

Orange County Public Schools

Rolling Hills Elementary



2021-22 Schoolwide Improvement Plan

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Rolling Hills Elementary

4903 DONOVAN ST, Orlando, FL 32808

<https://rollinghillses.ocps.net/>

Demographics

Principal: Kimberly Hankerson

Start Date for this Principal: 6/23/2018

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: B (58%) 2017-18: D (36%) 2016-17: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
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 Orange 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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<https://rollinghillses.ocps.net/>

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	100%
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		B	B	D

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SIP Authority

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<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.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

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
Henderson, Farah	Principal	The principal is responsible for all operational, behavioral, and academic systems within the school. She serves as the curriculum and instructional leader at Rolling Hills Elementary. She supports, observes, and evaluates Rolling Hills' teachers in their ability to make data-based instructional decisions to ensure everyone is upholding high expectations for student learning at all times. The principal is responsible for the safety and the social-emotional well-being of the Rolling Hills Elementary staff and students.
Camara, Jessica	Assistant Principal	The Assistant Principal is responsible for all operational, behavioral, and academic systems under the direction of the principal. In addition, she serves as an instructional and curricular leader.
Williams, Michele	Instructional Coach	The Instructional Coach is responsible for supporting and coaching teachers in implementing instruction PK-5.
Holiday, Valencia	Instructional Coach	The Instructional Coach is responsible for supporting and coaching teachers in implementing mathematics instruction PK-5.
Jones, Madison	Other	The MTSS Coach oversees the MTSS process. The MTSS coach's responsibilities include implementing and monitoring intervention for the lowest 25%, provides instructional support to Tier 3 students, and provides support to data leads of each grade level to develop data literacy school-wide.
Thompson, Keron	Dean	The Dean provides discipline support for teachers and classified personnel, oversees the mentor program for students, and implements a school-wide positive behavior system. The dean facilitates teacher training and PD to ensure the effective delivery of our school-wide behavior systems.

Demographic Information

Principal start date

Saturday 6/23/2018, Kimberly Hankerson

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.*

6

Total number of teacher positions allocated to the school

29

Total number of students enrolled at the school

501

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

8

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

10

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	63	81	69	80	83	0	0	0	0	0	0	0	0	376
Attendance below 90 percent	36	32	30	33	39	0	0	0	0	0	0	0	0	170
One or more suspensions	1	0	1	6	9	0	0	0	0	0	0	0	0	17
Course failure in ELA	0	0	0	13	10	0	0	0	0	0	0	0	0	23
Course failure in Math	0	0	0	8	6	0	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	7	0	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	0	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	1	0	0	0	0	0	0	0	0	0	0	0	0	1

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	1	0	0	13	15	0	0	0	0	0	0	0	0	29

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	9	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 7/26/2021

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	24	82	66	63	96	70	0	0	0	0	0	0	0	401
Attendance below 90 percent	10	22	28	20	34	28	0	0	0	0	0	0	0	142
One or more suspensions	0	2	2	5	4	2	0	0	0	0	0	0	0	15
Course failure in ELA	0	0	0	11	12	1	0	0	0	0	0	0	0	24
Course failure in Math	0	0	0	4	3	0	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide ELA assessment	0	0	0	0	16	22	0	0	0	0	0	0	0	38
Level 1 on 2019 statewide Math assessment	0	0	0	0	11	17	0	0	0	0	0	0	0	28

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	1	2	8	21	29	0	0	0	0	0	0	0	61

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	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	2	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	24	82	66	63	96	70	0	0	0	0	0	0	0	401
Attendance below 90 percent	10	22	28	20	34	28	0	0	0	0	0	0	0	142
One or more suspensions	0	2	2	5	4	2	0	0	0	0	0	0	0	15
Course failure in ELA	0	0	0	11	12	1	0	0	0	0	0	0	0	24
Course failure in Math	0	0	0	4	3	0	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide ELA assessment	0	0	0	0	16	22	0	0	0	0	0	0	0	38
Level 1 on 2019 statewide Math assessment	0	0	0	0	11	17	0	0	0	0	0	0	0	28

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	1	2	8	21	29	0	0	0	0	0	0	0	61

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	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

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				38%	57%	57%	28%	56%	56%
ELA Learning Gains				61%	58%	58%	38%	55%	55%
ELA Lowest 25th Percentile				64%	52%	53%	37%	48%	48%
Math Achievement				51%	63%	63%	30%	63%	62%
Math Learning Gains				71%	61%	62%	43%	57%	59%
Math Lowest 25th Percentile				68%	48%	51%	42%	46%	47%
Science Achievement				56%	56%	53%	31%	55%	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	25%	55%	-30%	58%	-33%
Cohort Comparison						
04	2021					
	2019	39%	57%	-18%	58%	-19%
Cohort Comparison		-25%				
05	2021					
	2019	45%	54%	-9%	56%	-11%
Cohort Comparison		-39%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	47%	62%	-15%	62%	-15%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	52%	63%	-11%	64%	-12%
Cohort Comparison		-47%				
05	2021					
	2019	46%	57%	-11%	60%	-14%
Cohort Comparison		-52%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	53%	54%	-1%	53%	0%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The three progress monitoring points are the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY) for i-Ready, and quarter 1, quarter 2, and quarter 3 for PMAs.

Grade 1					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students				
	Economically Disadvantaged		24%	14%	17%
	Students With Disabilities		0%	11%	13%
	English Language Learners		25%	19%	19%
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students				
	Economically Disadvantaged		21%	20%	13%
	Students With Disabilities		0%	33%	25%
	English Language Learners		25%	19%	13%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15%	25%	28%
	Economically Disadvantaged	7%	12%	17%
	Students With Disabilities	11%	10%	0%
	English Language Learners	0%	13%	19%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		15%	33%
	Economically Disadvantaged	0%	4%	15%
	Students With Disabilities	0%	0%	0%
	English Language Learners	6%	0%	19%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35%	39%	41%
	Economically Disadvantaged	7%	12%	14%
	Students With Disabilities	0%	0%	0%
	English Language Learners	10%	9%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8%	17%	39%
	Economically Disadvantaged	2%	3%	7%
	Students With Disabilities	0%	0%	0%
	English Language Learners	20%	0%	17%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14%	22%	19%
	Economically Disadvantaged	8%	2%	5%
	Students With Disabilities	0%	0%	8%
	English Language Learners	6%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6%	21%	28%
	Economically Disadvantaged	0%	2%	10%
	Students With Disabilities	0%	0%	15%
	English Language Learners	0%	0%	10%
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15%	12%	27%
	Economically Disadvantaged	2%	14%	5%
	Students With Disabilities	0%	33%	0%
	English Language Learners	0%	10%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10%	20%	44%
	Economically Disadvantaged	5%	16%	13%
	Students With Disabilities	0%	33%	33%
	English Language Learners	11%	10%	9%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	44%	44%	45%
	Economically Disadvantaged	40%	38%	47%
	Students With Disabilities	0%	25%	40%
	English Language Learners	50%	44%	30%

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	5			20							
ELL	19	60		27	40						
BLK	25	36	55	28	17	25	26				
HSP	32			38							
FRL	24	40	58	27	26	33	26				
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	26	39		40	61						
ELL	38	66		49	72	73	43				
BLK	34	59	65	51	71	72	57				
HSP	52	67		42	65						
FRL	36	61	66	47	73	73	57				
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	29	50		21	44						
ELL	33	44		27	22						
BLK	25	33	33	27	42	45	24				
HSP	43	69		52	57						
FRL	28	39	39	30	46	43	29				

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	36
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	46
Total Points Earned for the Federal Index	289
Total Components for the Federal Index	8
Percent Tested	91%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	17
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	38
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	33
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	37
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	36
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?

Progress monitoring data revealed positive trends in grade-level proficiency from fall to spring in both ELA and math. Our subgroups demonstrated the highest averages in proficiency in the area of 5th grade science. English Language Arts continues to be an area of focus with all grade levels averaging 19% or less proficiency across all three subgroups in the Spring.

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

Based on the data from the 2020-21 EOY i-Ready Diagnostic the data component that showed the lowest performance was ELA Achievement. ELA Achievement at Rolling Hills was 28% for 2020-21 assessment period for grades 3-5. This is 8% lower than the 2018-19 assessment period which was 36% of students showing proficiency in grades through 3-5.

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

Contributing factors include the learning gaps developed during remote learning in the 2019-20 school year and loss of instructional time while adapting to digital learning environments for both students and teachers in the 2020-21 school year. New actions to address this need for improvement include focused professional development to strengthen the pedagogical knowledge of our instructional staff in support of standards-based reading instruction. This focused PD plan will be implemented and supported through weekly PLCs and monitored through the school-developed classroom walkthrough schedule.

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

According to EOY i-Ready data for the 2020-2021 school year, Math showed the most improvement. In grades two through five, there was a 17% increase in proficiency for the EOY. This was a 5% increase from the BOY to the MOY.

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

The contributing factors included the increase in students' face-to-face attendance, as well as implemented before and after-school tutoring programs for grades 3-5, and increased targeted small group math instruction on a daily basis.

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

The school will identify the lowest 25% of students from the beginning of the school and focus on increasing mastery through differentiated instruction with small groups. In addition, the school has adopted the learning acceleration model to ensure students are given a head start and are spending more time learning grade-level content. The school will also continue to provide tutoring for ELA and Math after school.

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.

Our school will plan and implement professional learning to provide training, opportunities for safe practice, and examination of impact data. Specifically, we will provide professional development on Social and Emotional Learning, Tier I instructional resources, intervention and enrichment resources, and strategies for collaborative structures. Our school will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations and school environment observations. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student. Our plan will be modified as indicated by data, student needs, and adult needs.

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

Additional services that will be provided to ensure sustainability of improvement are established structures and expectations for small group instruction. Administration will assign leadership team members different classrooms to provide push-in support for small group instruction. The leadership team and teachers will strategically identify students who are at risk, and provide them with additional small group pull-out instruction. Teachers will use common assessment data in common planning to adjust student grouping and align instructional practices (skills, standards and delivery) to meet individual needs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction

The Area of Focus is small group instruction for the 2021 - 2022 school year.

Small group instruction allows for instructors to provide intimate, differentiated and focused standards-based instruction to increase overall achievement and learning gains.

Area of Focus Description and Rationale:

Currently, the overall school proficiency rate for ELA is 28%, based on the 2020-2021 iReady End of Year Diagnostic. Based on 2020-2021 iReady ELA scores 3rd Grade had 41% of students score on or above grade level, 4th Grade had 19% of students score on or above grade level and 5th grade had 27% of students score on or above grade level.

The overall school proficiency rate for Math is 37%, based on the 2020-2021 iReady End of Year Diagnostic. Based on 2020-2021 iReady Math scores 3rd Grade had 39% of students score on or above grade level, 4th Grade had 28% of students score on or above grade level, and 5th Grade had 44% of students score on or above grade level.

This Area of Focus was identified as a critical need because it focuses on the needs of individual students.

Measurable Outcome:

Monitoring: Differentiated instruction delivered through push-in and pull-out support from the leadership team.

Person responsible for monitoring outcome:

Farah Henderson (farah.henderson@ocps.net)

Evidence-based Strategy:

Differentiated instruction allows the teacher to deliver instruction that meets the needs of the individual student. We will plan to differentiate instruction using common assessment data, iReady data, FSA data , and classroom observations. This will allow the teachers and leadership team members to effectively administer standards-based individualized small group instruction to improve overall proficiency in ELA and Math.

Rationale for Evidence-based Strategy:

This strategy will allow Rolling Hills to work with a wide range of students to meet their needs within the classroom instruction.

Action Steps to Implement

Establish structure and expectations for small-group instruction.
 The Leadership Team will create expectations for small-group instruction within the classroom.
 Teachers will be provided with expectations and resources during pre-planning week.

Person Responsible

Michele Williams (michele.williams@ocps.net)

The Leadership Team and teachers will identify students who are currently struggling with grade-level content, they will be recommended for tier 2 instruction to begin MTSS process as early as possible. Students will be monitored throughout the MTSS process to determine additional needs and/or levels of support.

Students will be identified using common assessment data, i-Ready data, FBS progress monitoring, and FSA data. This list will be fluid based on assessment data and classroom observations.

Person Responsible Jessica Camara (jessica.camara@ocps.net)

Communicate expectations and preferred resources for instruction consistently during common planning. Resources will be district-provided, vetted, and differentiated. Teachers will be provided with effective instructional strategies utilizing the provided resources during common planning and coaching cycles.

Person Responsible Farah Henderson (farah.henderson@ocps.net)

Using periodic common assessment data, teachers will meet in common planning to readjust student grouping and align instructional practices (skills, standards and delivery) to meet individual needs. The data will also be used to create new groups and re-align the instruction to best meet students' needs. Data will also be monitored to ensure that effective instruction is being used along with conducting classroom observations.

Person Responsible Madison Jones (madison.jones@ocps.net)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Build and establish a culture of social and emotional learning at our school with adults and students.

Description and Rationale: Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By ensuring that our school has a culture for social and emotional learning, we will address the following school needs: Students with two or more indicators.

Measurable Outcome: As a result of focusing on this area, we expect to see a significant increase in the academic achievement of our students specifically related to content area proficiency gains with ELA learning gains of our lowest 25% to be 75% proficient, and math learning gains of the lowest 25% of students to be 75% proficient.

Monitoring: We will identify our "hopeful 30" students as early as possible and monitor their progress related to content-area proficiency utilizing iReady data, each students' FBS data, and classroom summative assessment scores. We will work with classroom teachers to support the implementation of CRM-provided SEL lessons and additional resources provided by our school's guidance counselor and SEL team members.

Person responsible for monitoring outcome: Jessica Camara (jessica.camara@ocps.net)

Evidence-based Strategy: Use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students. Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, and school environment observations. We will modify our plan of action as indicated by data, student needs, and adult needs.

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support organizational change.

Rationale for Evidence-based Strategy: Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

Action Steps to Implement

Develop a common understanding of the school's SEL implementation plan and integration of lessons into every day instruction

Person Responsible Farah Henderson (farah.henderson@ocps.net)

Identify students early who display two or more indicators and collaboratively plan with their teacher(s) and guidance counselor to plan individualized support

Person Responsible Jessica Camara (jessica.camara@ocps.net)

Establish a plan to monitor and evaluate the schoolwide SEL plan

Person Responsible Farah Henderson (farah.henderson@ocps.net)

Determine relevant strategies to strengthen team dynamics and collaboration across the school
Implement strategies for social and emotional learning with adults and students to positively impact school climate and culture.

Person Responsible [no one identified]

#3. Leadership specifically relating to Walkthroughs

Area of Focus Description and Rationale: Due to new members of administration, leadership, guidance and instructional positions Leadership walkthroughs was identified as area of focus to establish routines, procedures, and plans for effective ongoing support. The goal is to prioritize and improve leadership team member's walkthroughs to utilize data collected in an effective and impactful way.

Measurable Outcome: As a result of focusing on this area, we expect to see teacher effectiveness improve as it relates to students' academic achievement. We expect overall ELA achievement to reach 40% proficiency, mathematics to reach 50% proficiency and 5th-grade science to reach 50% proficiency.

Monitoring: The leadership team will be provided a walkthrough schedule and receive a tutorial of the school-based walkthrough tool. The leadership team will meet weekly to debrief from walkthroughs utilize the data collected from the tool. Areas of need will be identified and supported through coaching cycles and established mentorships. Student academic achievement will be monitored through established data trackers to determine the focus areas impact.

Person responsible for monitoring outcome: Farah Henderson (farah.henderson@ocps.net)

Evidence-based Strategy: The evidence-based strategy being implemented is ongoing, systematic feedback. By establishing weekly leadership walkthroughs and meetings we are positioning the team to prioritize this focus area and using feedback to reflect and collaborate on the support needed for our teachers and students.

Rationale for Evidence-based Strategy: Feedback has been recognized as a highly effective teaching/learning strategy for many reasons by many researchers, such as Hattie (2009) Visible Learning. Feedback is most effective when it's specific and immediate. Our weekly leadership walkthroughs and debriefs will provide our team with immediate feedback on the effectiveness of their common plannings, teacher support, and mentorship to our teachers and the impact its having on student achievement.

Action Steps to Implement

Organize a leadership walkthrough schedule and provide tutorial to team members on how to use the school-based walk-through tool.

Person Responsible Farah Henderson (farah.henderson@ocps.net)

Implement the walkthrough schedule and schedule leadership team meetings in order to debrief and provide immediate feedback.

Person Responsible Farah Henderson (farah.henderson@ocps.net)

Identify walkthrough focus for each week and communicate to the team what the focus will be to have targeted feedback conversations in the weekly debrief meetings.

Person Responsible Jessica Camara (jessica.camara@ocps.net)

#4. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale: On the most recent Florida Standards Assessment (FSA), data indicated that 70% of students in third grade, 68% of students in fourth grade, and 82% of students in fifth grade scored below a level 3 in English Language Arts (ELA).

Measurable Outcome: The 2022 ELA FSA will show an increase of at least 13 percentage points from 27% to 40%.

Monitoring: This area of focus will be monitored by use of the following progress monitoring tools as they relate to student ELA progress toward proficiency: Reading Plus student data reports (grades 2-5), i-Ready Diagnostic assessments and growth monitoring assessments (grades K-5), classroom walkthrough data, and the district provided standards based unit assessments and district-provided K-2 foundational unit assessments.

Person responsible for monitoring outcome: Farah Henderson (farah.henderson@ocps.net)

Evidence-based Strategy: Teach students to decode words, analyze word parts, and write and recognize words. This instructional practice has a strong level of evidence.

Rationale for Evidence-based Strategy: This selected instructional practice has a strong level of evidence, as noted in this link for the IES Guide for Foundational Skills to Support Reading for Understanding: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=28.

This resource was used for selecting the strategy because it provides evidence-based practices that address the identified need.

Action Steps to Implement

Strengthen the common planning process by ensuring the use of districted created K-2 and 3-5 resources and materials. Common planning will also focus on developing teachers' understanding of the new BEST benchmarks in alignment with the new district-purchased Wonders curriculum in grades K-2. In Common Planning, Standards Based Unit Assessment (SBUA) Data and Foundational Assessment Data is used to plan small group instruction and differentiation opportunities.

Person Responsible Michele Williams (michele.williams@ocps.net)

Classroom walkthroughs are conducted regularly and ELA feedback is provided, when adjustments are made in common planning/PLCs.

Person Responsible Michele Williams (michele.williams@ocps.net)

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.

According to the School Safety Dashboard, 2019-20 data show Rolling Hills Elementary reported 10.4 incidents per 100 students. When compared to all elementary schools statewide, it falls into the very high category. Our primary concern is the safety and well-being of our students. To ensure everyone's immediate safety our school has a full-time school resource officer on campus, as well as two designated full-time security personnel. To promote a positive school culture our dean of discipline supports the implementation and training of our school-wide positive behavior plan which focuses on building positive interactions with, and among, the students and staff, as well as supports students' ability to make safe and helpful choices.

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.

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, our school will use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, we will use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative to support student success.

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

A core team of teachers and administrators from our school, including a mental health designee, will participate in this district-wide professional learning through the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for school stakeholders, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. The development of positive culture and environment is further enhanced through district programs such as the Parent Academy. Our school will also use our Parent Engagement Liaison to bridge the community and school culture.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
3	III.A.	Areas of Focus: Leadership: Walkthroughs	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00