

The School District of Palm Beach County

Rolling Green Elementary School



2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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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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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	D	C

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SIP Authority

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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 lifelong learners who are responsible, learn with pride, and dream of a better tomorrow.

Provide the school's vision statement.

The school's vision is to imprint the Rolling Green community with the power to pursue knowledge, for lifelong learning, and building a community of learners.

Teachers perfect their craft and acquire new knowledge to keep up with the 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, position title, and job duties/responsibilities 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
		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.
McAllister, Amy	Teacher, K-12	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.
Clayton, Detrice	Teacher, K-12	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.
Miller, Geraldine	Psychologist	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.
Groveman, 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>
Geppert, Alan	Teacher, K-12	He works with the students supporting STEM activities and learning school-wide.
Dyer, Jacque	Instructional Coach	Single School Culture Coordinator provides side-by-side support for Professional Learning Communities. She 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 such as iReady initiative/etc. Meets regularly with school/district

Name	Title	Job Duties and Responsibilities
		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 teachers' impact on student learning as well as individual student performance. Data is used to plan for 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 social-emotional learning (SEL) to support student achievement and promote school culture and analyze data.
Ferlita, Christine	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.

Demographic Information

Principal start date

Wednesday 11/19/2014, Allyson Manning

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

26

Total number of teacher positions allocated to the school

34

Demographic Data

2020-21 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
2019-20 Title I School	Yes

2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 .	

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	65	111	109	136	155	109	0	0	0	0	0	0	0	685
Attendance below 90 percent	0	52	59	57	32	40	0	0	0	0	0	0	0	240
One or more suspensions	0	3	5	3	11	27	0	0	0	0	0	0	0	49
Course failure in ELA	0	56	75	87	114	46	0	0	0	0	0	0	0	378
Course failure in Math	0	40	50	55	53	47	0	0	0	0	0	0	0	245
Level 1 on 2019 statewide ELA assessment	0	0	0	0	25	40	0	0	0	0	0	0	0	65
Level 1 on 2019 statewide Math assessment	0	0	0	0	21	36	0	0	0	0	0	0	0	57
FY20 ELA Diag Levels 1 & 2	0	0	0	115	61	72	0	0	0	0	0	0	0	248
FY20 Math Diag Levels 1 & 2	0	0	0	93	46	66	0	0	0	0	0	0	0	205

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	0	47	63	68	88	61	0	0	0	0	0	0	0	327

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Tuesday 8/25/2020

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	
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	

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	
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	2	0	0	0	0	0	0	0	0	2

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Achievement	40%	68%	63%	29%	62%	61%
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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	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						
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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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				
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%	0
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%	0
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	0

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%	0
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%	0
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%	0
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%	0
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%	0

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 decreased from 31% in 2018 to 19% in 2019. This decrease of 12% 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. Mid-year FY20 Winter Diagnostic showed an increase of (+12%). Due to the lack of data for FY20 because of state-mandated school closure (COVID19) with the cancellation of state assessments, we will continue with our FY20 goals for FY21.

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 12% 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. When compared to the District we showed (-34%)

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 12% 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. In Math, our L25 percentile students increased 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: Rigor walks, building teacher capacity through modeling and giving them the 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, aggressive progress monitoring of both teachers and students, actively monitoring data to inform instruction, fluid groups based on the data, in addition to 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?

Our two areas of concern after reviewing the Early Warning Systems data are:

1. Course Failure in ELA and Math

Needs Development (ND) on report cards - Our grading system is standards-based, which means when students receive a marking of ND on their report card, it is an indication that mastery has not been met. Therefore, it is impossible or improbable that our students will be successful with the state grade-level assessment resulting an achievement gap. Course failures is a lack of foundational skills and mastery of standards which result in students falling behind. These factors have resulted in students not being able to meet the expectations for success.

Level 1 on state assessments – Students scoring a level one are demonstrating an inadequate understanding or knowledge of grade-level content. Students scoring level two are demonstrating below satisfactory understanding or knowledge of grade-level content. This is an indication that students need substantial support for learning because they are more than one year below grade level.

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

Standards Based Instruction will continue to be a primary focus during instruction planning sessions, professional learning communities and data chats with teachers and students. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not yet performing at their grade level. Our in-school, during the school day tutorial program ensured student participation and success. All teachers, including elective teachers collaborated to ensure program success. Schedules were adjusted to ensure tutorial days were honored and student participation was guaranteed. Administrators were assigned to support the students and build relationships with them to motivate and incentivize.

At Rolling Green Elementary we focus on student achievement, student learning gains, and the overall social-emotional well being of students. We believe if we dedicate our time to the following priorities we will ensure a path to equitable and equal opportunity for all our students by impacting them in the following:

A clear path to success, goal setting, measuring progress, maintaining focus along with timely feedback and

providing meaningful challenges

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%

Increasing students learning gains in Literacy, math and science allows for our students to develop the skills necessary towards future success. It is the foundation towards a higher education and better opportunities. Children who have developed strong reading and math skills perform better in school and have a healthier self-image. They become lifelong learners and sought-after employees. Lacking basic reading and writing skills is a tremendous disadvantage. Literacy not only enriches an individual's life, but it creates opportunities for people to develop skills that will help them provide for themselves and a better future.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

To ensure progress towards student achievement in ELA, Math, and Science to align with the District's Strategic Plan; LTO#1, Increase reading proficiency, and LTO #2; Ensure High School Readiness.

State data from FY19, overall ELA Achievement data is 33% which is an increase of 6%. When looking at ELA performance by grade, third grade was the only grade with a decrease of (-3%) while fourth grade increased (+15%) and fifth grade (+6%). However, our ELA Achievement for SWD decreased by (-1%) from 18% in 2018 to 17% in 2019. In addition, our SWD LG L25% decreased by (-4%). Our greatest decline from the previous year is in the ELA L25 percentile for ELL decreased by 11% from 59% in 2018 to 48% in 2019. The gap between ELA Achievement 33% and the District average 58% is (-25%) points.

Area of Focus

Description and Rationale:

State data from 2019, overall Mathematics Achievement data is 40% is an increase of 8%. When looking at Mathematics performance by grade, fifth-grade had a decrease of (-5%), third grade increased (+16%) and fourth grade increased (+14%). Mathematics LG for L25% SWD decreased by (-2%). The gap between Mathematics Achievement 40% and the District average 68% is (-28%) points. Science Achievement declined by (-7%) in 2019 reflecting a gap with the district of (-34%).

ESSA data shows SWDs (38 ESSA points) do not meet the required federal threshold of 41 percentage points.

During Midyear, our Diagnostic data demonstrated an increase in ELA, Mathematics, and Science. ELA 1%, Mathematics 5%, and Science increased by 12%. Our ESSA subgroup, SDW improved from 17% to 38%. This data demonstrates we are on track to meet our goals. Due to COVID 19, there is a lack of data for FY20, will continue with our FY20 goals for FY21. iReady data shows our students are making progressive improvements.

Measurable Outcome:

Our measurable goals for FY20 will be to increase ELA academic achievement by 7% to result in 40%

in FY20, to increase math academic achievement by 10% to result in 50% in FY20, and increase

science achievement by 31% to result in 50% in FY20. During the midyear, we saw an increase of 3% in

ELA and an increase of 6% in Math. This is a strong indicator that we are on the right track During the end of the year, our students were taught through virtual distance learning.

Due to the lack of data for FY20 because of state-mandated school closure (COVID19) with the

cancellation of state assessments, we will continue with our FY20 goals for FY21.

Person responsible for monitoring outcome:

Allyson Manning (manning.allyson@palmbeachschools.org)

Evidence-based Strategy:

1. Utilize instructional tutors during ELA, Math, and Science to support teachers implement a

coherent curriculum that focuses on academic standards to ensure student learning and success.

2. Incorporate virtual, in school, and/or after school tutorials to support standards-based instruction for remediation, enrichment, and support of data selected students to close the achievement gap.

**Rationale
for
Evidence-
based
Strategy:**

3. Establish Professional Learning Communities cycles within all grade levels focusing on the "how" of instruction. Ensure teachers are focused on best practices that support equitable & equal access to learning for all students all the time.
4. Differentiated small group instruction will be utilized in all ELA, Math, and Science classrooms. Through differentiation, we are ensuring we support all learners at their ability. We are ensuring a variety of tasks, products, and processes.
5. Students will engage in adaptive technology to offer personalized learning solutions that provide support/reteach/enrichment at their level (iReady and Successmaker).
1. Utilize instructional tutors to support the implementation of the standard-based curriculum. The materials and resources are designed to provide a coherent sequence of instruction.
2. Tutorials will provide students with additional supports for remediation/enrichment as needed and will ensure students receive additional support for success.
3. Professional Learning Communities teachers engaging in analysis of standards-based teaching and learning provides a high degree of accountability; provides teachers and teams with the opportunity to progress monitor the achievement of all students and make decisions on next steps.
4. Small group instruction provides an opportunity for teachers to provide differentiated instruction and practice for struggling or advance students to master the standards.
5. iReady and Successmaker will offer an opportunity for students to receive enrichment and remediation on a in reading and math on a variety of skills.

Action Steps to Implement

1. Instructional tutors:
 - a. Analyze student data to determine the support necessary.
 - b. Analyze teacher data to determine instructional strengths for future tutors.
 - c. Provide teachers and tutors professional development on collaborative teaching expectations.
 - d. During ELA, Math, and Science support teachers to implement a coherent curriculum that focuses on academic standards.
2. Tutorials:
 - a. Analyze student data to determine students for tutorial groups and the support necessary.
 - b. Choose supplemental materials and resources to be utilized during tutorials.
 - c. Analyze teacher classroom data to determine who will be tutors.
 - d. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.
3. Monitoring will occur through observations, fidelity walks, (Mrs. Manning, Principal) (Mrs. Cato, Asst. Principal), (Ms. Dyer, SSCC), (Ms. Seipel Reading Coach), (Mr. Groveman, Math Coach)
4. Monitoring the data through PLCs to ensure the fidelity of programs
5. Create and develop action plans.

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

1. Create a PLC schedule to ensure all teachers participate including resource teachers for ESE/ESOL and fine arts.

2. Grade level teachers collaborate to design differentiated and rigorous standards-based lessons to
 - a. Teachers will create lessons for small group instruction for the identified L25 students.
 - b. Teachers will analyze data to determine the next steps for future instruction.
3. School administrators/instructional coaches will attend PLC meetings.
4. Differentiated small group instruction in all ELA, Math, and Science classrooms:
 - a. Teachers will create all small group rotational cycle to ensure all students are being supported at their abilities (ESSA categorized groups can go here).
 - b. Principals will monitor through fidelity walks.
5. Students will engage in adaptive technology (iReady and Successmaker):
 - a. Provide teachers with professional development to ensure the appropriate use of adaptive technology.
 - b. Monitoring of small group lesson plan, technology usage/pass rate will occur by the SSCC.

Person Responsible Lynn Cato (lynn.cato@palmbeachschools.org)

The school will provide a Single School Culture Coordinator to support leadership in data-driven instruction that improves student achievement.

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

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. All L25 students will be identified along with ESSA students for extra support through "push-in" support and before and/or after school tutorial. All these plan are contingent on COVID-19 status in Palm Beach County.

Person Responsible Lynn Cato (lynn.cato@palmbeachschools.org)

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.

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

Utilize the 5E Model of instruction in all science blocks. "The 5E Model of Instruction includes five phases: Engage, Explore, Explain, Elaborate, and Evaluate. It provides a carefully planned sequence of instruction that places students at the center of learning. It encourages all students to explore, construct understanding of scientific concepts, and relate those understandings." –Rodger Bybee
In addition all student will engage in hands on science lessons once per week for grades kindergarten through fourth grade, while grade five will participate twice per week.

Person Responsible Jacque Dyer (jacque.dyer@palmbeachschools.org)

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.

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

Administration and coaches will monitor lesson delivery to ensure standards are taught to the content limits through classroom walkthroughs. Data will be analyzed to fix root cause and provide support.

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

In alignment with the District's Strategic Plan and with the goal to increase academic instruction for all; 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 (2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including, but not limited to: History of Holocaust, History of Africans and African Americans, Hispanic Contributions, Women's Contributions, and the Sacrifices of Veterans and the value of Medal of Honor recipients.

Addressing the Areas of Focus will contribute to the continuous monitoring of proven successful actions and processes, as well as the development of new actions and processes to benefit student achievement. These deliberately designed action steps and processes are research-based with a history of success. They share a common theme of impacting student achievement, and the predicted outcomes would not be exclusive to only the Areas of Focus. It is anticipated Science Achievement and Math Achievement of the L25 percentile students will demonstrate positive data gains as a result of the action steps developed for both areas of focus.

Students are continuously engaged in rigorous standards-based activities that highlight multicultural diversity within the arts. Throughout the school year, the school hosts and students participate in art expos and music programs of different cultures, countries, and eras. Students have access to books about cultures and contributions of Black and African Americans, Latino and Hispanics, and women in US History. Fifth-grade studies the Holocaust and patrols visit the Holocaust Memorial Museum in Washington, DC. (School Board Policy 2.09 and Florida State 1003.42) This access to ongoing multi-cultural studies enriches our students' educational experience and demonstrates our commitment to connect meaningfully with all facets of our school community.

Rolling Green Elementary School integrates Single School Culture by sharing our Universal Guidelines for Success, teaching expected behaviors, engaged in grade-level assemblies twice per year, Parent Engagement Nights, Curriculum Nights, and SAC meetings. The effectiveness of these efforts is monitored using SwPBS data from (EDW and Performance Matters). In addition, we utilize a behavior matrix, and teaching expected behaviors, communicating with parents, and monitoring SwPBS. Funds are also utilized for tutorials, supplies, and remediation. Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and ELL students. Best practices for inclusive education are addressed through our anti-bullying campaign, mentoring, and implementation of PBS programs. These actions influence student achievement and create an environment for learning. Red Ribbon Week is celebrated to help prevent the use of alcohol, tobacco, and drugs. Single School Culture (SSC) for Academics: Teachers attend weekly common planning meetings to collaborate and plan for instruction to determine areas of strengths and weaknesses to drive instruction. Tutorials are planned for January 2021 contingent on COVID-19 status and guidelines from the CDC.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Our school integrates School-wide Positive Behavior to encourage students' academic and behavioral success. By sharing our Universal Guidelines for Success and communicating these expectations to parents through parent engagement opportunities, and monitoring SwPBS; Rolling Green is now a positive place for students to learn and grow. As a celebration of students' success, students receive certificates, shout-outs, individual rewards, class rewards, tickets for treats, incentives for attendance, academic success certificates, and improvement for academics or behavior. With the mindset that all students have the potential to succeed, students are challenged to meet milestones to make them better both academically, socially, and emotionally. These milestones are met through data chats, mentoring, counseling with Behavior Health Professionals, and student ambassadors club, SEL, friendship club, and other informal ways to build relationships with students. Students develop the academic habits they will need to be successful in middle school, high school, and college, in an age-appropriate and challenging way. Students learn study skills, communication, and self-advocacy skills.

To highlight teachers' contributions to students' success, the School-wide Positive Behavior Team provides incentives to teachers throughout the year for being a champion for students through mentorship. In addition, the administration strives to ensure every member of the faculty and staff feel valued and are supported. Teachers and staff are encouraged to take leadership roles to grow professionally, take risks, and seek ways to stretch their outlook in ways to meet the needs of students.

In alignment with 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 the 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 the 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. Character-development program (required K-12) curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

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. Identification and support for students with mental health concerns, mental health crisis intervention, two staff members 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. The "Raptor System" is used to sign parents/visitors before they can go to a classroom, or school event on campus.

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

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$797.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	0781 - Rolling Green Elementary School	School Improvement Funds	724.41	\$797.00
			<i>Notes: Pending SAC approval</i>			
Total:						\$797.00