Rolling Green Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (46%) 2018-19: C (46%) 2017-18: D (39%)
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	N/A
* 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.

Table of Contents

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)	**2021-22 Title I School**	**2021-22 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	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

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

SIP Authority

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Manning, Allyson	Principal	As Principal, Mrs. Manning facilitated the creation of the school's mission and vision and set the tone for Academics, Culture, Systems, and Climate. As instructional leader she will monitor and work will all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. 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.
Cato, Lynn	Assistant Principal	As an Instructional Leader, Mrs. Cato facilitated the creation of the school's mission and vision and set the tone for Academics, Culture, Systems, and Climate. She meets weekly with school leadership to ensure continual alignment to the District Strategic Plan to ensure the success for all students. She utilizes data when making all school-wide decisions by tracking student progress through data chats with teachers, students, and instructional coaches. She support the monthly faculty meetings/ weekly 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. Mrs. Cato supports the principal in building a culture of pride, trust, and respect. As a result she monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.
Seipel, Gwen	Reading Coach	The Literacy Coach for grades 4-5, assists with the coordination and implementation of the District approved ELA curriculum, which follows state standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. She participates in and facilitate weekly Professional Learning Communities or PLC's. Finally, the Literacy Coach will provide support to classroom teachers in assisting with the Response to

Name	Position Title	Job Duties and Responsibilities
		Intervention (RTI) process and ensure SIP goals are met for ELA (Reading/Writing). She will also lead standards based planning and follow the FCIM coaching cycle.
Sotelo, Lorraine	Reading Coach	The Literacy Coach for K-3 assists with the coordination and implementation of the District approved ELA curriculum, which follows state standards. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. She participates in and facilitate weekly Professional Learning Communities or PLC's. Finally, the Literacy Coach will provide support to classroom teachers in assisting with the Response to Intervention (RTI) process and ensure SIP goals are met for ELA (Reading/Writing). She will also lead standards based planning and follow the FCIM coaching cycle.
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.
Groveman, Seth	Teacher, K-12	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 resource teacher 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 professional development for specific instructional areas of weakness. Participates in school Professional Learning Communities for grades K-5.

Name	Position Title	Job Duties and Responsibilities
		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
Ferlita, Christine	Teacher, ESE	The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.
Brown, Alessandria	Curriculum Resource Teacher	
Geppert, Alan	Curriculum Resource Teacher	
Balliet, Dawn	Curriculum Resource Teacher	

Demographic Information

Principal start date
Wednesday 11/19/2014, Allyson Manning

Number of teachers with a 2022 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 2022 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.*
16

Total number of teacher positions allocated to the school
46

Total number of students enrolled at the school

677

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

13

Identify the number of instructional staff who joined the school during the 2022-23 school year.

12

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	105	101	91	140	106	105	0	0	0	0	0	0	0	648
Attendance below 90 percent	44	41	40	36	21	44	0	0	0	0	0	0	0	226
One or more suspensions	5	10	13	16	17	24	0	0	0	0	0	0	0	85
Course failure in ELA	35	53	68	103	43	87	0	0	0	0	0	0	0	389
Course failure in Math	32	43	54	40	30	48	0	0	0	0	0	0	0	247
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	64	35	72	0	0	0	0	0	0	0	171
Level 1 on 2022 statewide FSA Math assessment	0	0	0	66	41	84	0	0	0	0	0	0	0	191
Number of students with a substantial reading deficiency	0	0	0	94	64	102	0	0	0	0	0	0	0	260
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	33	49	58	89	53	91	0	0	0	0	0	0	0	373

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	28	23	2	0	0	0	0	0	0	0	53
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 8/29/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	31%	59%	56%				33%	58%	57%
ELA Learning Gains	57%						57%	63%	58%
ELA Lowest 25th Percentile	63%						56%	56%	53%
Math Achievement	31%	53%	50%				40%	68%	63%
Math Learning Gains	60%						58%	68%	62%
Math Lowest 25th Percentile	64%						60%	59%	51%
Science Achievement	19%	59%	59%				19%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	22%	54%	-32%	58%	-36%
Cohort Comparison		0%				
04	2022					
	2019	36%	62%	-26%	58%	-22%
Cohort Comparison		-22%				
05	2022					
	2019	29%	59%	-30%	56%	-27%
Cohort Comparison		-36%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	40%	65%	-25%	62%	-22%
Cohort Comparison		0%				
04	2022					
	2019	40%	67%	-27%	64%	-24%
Cohort Comparison		-40%				
05	2022					
	2019	27%	65%	-38%	60%	-33%
Cohort Comparison		-40%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	17%	51%	-34%	53%	-36%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	23	55	62	19	62	79	12				
ELL	22	53	54	26	60	58	13				
BLK	30	56	71	30	57	69	20				
HSP	27	56	53	29	60	58	6				
FRL	30	57	63	31	60	64	19				

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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	369

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

FY22 Winter Diag. VS. FSA 22 results shows:
Gr 3 ELA: 22% 28% on FSA +6 pts
Gr 4 ELA : 41% 39% on FSA -2 pts
Gr 5 ELA : 31% 23% on FSA -8 pts
Overall % by school 31% on Winter Diag. V 30 % on FSA -1pts

Math:
FY22 Winter Diag. VS. FSA22 results shows:
Gr 3 Math: 31% 26% on FSA -5 pts
Gr 4 Math: 20% 43% on FSA +23 pts
Gr 5 Math: 10% 23% on FSA -6.76 pts
Overall % by school 20% on Winter Diag. V 31% on FSA +11 pts

Science: FY 22 21% VS. FSA 22 19% results shows -2%

Adaptive technology data, we see the following percentages are on grade level:
ELA
Third:17%
Fourth: 20%
Fifth: 30%

Math
Third: 22%
Fourth: 17%
Fifth: 20%
Based on this data trend our focus will be to continue academic growth in all subject areas, increase learning gains and achievement. We will continue to focus on literacy, remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas. We continue to focus on all our ESSA as we have met the goal in all categories. Special attention will be on subgroups; ELL, BLK, Hispanics, and FRL students; who will receive strategic, targeted support through various modes of instruction, including adaptive technology, small group, tutorials, data chats and strategic student monitoring.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Two potential areas of concern are ELA and science.

Based on data trends our focus will be to increase learning gains and overall achievement for students in grades 3-5 and focus on ELA and Science.

We focus on literacy 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 all of our ESSA identified subgroups. If we do not support these concerns, we are increasing the learning gaps, and students' improvement journey.

Science Proficiency fell from 21% in 2021 to 17% in 2022. This decrease of 4% 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 teacher capacity when it comes to the use of the new science materials to support the curriculum. Daily explicit science vocabulary is taught daily in all grades as part of vocabulary infusion in all lessons.

iReady data results, K-5, indicate significant numbers of students were scoring below grade level in pre-reading skills (phonemic awareness, phonics, and vocabulary). To address these areas, we implemented the SPIRE and Reading Recovery program in grades K-1, ensuring training to teachers to effectively implement the strategies. Explicit vocabulary instruction is a school-wide initiative which occurs in the context of all content area instruction. Implementation of small group differentiated instruction will occur to address the needs of our diverse learners.

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

Standards Based Instruction will to be a primary focus during instruction planning sessions, PLCs, data chats with teachers, and students. Resources and strategies aligned to grade level standards and scaffolding will be in place to support students performing below grade level.

Increasing students learning gains in Literacy allows our students to develop the skills necessary for future success. Students who developed strong reading skills perform better, become lifelong learners, and potentially contribute positively to their community. Starting the first Haitian Creole Dual Language class will help our students to become literate in their native language which supports the English language.

Another focus is to increase student engagement so students become active learners in their own academic

journey as they learn by doing and putting strategies into practice. It is our hope that students will take ownership of the work through their engagement in their daily lessons. This focus will be ongoing through PLCs, PDs and staff meetings.

Increasing students, proficiency in science will give them the opportunity to understand the how and why things function in the world. Focusing on making sure systems are in place to ensure standards are taught, students understand their grade level standards, and exposure to STEM.

Ensuring learning gains & progress for ESSA categorized sub groups: we will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA will receive additional support by teachers ensuring lessons planned are based on the specific needs of the students.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math increase in proficiency. Our subgroups demonstrated a significant increase.

ELA achievement comparison of FSA 21 28% to FY22 31.0%
Math achievement comparison of FSA 21 30% to FY22 31%

Subgroups by Demographic scoring level 3,4 & 5:
FSA ELA - Black Female FY21 28% to FY22 38% + 10%
FSA ELA - LY Hispanic Male FY21 15% to FY22 27% +12%
FSA ELA - LY Hispanic Female FY21 17% to FY22 28% +11%
FSA ELA - LY White Male FY21 15% to FY22 28% +13%
FSA ELA - LY White Female FY21 24% to FY22 39% +15%
FSA ELA -SWD Female FY21 24% to FY22 32% +8%

FSA MATH- Black Male FY21 19% to FY22 28% +11%
FSA MATH - Black Female FY21 21% to FY22 FSA 29% +8%
FSA MATH - LY Hispanic Male FY21 22% to FY22 29% +7%
FSA MATH - LY Hispanic Female FY21 11% to FY22 26% +15%
FSA MATH - LY White Male FY21 20% to FY22 30% +10%
FSA MATH - LY White Female FY21 16% to FY22 22% +6%
FSA MATH - SWD Male FY21 8% to FY22 17% +9%

Actions taken in FY22 to support these improvements were a master board built on student needs, greater focus during PLC's on explicit instruction. Teachers and coaches worked together collaboratively throughout the year. Coaches offered support by modeling and co-teaching. Tutorials were offered to students during and after school.
With Project Ignite, demo classrooms/Demo teachers were available to show best practice.

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. The teachers kept parents abreast of student achievement and underperformance through parent phone calls, conferences, and signing acknowledgement of failed assessments. Progress reports/report cards are also used to inform parents on academics and behavior. Using data, teachers held 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 was designed to increase reading instruction in grades 3-5. Being an extended day school every student received an extra 30 minutes of reading with interventions. Rigor walks, building teacher capacity through modeling, 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, and data chats with students and teachers. Emphasis on student friendly target, in text, task, and talk alignment.

Using iReady data, FSQs, and USA to progress monitor in conjunction with utilizing pupil progress to increase student achievement. Monitoring iReady usage, pass rate, and teacher toolbox to remediate students. Benchmarks Assessment was used for core instruction, and to front load vocabulary with our SWD/ELL students. Monitoring formal assessments allowed us to identify our weaknesses and reteach.

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

1. Science - Greater emphasis on delivery of science content, with a deeper emphasis and understanding of science vocabulary. Explicit teaching of science vocabulary, hands on experiences, continuous spiral review of fair game content, deeper understanding of standards and a need to provide additional support to help with achievement in this content area. 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 - During PLCs, we will focus on developing 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 continuum model, incorporate research based strategies included but not limited to GO-To Strategies, balanced literacy, small group instruction, and differentiated learning. Teachers will engage in common planning as well as lesson study to improve instructional capacity. Professional development opportunities include district support/training, in-school coaching opportunities, and independent study.

3. Low 25% Learning Gains - If we focus on a positive impact to learning gains by ensuring standards based instruction and effective the use of research-based strategies and resources, 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 interventionist to ensure closing of the achievement gap.

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/Professional Learning Communities: Teachers will engage in deep, focused PDs, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA 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 from literacy coaches and district 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.

Other PDs:
1. Weekly PLCs in reading and math
2. ELA Cadre for Benchmark
3. Math Cadre
4. SBT PD for Tier Process
5. B.E.S.T. Mathematics & ELA Teacher Leader Cohort

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

Implementation of standards-based instruction, while differentiating small group support. Resources and strategies aligned to grade level standards, scaffolds in place for students performing below grade level. Tutorials starting after school in September 2022.

Goals
1. Deliberate data driven weekly planning/collaboration, with coaches using Project Ignite model.
2. Regular progress monitoring of student data and teacher capacity - daily focused walks with specific "look-fors"
3. Focus on K-2 foundational reading skills
4. All ESSER subgroups students provided targeted instruction using iReady Diagnostics results.
5. Targeted small group instruction using rigorous texts designed to increase learning gains in ELA and science
6. Focus on building vocabulary to assist with the development of knowledge and skills in multiple aspects of
language and literacy.
7. Increase in Student Engagement: Ongoing implementation of hands on engagement strategies modeled
8. Deliberate coaching, modeling and guiding of instructional expectations.
9. Systems in place to support school wide improvement and the safety and wellbeing of our students and staff,
academically, emotionally, and physically.
10. SEL implementation with fidelity is ongoing along with PBIS.

To increase student readiness for kindergarten, we offer Head Start PreK self-contained program for ages 3 to 5. Eligibility for ESE is based on goals/services as written on the (IEP)
of Early Childhood Education and/or ESE Department), follows all Florida statutes, rules, contractual mandates, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining Florida Early Learning performance standards. Students are expected to successfully transition to kindergarten.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	If we focus on standards-based instruction to increase learning gains in school-wide ELA, and Science, then we will increase student achievement and ensure alignment to the District's Strategic Plan; These areas of focus aligns directly with our District Strategic Plan, Academic Excellence and growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning. The results of our ELA Achievement remained the same from 31% to 31% however we continue to lag behind the district. Overall learning gains in ELA stayed at 57% for FY22 and FY19, six points behind the district, but one point below the state which was at 58%. The learning gains of ELA Low 25% increased by seven points from 56% in FY 19 to 63% in FY22.

Our second instructional priority is to ensure instructional practice focus on supporting a teacher's ability to
plan, implement, and assess high-quality standards-based lessons that focus on instructional delivery practices
requiring students engagement. Our goal is to be strategic, focused on standard-based instruction to
ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to
reach their highest learning potential, increase student achievement, establish a culture of high expectations and continuous improvement.

Our ESSA identified subgroup SWD improved significantly from 31% in FY21 to 55% on FY 22. There has been improvement in every subgroups but we are lagging behind the district and the state. The gap between 2022 ELA achievement (31%) and the District average (58%) is 27% points. The gap between 2022 Mathematics Achievement (31%) and the District average (62%) is 31% points. Science Achievement 19% points to 19% points in 2019, reflecting a gap with the District of 32% points. We made all ESSER categories of 41% or higher. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | By February 23, we will increase the overall percentage of students making learning gains on the ELA Progress
Monitoring by 5% . We will increase the L25 learning gains by 5%.

Teacher Practice Outcomes:
By February of 2023, 50% of our teachers will be effectively utilize the Gradual Release Model of instruction, by
ensuring specific focus on the "you do" of the model, to ensure students can independently work on tasks to
demonstrate understanding of the standard.

By May 2023, 90% of our teachers will be effectively utilize the Gradual Release Model of instruction, by ensuring specific focus on the "you do" of the model, to ensure students can independently work on tasks to demonstrate understanding of the standard. |
| **Monitoring: Describe how this Area of** | Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Unit Assessments, i-Ready Diagnostic, and FAST Progress Monitoring. The Unit Assessments will occur every 4 weeks. The i-Ready Diagnostic and the FAST/STAR assessments will occur three times a year. |

Focus will be monitored for the desired outcome.	Employing frequent monitoring will allow us to make adjustments to the instructional focus for remediation, remediating deficiencies before they become substantial. In addition, we will be able individualize instruction to best meet the needs of our students, thus increasing student achievement. At Rolling Green we strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis, Classroom walks, 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 Principal and Reading coaches and Math Coaches.
Person responsible for monitoring outcome:	Allyson Manning (manning.allyson@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1.Explicit Instruction - identifying key concepts, strategies, skills, and routines to teach; designing and delivering effective lessons; and giving students opportunities to practice and master standards. 2. Scaffolded Instruction - add support for students to enhance learning and aid in their mastery of tasks. This will be done by systematically building on the students' experiences and knowledge as they are learning new skills. 2. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, product, and explicit instruction. 3.Tutoring programs K-5 to ensure learning supplemented with additional resources and teacher support. 4. ELA, Math and Science teachers will use of adaptive technology-based programs to support all subject areas 5. Professional Learning Community (PLC)/Professional Development will ensure teachers collaborative to focus on explicit instruction and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	1. Incorporate small group instruction utilizing benchmark for ELA, and use data to meet the individual needs of the students for based practice. Renaissance and FAST Testing; and to identify areas of weakness for targeted remediation. 2. Students who participated in the tutoring program in the past have demonstrated an increase in student achievement based on the most recent data from standardized assessments.

Describe the resources/ criteria used for selecting this strategy.

3. iReady Math, iReady Teacher Toolbox, Renaissance and F.A.S.T Data to support differentiation. Flocabulary
scientific method to support science vocabulary acquisition to significantly increasing student achievement
when the programs used with fidelity.

3. PLCs and PD's allow teachers and leaders an opportunity to collaborate, talk about explicit instruction, to
analyze data, and make decisions to improve student achievement and progress.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Scaffolding Instruction :
a. Differentiated Instruction strategies and small group instruction in core content.
b. Teachers utilize a variety of resources, instructional materials, and teaching methodologies to support all learners.
c. Adding support while building on student knowledge
c. Monitoring by administration Lynn Cato, Allyson Manning

2. Explicit Instruction:
a. Identify key concepts
b. Practice and master skills
c. Monitored by Administration Lynn Cato, Allyson Manning

2. PLC's/Professional Development focus Explicit Instruction :
a. The PLCs/PD sessions will focus on data analysis and effective instruction
b. Instructional coaches and resource teachers will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
c. Monitored by Administration Lynn Cato, Allyson Manning

3. Tutorials:
a. Analyze student data to determine groups.
b. Research-based supplemental materials and resources.
c. Analyze classroom data.
d. Monitoring by administration Lynn Cato, Allyson Manning

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

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

If we focus on Standards-based instruction to increase overall K-2 proficiency school-wide in ELA, then we will increase student proficiency in 3rd grade and ensure alignment to the District & Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

Kindergarten- 80% Proficient
First Grade- 41% Proficient
Second Grade- 30% Proficient
It also gives us data to support a lack of proficiency in foundational skills
Phonological awareness- 70% Proficient in K-2
Phonics- 46% Proficient in K-2
High-Frequency Words- 57% Proficient in K-2
Vocabulary- 44% Proficient in K-2
Due to a lack of foundational skills, students overall reading comprehension proficiency is 31% for literature text. Using the new Progress Monitoring tool in Renaissance's adaptive technology, students can practice and see their growth or need for teacher remediation in areas of deficiency.

In addition, the Benchmark Reading series is a tool available to help students build both reading fluency and comprehension skills through various strategies. Research shows that using a combination of techniques to improve reading comprehension is ideal. Our K-2 early learners are focused on Phonics, First-Time Readers
Foundational Skills, Big Books, e-Pocket Charts Phonological Awareness, and making connections. While the ultimate goal of teaching children to read is to help them attain comprehension skills, the building blocks for doing this work are word recognition, decoding, and fluency. Without these building blocks in place, students cannot comprehend what they read. They require comprehension to acquire knowledge or express their ideas, whether through written or spoken words. Reading comprehension strategies aid students in attaining those crucial building blocks and, ultimately, comprehension.

Grades 3-5: Instructional Practice specifically relating to Reading/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 A-Goal 3, Academic Excellence & AMP. Our instructional priority is to deliver content, concepts, and skills that are aligned to the Florida B.E.S.T.

standards.

Our FY22 data shows our third-grade students were 29% proficient on the FSA. The FY 23 window 1 iReady Diagnostic also showed 8% of students where predicted to be proficient by the FY 23 FSA. This proves that students are entering third grade unprepared for the rigor of the state assessment and standards. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement.

Evidence-based Practices/Programs:
We will use several evidence based practices/programs to meet the desired outcomes for each grade level.
Our core ELA instruction will utilize the Benchmark Advanced Florida program. This program is aligned to the B.E.S.T. ELA standards and meets the requirement of being evidence based.
Our tier instruction will use several evidence based practices to address reading deficiencies. Each area of need will utilize a different evidence based practice.

Rationale for Evidence-based Practices/Programs:
The Benchmark Advance Florida Program for core instruction was adopted district-wide. We selected the other evidence based practices to meet the individual area in need of remediation based on the Palm Beach County K-5 Reading Intervention Handbook. These practices are approved, evidence based, interventions designed specifically to meet the instructional needs of the students based on their individual needs.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Done!

Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide,
standardized ELA assessment.

1. Grade K-2

The measurable outcomes for 2023 are:

February 2023 May 2023
Kindergarten- 35% Proficient 40% Proficient

First Grade- 30% Proficient 35% Proficient
Second Grade- 25% Proficient 30% Proficient
Phonological awareness- 35% Proficient 40% Proficient
Phonics- 35% Proficient 40% Proficient
High-Frequency Words- 38% Proficient 43% Proficient
Vocabulary- 25% Proficient 30% Proficient

2. Grades 3-5
3rd 36% Proficient 40% Proficient
4th 36% Proficient 40% Proficient
5th 36% Proficient 40% Proficient

Based on this data trend our focus will be to diminish course failure and increase learning gains and achievement. Our data trends show that a 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 will help us to meet these goals. We continue to focus on all our ESSA as we have met the goal in all categories. Special attention will be on subgroups; ELL, BLK, Hispanics, and FRL students; who will receive strategic, targeted support through various modes of instruction, including adaptive technology, small group, tutorials, data chats and student monitoring. Employing frequent monitoring will allow us to make adjustments to the instructional focus for remediation, remediating deficiencies before they become substantial. In addition, we will be able individualize instruction to best meet the needs of our students, thus increasing student achievement.
Our core ELA instruction will utilize the Benchmark Advanced Florida program, which aligns to the B.E.S.T. ELA standards and is evidence based.

Grades 3-5: Measureable Outcome(s)

Grades 3-5: Instructional Practice specifically relating to Reading/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 A-Goal 3, Academic Excellence & growth. Our instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning. Our FY22 data showed 29% of our third-grade students were proficient on the FSA.

The winter diagnostic 33.98% of students where predicted to be proficient by FY 23 FSA. Our goal is to be strategic and focus on standard-based instruction to ensure best practices are utilized throughout all content areas. We aim for all students to have the opportunity to reach their potential and increase student achievement. The ELA school- wide learning gains stayed the same at 57% from 2019. The learning gains of ELA L25% increased by seven points. Our ESSA identified subgroups SWDs and whites have demonstrated a decline of 3-5% over the past two years. The gap between 2022 ELA Achievement (25%) and the District average (58%) is 33 percentage points. our ESSA identified subgroup SWDs; there was an increase of 4% in ELA and 4% in math. Our white students showed an increase in ELA of 2%. During FY22 state assessment, results showed an increase for our subgroups SWDs + 6%, ELLs +12%, but a decline for our FRL by 18%. FRL students had a decrease of 2% from FY19 to FY22. For science, 5th-grade scores went down 1% (from 65% to 64%). In FY22, we saw an increase of 8% in ELA. We will monitor for mastery of grade level benchmarks through the use of Unit Assessments/iReady, and FAST Progress Monitoring.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data needed to make informed decisions about instruction and differentiated support for the students. We will monitor mastery of grade level benchmarks through the use of Unit Assessments, i-Ready Diagnostic, and FAST Progress Monitoring. The Unit Assessments will occur every 4 weeks. The i-Ready Diagnostic and the FAST/STAR assessments will occur three times a year. Monitoring will occur throughout our PLC for each grade level. Each team will review iReady diagnostic and growth monitoring checks, and end of unit assessments from the Benchmark Series. We will also use grade level FSQ and USA to track growth within standards.

Lesson Plans, Data Analysis, Classroom walks, Student work samples/attendance, Data Chats, Formal/ Informal Observations, Professional Learning Communities attendance/participation. We will use evidence based practices/programs to meet the desired outcomes for each grade level.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Manning, Allyson, manning.allyson@palmbeachschools.org

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Websites that could provide evidence-based practices/programs include:

Results: Literacy (ed.gov)

Reading Program Repository | Florida Center for Reading Research (fcrr.org)

Reading | Evidence For ESSA

WWC | Practice Guides (ed.gov)

1. Small group instruction: Teachers and well as supplemental support teachers will provide strategically, differentiated instructional support for all learnings.

2. Professional Development: Teachers and support staff will attend ongoing professional development to engage
deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.

3. Professional Learning Community (PLC)/Professional Development will ensure teachers.

collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

1. Incorporate small group instruction utilizing iReady subgroup needs assessment data to meet the students
need for foundational skill practice and to identify areas of weakness for targeted remediation.
Weekly benchmark assessments will also be used to support growth within the standards.

2. Teachers will receive ongoing PD to help them plan, organize, and implements consistent and differentiated
learning for all students. They will target remediation and enrichment within their planning and PD.

3. PLCs allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to i
improve student achievement and progress. It also supports teacher in collaboration with best teaching strategies.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
1. Develop Literacy Leadership School administrators Reading Coach, K-2 Reading Coach 3-5 Media specialist, Lead Teachers, Project Ignite Resource Teachers ESE Teachers ESOL Teacher Develop a plan to monitor the implementation; ensure compliance with the reading plan Walkthroughs to weekly monitor and support reading instruction & intervention (Look Fors, CAO updates) School Leaders have a process to identify areas of strengths and next steps (Utilizing data, Analyzing Data)	manning, allyson, allyson.manning@palmbeachschools.org
Assessment: 1. Incorporate Small group instruction; focusing on four aspects of Literacy; writing, reading, speaking & listening) (Professional Learning/Literacy Coaching) a. Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments and end of unit assessments in Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction (Assessment). 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 d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners. e. Teachers follow District Assessment schedule of ongoing formative assessments to track student learning adjust instruction continuously	Cato, Lynn, lynn.cato@palmbeachschools.org
3. Interventions (Assessment / Professional Learning) 1. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success. 2. Use K-5 Reading intervention with guidelines for schools to determine students' needs	Cato, Lynn, lynn.cato@palmbeachschools.org

Action Step	Person Responsible for Monitoring
4. Professional Development 1. School admin and Literacy Leadership Teams attend training on the operational plan for collection and regular review of progress monitoring data to evaluate the effectiveness of instruction in Core (Tier 1) and to monitor progress of students receiving Supplemental (Tier 2) and Intensive (Tier 3) interventions. 2. School leaders share the plan with staff in faculty meetings and PLCs. 3. The principal monitors the implementation through walkthroughs, instructional rounds, PLCs, etc. to ensure the plan is implemented effectively. 4. The Instructional and Regional Superintendents are responsible for ensuring that principals follow the School-level Reading Plan implementation and monitor progress. 5. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support.	Siepel, Gwen, gwen.siepel@palmbeachschools.org

5. PLC's: (Professional Learning)

a. Development of a PLC schedule to include all content area teachers and resource teachers.

b. The PLCs sessions will focus on data analysis and effective instruction based on the needs

c. Instructional coaches will develop and implement the coaching cycle to build teachers capacity with the
gradual release model, small group instruction and differentiated instruction.

d. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the
standards.

Seipel, Gwen,
gwen.seipel@palmbeachschools.org

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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.

Since all students have the potential to succeed, students are challenged to meet milestones to make them better academically, socially, and emotionally. These milestones are met through data chats, mentoring, counseling with Behavior Health Professionals, Social Emotional Learning (SEL), 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.

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, such as art expos of different cultures, students study the music of different eras and countries, and 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 a district curriculum that 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. A co-located therapist, is on campus to help meet the needs of students. These staff and programs work together to foster a safe, environment supporting student wellness, student achievement, and appreciation for diversity. Resources-2-1-1 is a community helpline and crisis hotline that provides suicide prevention, crisis intervention,

information, assessment, and referral to community services for people of all ages.

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, and most recently

Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

Student assessments include the new Progress Monitoring which occur 3 times per year. In VPK- Grade 2 there is Early Literacy/Star Reading, and Star Math. In Grades 3-5 there is FAST Reading and Math. Performance Matters Assessments, Florida Standards Assessments, iReady, and district diagnostics. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by instructional coaches to assess data, modify, and implement differentiated instruction based on the results of data. Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every week per grade level. Grade level teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards based learning goal scales. Student work and best practices are shared and analyzed.

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

Principal: Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. Thus, principals can positively influence their school culture with strategies that encourage collaboration. School Counselors: 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)

Section IV 1003.42 Mandatory Curriculum & Content (add in section A or B}

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan 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:

(g) 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.

(h) 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.

(p) Study of Hispanics contributions standards prioritize listing Hispanics of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Hispanics to society.

(q) Study of Women's Contributions 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.

(t) 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 on 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.