

The School District of Palm Beach County

Rolling Green Elementary School



2021-22 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 |
| 2020-21 Title I School | Yes |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2020-21 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%) |
| 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 | |
| * 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) | 2020-21 Title I School | 2020-21 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 | 98% |

School Grades History

| Year | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|-------|---------|---------|---------|---------|
| Grade | | C | C | D |

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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.

We, the community of Rolling Green Elementary School are committed to creating and providing a safe, positive, and nurturing environment. Educating all to successfully advance intellectually, socially, and emotionally. We strive to prepare our students to become high school and college graduates as well as contributing members of their communities.

Provide the school's vision statement.

Rolling Green is a welcoming school where teachers and students come together to learn and grow in an enriching learning community. We foster hands-on real-life instruction in an engaging environment that is clean, safe and orderly; which promotes analytical thinking to help ensure students academic and social success.

School Leadership Team

Membership

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

| Name | Position 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 stakeholders 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> |
| Dyer, Jacque | Instructional Coach | <p>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 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.</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</p> |

| Name | Position Title | Job Duties and Responsibilities |
|--------------------|-----------------------------|---|
| | | <p>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> <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> |
| Miller, Geraldine | Psychologist | Mrs. Miller 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. |
| Clayton, Detrice | Curriculum Resource Teacher | 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. |
| 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. |
| 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. |

| Name | Position Title | Job Duties and Responsibilities |
|-----------------|---------------------|--|
| Grovesman, Seth | Teacher, K-12 | <p>The math resource teacher 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> |
| Wooley, Nadine | Instructional Coach | <p>As LTF/Coach for K-1 plans, guides, and manage K-1 curriculum to ensure the objectives are met effectively. 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 LTF/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-1.</p> <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> |

| Name | Position Title | Job Duties and Responsibilities |
|------------------|----------------|---|
| | | 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. |
| Sotelo, Lorraine | Teacher, K-12 | 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. |
| | | 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-3. |
| | | 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. |

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

36

Total number of students enrolled at the school

682

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

Identify the number of instructional staff who joined the school during the 2021-22 school year.

11

Demographic Data**Early Warning Systems****2021-22****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 | 84 | 93 | 107 | 129 | 94 | 141 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 648 |
| Attendance below 90 percent | 0 | 30 | 33 | 35 | 19 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 140 |
| One or more suspensions | 0 | 1 | 7 | 4 | 3 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 |
| Course failure in ELA | 0 | 60 | 71 | 106 | 82 | 85 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 404 |
| Course failure in Math | 0 | 45 | 52 | 92 | 47 | 70 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 306 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 71 | 44 | 59 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 174 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 58 | 48 | 72 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 178 |
| Number of students with a substantial reading deficiency | 0 | 0 | 63 | 90 | 110 | 71 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 334 |
| FY21 ELA Winter Diag Level 1 & 2 | 0 | 0 | 0 | 81 | 109 | 83 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 273 |
| FY21 Math Winter Diag Level 1 & 2 | 0 | 0 | 0 | 82 | 104 | 81 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 267 |

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 | 46 | 61 | 96 | 55 | 90 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 348 |

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 | 2 | 27 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

Date this data was collected or last updated

Monday 8/30/2021

2020-21 - 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 | 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 |

2020-21 - 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 | 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 | 2 | 28 | 1 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 54 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

Part II: Needs Assessment/Analysis

School Data Review

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 | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 33% | 58% | 57% | 27% | 57% | 56% |
| ELA Learning Gains | | | | 57% | 63% | 58% | 47% | 61% | 55% |
| ELA Lowest 25th Percentile | | | | 56% | 56% | 53% | 54% | 56% | 48% |
| Math Achievement | | | | 40% | 68% | 63% | 32% | 65% | 62% |
| Math Learning Gains | | | | 58% | 68% | 62% | 44% | 63% | 59% |
| Math Lowest 25th Percentile | | | | 60% | 59% | 51% | 40% | 53% | 47% |
| Science Achievement | | | | 19% | 51% | 53% | 31% | 56% | 55% |

Grade Level Data Review - State Assessments

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 | 2021 | | | | | |
| | 2019 | 22% | 54% | -32% | 58% | -36% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 36% | 62% | -26% | 58% | -22% |
| Cohort Comparison | | -22% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 29% | 59% | -30% | 56% | -27% |
| Cohort Comparison | | -36% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 40% | 65% | -25% | 62% | -22% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 40% | 67% | -27% | 64% | -24% |
| Cohort Comparison | | -40% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 27% | 65% | -38% | 60% | -33% |
| Cohort Comparison | | -40% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 17% | 51% | -34% | 53% | -36% |
| Cohort Comparison | | | | | | |

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress Monitoring tools:

iReady for Reading and Math, SuccessMaker for Math, FSQs, USAs, Unit Standardized Assessments
 -iReady: Provides user-friendly dashboards, and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need.

-Unit Standardized Assessments USAs gives teachers data on how well the students have mastered the standard. In addition, it supports the monitoring of student learning and provides ongoing feedback that

is used for high yield instructional adaptations.

-SuccessMaker an adaptive learning program that continuously personalizes math instruction for student growth and differentiation.

Grades K-5 used SuccessMaker throughout the year. During the Fall, Successmaker, FSQs, and USAs were the tools used to monitor math. Successmaker starts students at initial placement, and based on students' performance, sometimes takes weeks to move to the next level. Grade 3 math data is based off fall Successmaker initial placement data. Math USAs were based on units, and the data showed how the school performed compared to others. In the winter we used iReady Math for grades 1-5.

Progress monitoring also allows teachers and administrators how to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports were used to monitor and support student learning.

| Grade 1 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 20.0 | 13.5 | 21.7 |
| | Economically Disadvantaged | 20.5 | 13.7 | 22.0 |
| | Students With Disabilities | 21.4 | 6.7 | 30.8 |
| | English Language Learners | 7.7 | 3.4 | 21.4 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 44.0 | 54.2 | 50.9 |
| | Economically Disadvantaged | 33.0 | 54.3 | 50.9 |
| | Students With Disabilities | 33.0 | 53.8 | 35.3 |
| | English Language Learners | 19.0 | 45.2 | 43.2 |

| Grade 2 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 16.2 | 14.72 | 17.0 |
| | Economically Disadvantaged | 7.5 | 2.4 | 8.1 |
| | Students With Disabilities | 22.2 | 10.5 | 0.0 |
| | English Language Learners | 7.5 | 2.4 | 8.1 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 16.0 | 54.3 | 43.9 |
| | Economically Disadvantaged | 14.0 | 54.3 | 43.9 |
| | Students With Disabilities | 18.0 | 46.7 | 36.8 |
| | English Language Learners | 0.0 | 42.9 | 31.7 |
| | | | | |
| Grade 3 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 26.4 | 22.8 | 16.3 |
| | Economically Disadvantaged | 26.4 | 23.0 | 16.4 |
| | Students With Disabilities | 12. | 11.5 | 8.3 |
| | English Language Learners | 12.0 | 11.5 | 8.3 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 6.7 | 54.5 | 43.8 |
| | Economically Disadvantaged | 6.7 | 55.0 | 44.2 |
| | Students With Disabilities | 13.0 | 33.3 | 33.3 |
| | English Language Learners | 1.72 | 46.4 | 38.9 |
| | | | | |

| Grade 4 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 10.8 | 10.3 | 9.1 |
| | Economically Disadvantaged | 10.8 | 10.3 | 9.1 |
| | Students With Disabilities | 3.4 | 3.6 | 3.3 |
| | English Language Learners | 3.3 | 3.3 | 3.1 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 25.2 | 24.1 | 31.1 |
| | Economically Disadvantaged | 25.4 | 24.3 | 31.3 |
| | Students With Disabilities | 7.7 | 10.0 | 12.9 |
| | English Language Learners | 16.1 | 16.7 | 24.3 |
| | | | | |
| Grade 5 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 10.0 | 8.9 | 1.0 |
| | Economically Disadvantaged | 10.0 | 8.9 | 1.0 |
| | Students With Disabilities | 4.5 | 5.0 | 0.0 |
| | English Language Learners | 2.0 | 2.1 | 0.0 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 46.7 | 36.8 | 39.5 |
| | Economically Disadvantaged | 46.7 | 36.8 | 39.5 |
| | Students With Disabilities | 33.3 | 31.7 | 25.0 |
| | English Language Learners | 39.2 | 32.8 | 33.9 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | 10.3 | 44.0 | 52.7 |
| | Economically Disadvantaged | 40.3 | 44.0 | 52.7 |
| | Students With Disabilities | 33.3 | 28.6 | 34.8 |
| | English Language Learners | 25.0 | 25.9 | 41.7 |
| | | | | |

Subgroup Data Review

| 2021 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 2019-20 | C & C Accel 2019-20 |
| SWD | 20 | 31 | | 17 | 30 | 40 | 16 | | | | |
| ELL | 18 | 32 | 31 | 14 | 19 | 32 | 10 | | | | |
| BLK | 29 | 42 | 40 | 21 | 26 | 33 | 18 | | | | |
| HSP | 18 | 34 | 31 | 19 | 23 | | 17 | | | | |
| FRL | 27 | 39 | 34 | 21 | 24 | 32 | 20 | | | | |
| 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 | | | | |

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index | |
|---|-----|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 28 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 5 |
| Progress of English Language Learners in Achieving English Language Proficiency | 30 |
| Total Points Earned for the Federal Index | 227 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 98% |
| Subgroup Data | |

| Students With Disabilities | |
|--|-----|
| Federal Index - Students With Disabilities | 24 |
| 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 | 23 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| 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 |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 30 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 25 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| 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 | 28 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

FY21 Winter Diag vs. FSA 21 results show:

ELA: 3rd grade -6.15%, 4th grade -2.99%, 5th grade +7.21%

Math: 3rd grade -11.2%, 4th grade -6.57%, 5th grade -2.5%

Science: 5th grade -10.53%

iReading Winter iReady % on level or higher

3rd Grade: 22.8%

4th Grade: 10.3%

5th Grade: 8.9%

Math Winter iReady Diagnostic % on level or higher

3rd Grade: 13%

4th Grade: 19%

5th Grade: 14%

Based on this data trend our focus will be to diminish course failure, increase learning gains and achievement in reading, math and science. Our focus on literacy that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas. We will specifically focus on our ESSA identified subgroup; SWD students who will receive strategic, and targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring. Using iReady data, >80% of our students are not performing on grade level. The majority of our (SWD), Economically Disadvantaged (FRL) and ELL students are 1 to 2 years below grade level. If we are unsuccessful in addressing skill deficits and standard acquisition, then students will not meet standards and more students will be retained in the 3rd grade, the school's performance will continue to decline.

This specific focus is needed in order to increase student achievement and directly aligns with HB 7011. HB 7011- establishes the Reading Achievement Initiative for Scholastic Excellence (RAISE) within the Florida Department of Education.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on data trends our focus will be to increase learning gains and achievement for students in grades 3-5 and focus on the needs of Students With Disabilities.

When we focus on literacy, math and science with remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas, we will support all learners, especially our ESSA identified subgroups, (SWD). If we do not support these concerns, we are increasing the learning gaps, and students' improvement journey. When we focus on literacy, math and science with remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas we will support all learners, especially our ESSA identified subgroup SWD.

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, a 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.

Currently, Science improved from 19% to 20%, this is concerning since our cohorts are outperforming us in this area. Our plan of action is to provide extra support for the 5th grade teachers of science, increase students engagement in hands-on labs, and also have our SSCC support 3 sciences classes.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

During FY19, the school employed certified teachers; many were new and are still developing their instructional capacity. With PLC being virtual in FY20, the work and the learning did not have the desired effect.

We experienced a lack of participation in tutorials, this was very apparent during FY21. There was a significant increase in social-emotional behavioral issues among students due to COVID-19. We were very concerned with the return to Brick & Mortar, during the end of FY20 and FY21. We had a large percentage of our students learning virtually which attributed to learning loss.

During FY20 and FY21, more than 50% of our students were virtual learners. Many had problems with their Chromebooks, WiFi and Hotspot issues. Many students were not engaged in the learning online. Participation virtually was very low. We introduced our new instructional platforms to increase engagement such as; Peardeck, Smart Suite, Google Classroom, and Google Meets to ensure all students equal opportunity to learn and be supported.

Goal is to improve 3-5 ELA achievement to 33%

Goal improve Math achievement to 35%.

Increase Grade 5 science achievement to 25%.

- Reading effective standard based instruction
- Mathematics explicit instruction as it relates to standard based lessons
- Science emphasis on vocabulary instruction incorporating hands-on activities

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Grade 5 Science demonstrated an increase in proficiency from 19% to 20%.

Grade 3 ELA achievement comparison of FSA19 21.1% to FY21 28.0%

Grade 5 ELA achievement comparison of FSA19 29.2% to FY21 29.7%

Subgroups by Demographic scoring level 3,4 & 5:

FSA ELA - Male FY19 24.3% to FY21 24.6%

FSA ELA - LY FY19 6.2% to FY21 11.2%

FSA ELA - SWD FY19 12.2% to FY21 13.2%

Actions taken in FY19 to support these improvements were a greater focus during PLC on teachers learning how to deliver instruction effectively to students. Teachers and coaches worked together in teaching the lessons before they were taught to students. Teachers stayed with the direct instruction of the lessons as practiced. Coaches pushed into classrooms of new teachers, or teachers who needed support to model, co-teach and guide. Collaborative planning by teachers continue outside of PLCs as teachers used district approved supplemental materials to teach.

Some teachers were taken through the coaching cycle to build capacity in them. ESE/ESOL teachers participated in PLCs so they were ready to differentiate instruction during small groups. Reading tutorials started in October until May, two days per week. In addition, the science and garden clubs met to engage students in hands-on learning. Fine arts teachers supported science through music, art, media and physical activity.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Within the Core, we focused on the use of formative assessments, teachers are able to consistently monitor student mastery of standards and have the ability to adjust to remediate and conduct small groups based on students need. Progress reports inform parents on academics and behavior. Teachers hold all students to high expectations. Strategic PLCs implemented to analyze data, monitor student progress, and develop lessons plans to support all student learning.

Master board designed to increase reading instruction in grades 3-5. Being an extended day school every student received an extra 60 minutes of reading through our double-down interventions. Rigor walks, building teacher capacity through modeling and giving opportunity to practice in weekly PLCs, 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 the target, in text, task, and talk alignment.

Using iReady data to progress monitor in conjunction with utilizing pupil progress to increase student achievement. Monitoring iReady usage, pass rate, and teacher toolbox to remediate students. The Ready book is used for core instruction, and to front load vocabulary with our SWD/ELL students. The monitoring FSQs/USAs allow us to identify our weaknesses and reteach.

What strategies will need to be implemented in order to accelerate learning?

Teachers will need development in high yield strategies for Reading, Math and Science . Administration and coaches will need to support and monitor the use of high yield instructional strategies.

1. Science - We will provide additional support to help with science achievement including but not limited to mentoring, tutorials, focused teacher planning/collaboration & professional development to ensure we meet the needs of all of our students in an equitable and accessible manner. Science needs to be a focus in grades K-5.

2. ELA and Math Continuum - Through Project Ignite focused PLC's we will develop effective and

relevant instruction through: analyzing data, developing standards based lesson using vetted resources and materials from the District, share best practices, following/participating with the coaching continuous improvement model, incorporate research based strategies includes GO-To Strategies, balanced literacy, small group instruction, and differentiated learning. Teachers will engage in common planning to improve instructional capacity.

3. Low 25% Learning Gains - we will ensure student learning and improved student achievement towards grade level success and ensure continuous improvement. Early identification of our Low 25% will allow for ample tracking and support to ensure their growth. Low 25% students will connect with a reading endorsed/certified teachers to ensure closing of the achievement gap.

4. Reduction of Suspensions and Office Discipline Referrals - Morning Meeting in all classes from 8-8:30 AM. In morning meeting, our five values taught are: community, caring, courage, creative innovation, and commitment, as well as SEL practices, and school procedures.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development/PLCs: Teachers will engage in deep, focused PDs, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups achieving below the Federal Index. PLCs continue to be an active part of our school schedule; they receive embedded PD. This specific focus is in needed in order to increase student achievement and directly aligns with HB 7011. HB 7011- establishes the Reading Achievement Initiative for Scholastic Excellence (RAISE) within the Florida Department of Education.

Teachers will receive PD on how students learn. Instruction on the understanding of the various levels of learning and the application of learning. Teachers will focus on various high-yield strategies to support student learning through: Identifying similarities and differences. Summarizing and note taking, Reinforcing effort and providing recognition, Homework and practice, Nonlinguistic representations, Cooperative learning, Setting objectives and providing feedback.

With the focus of Project Ignite Traction for school improvement we are supporting teacher effectiveness through the step framework; Seek, Discover, Confirm, and Share.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Our primary focus will continue to be implementing standards-based instruction and differentiating instruction by providing small group support. Resources and strategies aligned to grade level standards and scaffolds put in place to support students who are not performing at grade level.

Our goals:

1. Deliberate weekly planning/collaborative planning sessions coaches/SSCC using Project Ignite model.
2. Regular progress monitoring of student data and teacher capacity - daily focused walks with look-fors.
3. In class support by coaches and support personnel .
4. Regular professional development focusing on instructional practices and SEL.
5. Increase Reading Proficiency in Grade 3
6. Focus on K-2 reading skills
7. SWD/ELL/FRL students provided targeted instruction using iReady Diagnostics results.
8. All students provided small group instruction with additional teacher support ESOL/ESE teachers in

K-5

9. Small Group Differentiated Instruction: Targeted small group instruction using rigorous texts designed to

increase learning gains in ELA and Math

10. Data driven differentiated instruction planned to meet the needs of all students. Ongoing progress monitoring

for all students. .

11. Increase in Student Engagement: Student engagement is another area of focus. Ongoing implementation of

engagement strategies modeled and explained during PLC meetings to demonstrate their effectiveness.

12. Collaborative planning will consist of deliberate coaching, modeling and guiding of instructional expectations.

13. This year we have several systems in place to support school wide improvement and the safety and well-

being of our students and staff, academically, emotionally, and physically.

14. SEL implementation with fidelity is ongoing along with PBIS.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Students With Disabilities Subgroup performed below the Federal Index Target of 41%.
 School Year 2021- ELA Achievement District Diagnostic % level 3,4 & 5 for SWD 16.9%
 School Year 2020- ELA Achievement District Diagnostic % level 3,4 & 5 for SWD 18.7%
 School Year 2021- Math Achievement District Diagnostic % level 3,4 & 5 for SWD 14.9%
 School Year 2020- Math Achievement District Diagnostic % level 3,4 & 5 for SWD 36.8%
 School Year 2021- FSA ELA Achievement % level 3,4 & 5 for SWD 13.2% +1% improvement
 School Year 2019 -FSA ELA Achievement % level 3,4 & 5 for SWD 12.2%
 School Year 2021- FSA Math Achievement % level 3,4 & 5 for SWD 9.2%
 School Year 2019 -FSA ELA Achievement % level 3,4 & 5 for SWD 21.6%

Area of Focus Description and Rationale:

The ELA school- wide learning gains -18% points from 2019-2021. Learning gains of ELA L25% -22% points. Our ESSA identified subgroups SWD have decline over the past two years. The gap between Rolling Green 2019 ELA Achievement 33% and the District average 58%. The gap between 2019 Mathematics Achievement 21% and the District average 62%. Science Achievement improved from 19% to 20%. ESSA data showed SWD (38%) did not meet the required federal threshold of 41%.

As a school our students struggle with engaging in academic conversations that deepen their level of mastery of grade level academic expectations. Our goal is to deliver explicit vocabulary instruction in ELA, Math and Science by: targeting vocabulary and Tier 2/3 words.

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme 1-Goal 3, College & Career Readiness.

Our measurable goals for FY22 will be to increase ELA academic achievement by 6% to result in 33%.

Increase Math achievement by 14% to result in 35% in FY22, and increase science achievement by 5% to result in 25% in FY22.

Measurable Outcome:

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

FY 2021- FSA ELA Achievement % level 3,4 & 5 for SWD 13.2% +1% improvement

FY 2019 -FSA ELA Achievement % level 3,4 & 5 for SWD 12.2%

FY 2021- FSA Math Achievement % level 3,4 & 5 for SWD 9.2%

FY 2019 -FSA ELA Achievement % level 3,4 & 5 for SWD 21.6%

Monitoring:

Differentiated Instruction strategies and small group instruction in all ELA and Math. Teachers will analyze student data to determine strengths and weaknesses in content area Teachers will create all small group to ensure SWD students are supported

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At Rolling Green Elementary we strategically plan for a variety of monitoring techniques:

Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology

The monitoring will be supported by key members of the leadership team:
 Assistant Principal support content and grade levels
 Single School Culture Coordinator support content and grade levels
 Reading Coach
 Math Coach

Person responsible for monitoring outcome:

Allyson Manning (manning.allyson@palmbeachschools.org)

Evidence-based Strategy:

1. Small group instruction to support students learning at their ability with a variety of tasks, process, and product.
2. FSA tutoring programs to ensure learning supplemented with additional resources and teacher support.
3. Teachers will incorporate the use of technology-based programs, iReady for reading and Successmaker for math.
4. Professional Learning Community (PLC) and Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. Each faculty meeting we will use part of the time as a PD time to support the development of teacher expertise and instructional strategy success and focus.

Rationale for Evidence-based Strategy:

1. Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Both USA's and FSQ's have proven successful in preparing students for the FSA.
2. Students who participate in the FSA tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
3. iReady-Reading and Successmaker-Math have aided in significantly increasing student achievement when the programs used with fidelity.

4. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

Action Steps to Implement

1. Incorporate Small group instruction:

- a. Students will be assessed using USA's and FSQ's in both Math and Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA and Math courses.
- b. Teachers will analyze student data to determine strengths and weaknesses in content area.
- c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities (SWDs).
- d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
- e. Teachers develop ongoing formative assessments to track student learning and make adjustments to instruction.

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

2. Tutorials:

- a. Analyze student data to determine students for tutorial groups and the support necessary.
- b. Choose research-based supplemental materials and resources to 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.
- e. Students will be selected and grouped for afterschool tutorials and academic clubs based on the results from FY21 FSA, FSQs, USAs and Winter Diagnostics; and ESSA identified subgroups: SWD.

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

3. Adaptive Technology (iReady and Successmaker):

- a. Provide teachers with professional development to ensure appropriate use of adaptive technology.
- b. Teachers will develop a rotational schedule to ensure all students have access to technology.
- c. Teachers will engage students in small group instruction based on adaptive technology results.
- d. Provide accommodations for SWD students

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

4. PLC's/Professional Development:

- a. Development of a PLC schedule to include all content area teachers, and resource teachers.
- b. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
- c. Two Instructional coaches and resource teacher will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
- d. Instructional coaches and resource teachers will assist with standards-based planning to build teachers capacity with FSA standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
- e. Instructional coaches will build professional learning opportunities for teachers to utilize research based strategies.

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

#2. Instructional Practice specifically relating to ELA

If we focus on standards-based instruction to increase learning gains in school-wide ELA , then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme 1-Goal 3, College & Career Readiness.

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:**

FY21 ELA dropped -6% and Math dropped -19% from FY19-21. Our ESSA identified subgroups SWD have demonstrated a decline -3% in ELA and -12.4% in math over the past two years. The results of our ELA low 25% and overall ELA learning gains were our lowest performing categories when comparing the FSA scores from SY19 with the scores from SY18. The ELA school- wide learning gains decreased from 57% to 39% a difference of -18%, and the learning gains of ELA Low 25% decreased from 56% to 34% a -22% difference.

Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want all students to have the opportunity to reach their potential, achievement, and establish a culture of high expectations and continuous improvement through the rigor of the standard.

Measurable Outcome:

By FY 22, we will increase the overall percentage of students being proficient in ELA FSA by 6% bring us back to 33%. Increasing learning gains on the ELA FSA by 18% bringing us to 57%. We will increase the low 25% learning gains by 22%, to increase to 56%. SWDs in to increase by 3% to meet the ESSA target of 41%. This would be an increase from 48% to 56%.

We will increase the percentage of students making learning gains in Math by 34% in SY21, which will get us back to FY19 level. in ELA an increase of 5% for all subgroups. During the midyear, we saw an increase with our ESSA identified subgroup SWDs; there was an increase of 3.5% in ELA and 4% in math.

Monitoring:

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that

they need to make decisions about instruction and differentiated support for the students. At Rolling Green we strategically plan for a variety of monitoring techniques: Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology. The monitoring will be supported by key members of the leadership team:

Principal

Assistant Principals support content and grade levels

Single School Culture Coordinator

Reading Coaches

Math Coach

Person responsible for monitoring outcome:

Allyson Manning (manning.allyson@palmbeachschools.org)

Evidence-based Strategy:

1. Small group instruction to support students learning at their ability with a variety of tasks, process, and product.
2. FSA tutoring programs to ensure learning supplemented with additional resources and teacher support.
3. Teachers will incorporate the use of technology-based programs iReady and Successmaker. Reading teachers will use iReady, writing strategies to enhance students' ability to integrate knowledge.
4. Professional Learning Community (PLC) and Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. Each faculty meeting we will use part of the time as a PD time to support the development of teacher expertise and instructional strategy success and focus.

Rationale for Evidence-based Strategy:

1. Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Both USA's and FSQ's have proven successful in preparing students for the FSA.
2. Students who participate in the FSA tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
3. iReady reading and math have aided in significantly increasing student achievement when the programs used with fidelity. The reports from iReady is an effective tools that enable teachers to differentiate instruction based on a student's specific area of need. We will continue to monitor usage and pass rate. Successmaker continuously personalizes math instruction for student growth and differentiation.
4. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

Action Steps to Implement

1. Incorporate Small group instruction:

- a. Students will be assessed using USA's and FSQ's in both Reading and Math. Teachers will utilize Differentiated Instruction strategies and small group instruction in ELA and Math.
- b. Teachers will analyze student data to determine strengths and weaknesses in content area.
- c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities. Focus will be placed on (SWD) to ensure their needs are met.
- d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.

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

2. Tutorials:

- a. Analyze student data to determine students for tutorial groups and support necessary
- b. Choose research-based supplemental materials and resources for tutorials. Provide tutors with training to understand expectations and become familiar with materials to execute 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.

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

3. Adaptive Technology (iReady and Successmaker).

- a. Provide teachers with PD to ensure appropriate use of adaptive technology.
- b. Teachers will engage students in small group instruction based on adaptive technology results.
- c. Teachers will monitor iReady usage and pass rate. Successmaker for usage/pass rate and differentiation
- d.. Provide accommodations for SWD students

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

4. PLC's/Professional Development

- a. Development of a PLC schedule to include all content area teachers, resource teachers.
- b. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
- c. Two Instructional coaches and resource teacher will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
- d. Instructional coaches and resource teachers will assist with standards-based planning to build teachers capacity with FSA standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
- e. Instructional coaches will build professional learning opportunities for teachers to utilize research based strategies.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When looking at SafeSchoolsforAlex.org we see our school ranks 1037 out of 1395 in the state, and 66 out of 82 in the county. Rolling Green is ranked high when compared to all elementary schools statewide. We reported 1.18 incidents per 100 students. This rating was for a total enrollment of 761, with 9 incidents for 2019-2020 school year. When looking at the ranking details the incidents rated high are violent incidents. Our issues fall under Fighting and Physical Attack 9 incidents. We are ranked very low for property incidents and Drug/Public Order with zero incidents in either category.

To support our students and make an impact on incidents we will integrate a Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student handbook, and monitoring PBIS through data and SEL strategies, lessons and resources. Rolling Green will provide mentoring of our male students to support and foster positive relationships with all. Our female students who exhibit need for support was be supported by mentors on campus. Rolling Green will conduct behavior assemblies through our Fine Arts Classes.

Incentives to for improvement:

- 1. Trimester reward for students achieving the Principals Honor Roll**
- 2. In October we will move to monthly rewards for classes and/or students with perfect attendance**
- 3. Students will receive certificates for perfect attendance for the trimester**
- 4. Academic awards/Bug Awards/i-Ready Improvement awards**
- 5. Incentives for wearing uniform/being on time for class**
- 6. Mentoring program for students who need added support (ensure they are receiving the services required for their success ~ IEPs, 504s, check-in/check-out, fast pass, and a trusted adult for all identified students on campus**
- 7. Enhance behavior plan will be activated for: Winter Break, Spring Break and End of the school year**
- 8. Secret shoppers to reward students caught doing the right thing, and for teachers whose classes are examples for the entire school**
- 9. School wide KINDNESS campaign- morning announcements emphasis on kindness, kindness posters contest to be displayed all around campus**
- 10. Continuous work with students who need extra support to become successful**
- 11. Behavior Health Professional will be introduced to students who need emotional support**
- 12. School Resource Officer will invite some students to be a part of her mentoring group**
- 13. Multicultural group to bring awareness and acceptance to the many cultures on campus**
- 14. Every classroom must promote SEL and create a space where students can go to regroup**

In our weekly bulletin we will share discipline data with staff with goals to decrease incidences. We will provide in faculty meetings our School Wide Comprehensive Discipline intervention Plan to decrease the number of out-of-school suspensions and provide an alternative solution to address student behavior needs. W will also share this information from SafeSchoolsforAlex.org and our ranking.

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.

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 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, 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.

Suite 360 is the curriculum that the school district selected to implement the five- hour state mandated instruction related to youth mental health and awareness. Throughout the suite 360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of

Resources and the Process of Assessing Treatment.

The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP.

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. 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.

We instill citizenship through our Safety Patrols. This group consists of only 5th grade students who are responsible, respectful, and set a good example for all students. Their main job is to maintain the safety of our students. They begin their day on post at 7:30 AM by assisting students throughout our campus. Safety Patrols who prove to be responsible and respectful also have the opportunity to travel to Washington, D.C. for the annual field trip. This trip is only open to safety patrols and consists of a 4-day tour of Williamsburg/Jamestown, and Washington, D.C. It is truly an honor for students to serve as patrols in this club, and we are very proud of all of our patrols who are such positive role models!

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal: Our principal promotes collaboration among staff members, with focus on student achievement, social emotional learning and a positive campus and learning environments. In addition the leadership team support her vision and help to create a positive learning environments, build capacity in teachers so teachers can share best practices that are responsive to student needs.

School Councilor: Supports a positive culture and environment through lessons the lesson they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our councilor ensure students feel safe, welcome, and included.

Teachers: incorporate SwPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral and academic outcomes for children and young people. to ensure all students have equitable and equal opportunity to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention (Few)

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.

(d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Part V: Budget

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

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| 1 | III.A. | Areas of Focus: ESSA Subgroup: Students with Disabilities | | | | | \$500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 | |
| | 5100 | 120-Classroom Teachers | 0781 - Rolling Green Elementary School | Title, I Part A | | \$500.00 | |
| | | | Notes: Funding for classroom libraries to increase classroom materials to support the learning environment | | | | |
| 2 | III.A. | Areas of Focus: Instructional Practice: ELA | | | | | \$0.00 |
| Total: | | | | | | \$13,882.04 | |