls extra precaution. Fortify Florida Application is on every computer, and students are made aware of this "app" in our assemblies. Drills are done in a timely manner with notices given to teachers and students whenever necessary. The "Raptor System" is used to sign parents/visitors in before they can go to a classroom, or school event on campus. The Rolling Green Elementary SAC approved the purchase of an ID badge maker and lanyards for students to assist with school security. All students at Rolling Green will now wear ID badges.

Teacher recruitment and development - each year the school participates in the job fair to recruit new teachers, new teachers are engaged in continuous professional development to ensure they are effective teachers in the classrooms.

Attendance Matters - The school has adopted the the "Attendance Matters" district focus. A meeting is held at the beginning of the school year to put an emphasis on the importance of daily attendance in order for students to succeed academically. Each morning there are signs out thanking parents for bringing their children to school on time by 8:00 a.m. At 8:05 a.m. the sign is changed to say, "Oops you are late, please sign your child in at the front office." This effort gives the school the opportunity to to share how important it is for students to be in attendance and on time. Each month parents are given an encouraging note thanking them for having their children in school. Monthly incentives are in place for students who are present and on time for school. Incentives are also in place for students who have improved in their attendance on a monthly basis. An Attendance Matters focus is used at every faculty meeting to make teachers aware of the mission of the school and district. Attendance is tracked by each homeroom teacher. After a student has accumulated three consecutive absences, the teacher is to contact the home and identify the reason for the absence. Attendance plans are in place for students with excessive absences by bringing parents in for conferences. District support is requested when the school have exhausted all options help parents to get students to school.

Stakeholder relationships - our stakeholder are considered our partners in education, we invite them to be a part of the work so Every Students Succeed Act will come to fruition.

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 Schoolwide Improvement Plan 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. 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 20 goal is to attract 90% 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 held at various times to include all parents and community partners.

PFEF Link

The school completes a Parental Involvement Plan (PFEF), 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.

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. Our school employed a school-wide behavioral health professional and a co-located behavior counselor who works one-on-one with students. Our guidance counselors also work with small groups of students based on student needs. Our school implements a school-wide positive behavior plan that provides incentives for students, a universal guideline for success and a positive school environment for all the students.

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.

All students will be assessed using FLKRS the first 30 days. 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.

Our 5th graders are afforded the opportunity to explore middle school by having the middle schools visit and do presentations for the students. Students encouraged to visit Showcase of Schools.

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.

Our goal is for students to be college bound.

Career Day is a showcase of how a college education can impact their future.

Teachers will display their colleges on the outside of their classroom doors.

Promote college gear days.

Teams of students take a field trip to Florida Atlantic University and share their experience with their classmates.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: To ensure progress towards student achievement in ELA and Science instruction to align with the District's Strategic Plan; LTO #1 Increase reading on grade level by 3rd grade.				\$1,793.60
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5000	590-Other Materials and Supplies	0781 - Rolling Green Elementary School	School Improvement Funds	34.0	\$1,793.60
			Notes: Notes: The Rolling Green Elementary SAC approved the expense of \$943.60 to purchase materials from J & J Bootcamp to help enrich science instruction. These supplemental materials will provide students with hands on experiences.			
Total:						\$1,793.60