

Orange County Public Schools

Rolling Hills Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Rolling Hills Elementary

4903 DONOVAN ST, Orlando, FL 32808

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Hankerson, Kimberly	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.
Hurdle, Charisse	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.
Brooks, Stephanie	Reading Coach	The reading coach is responsible for supporting and coaching teachers in implementing reading instruction 3-5.
Prosper, Shakeela	Other	The MTSS/Data Coach is responsible for supporting and coaching teachers in data literacy and utilizing data to make effective instructional decisions.
Scott Smith, Tameika	Math Coach	The Math Coach is responsible for supporting and coaching teachers in implementing math and science instruction 3-5.
Griffin, Chadwick	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.
Hanson, Jaclyn	Instructional Coach	The Instructional Coach is responsible for supporting and coaching teachers in implementing instruction PK-5. In supporting the reading coach role, she is responsible for supporting and coaching teachers in implementing reading instruction K-2.
Smith, Steven	Other	The Math Coach is responsible for supporting and coaching teachers in implementing math and science instruction K-2.
Jimenez, Cristina	Staffing Specialist	The Staffing Specialist ensures all requirements and compliance items for ESE students are met, collaborates regularly with classroom teachers to support effectively identifying students with exceptionalities and/or diverse needs, and monitors ESE students' EWI signals.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Improvement Plan (SIP) was developed with the principal, assistant principal, literacy coaches, math/science coaches, MTSS coach, and the staffing specialist during the leadership retreat during the summer. School data from the 2022-2023 school year, along with classroom walkthrough trends, were utilized to develop the SIP. The SIP will be reviewed and revised with the Student Advisory Council (SAC) during the mid-year review.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan (SIP) will be consistently monitored through Standards-Based Unit Assessments, diagnostic, FAST data, and classroom walkthrough trends. Regular assessments will be conducted to gauge student progress against State academic standards. Data collected will be analyzed to identify trends and areas needing improvement. There will be a focus on students with significant achievement gaps. This data-driven approach enables timely adjustments to teaching strategies and interventions. Progress will be tracked over time, with periodic reviews and collaboration among educators, administrators, and stakeholders to ensure the plan's effectiveness in narrowing achievement gaps and improving overall student achievement.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP)* Economically Disadvantaged Students (FRL)*

School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: B 2018-19: B 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	6	19	18	18	22	17	0	0	0	100	
One or more suspensions	0	3	4	5	4	12	0	0	0	28	
Course failure in English Language Arts (ELA)	0	0	2	3	1	13	0	0	0	19	
Course failure in Math	0	0	1	1	2	17	0	0	0	21	
Level 1 on statewide ELA assessment	0	0	0	7	40	35	0	0	0	82	
Level 1 on statewide Math assessment	0	0	0	7	46	44	0	0	0	97	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	17	31	39	40	0	0	0	0	127	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	5	10	17	46	40	0	0	0	118

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	7	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	12	25	25	41	23	17	0	0	0	143	
One or more suspensions	0	3	0	0	5	7	0	0	0	15	
Course failure in ELA	0	0	0	2	0	3	0	0	0	5	
Course failure in Math	0	0	0	4	24	3	0	0	0	31	
Level 1 on statewide ELA assessment	0	0	0	14	37	24	0	0	0	75	
Level 1 on statewide Math assessment	0	0	0	12	40	30	0	0	0	82	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	0	13	36	29	0	0	0	80

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	16	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	12	25	25	41	23	17	0	0	0	143	
One or more suspensions	0	3	0	0	5	7	0	0	0	15	
Course failure in ELA	0	0	0	2	0	3	0	0	0	5	
Course failure in Math	0	0	0	4	24	3	0	0	0	31	
Level 1 on statewide ELA assessment	0	0	0	14	37	24	0	0	0	75	
Level 1 on statewide Math assessment	0	0	0	12	40	30	0	0	0	82	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	0	13	36	29	0	0	0	80

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	16	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	30	57	53	30	56	56	27		
ELA Learning Gains				49			39		
ELA Lowest 25th Percentile				45			67		
Math Achievement*	25	60	59	32	46	50	30		
Math Learning Gains				49			22		
Math Lowest 25th Percentile				39			33		
Science Achievement*	46	63	54	34	61	59	25		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	51	59	59	48			46		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	179
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	326
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	9	Yes	2	2
ELL	38	Yes	2	
AMI				
ASN				
BLK	32	Yes	1	
HSP	54			
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	32	Yes	2	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	22	Yes	1	1
ELL	36	Yes	1	
AMI				
ASN				
BLK	41			
HSP	38	Yes	1	
MUL				
PAC				
WHT				
FRL	40	Yes	1	

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	30			25			46					51
SWD	10			3							3	
ELL	38			24							4	51
AMI												
ASN												
BLK	26			22			44				5	46
HSP	52			36							4	62
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	27			22			38				5	50

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	30	49	45	32	49	39	34					48
SWD	9	30	30	13	16		33					
ELL	24	38		32	39		33					48
AMI												
ASN												
BLK	29	48	48	30	52	45	33					46
HSP	30	47		40	44		18					50
MUL												
PAC												
WHT												
FRL	26	48	46	27	48	46	32					47

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	27	39	67	30	22	33	25					46
SWD	5			20								27
ELL	19	60		27	40							46
AMI												
ASN												
BLK	25	36	55	28	17	25	26					48
HSP	32			38								40
MUL												
PAC												
WHT												
FRL	24	40	58	27	26	33	26					57

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	38%	54%	-16%	54%	-16%
04	2023 - Spring	32%	60%	-28%	58%	-26%
03	2023 - Spring	24%	52%	-28%	50%	-26%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	17%	59%	-42%	59%	-42%
04	2023 - Spring	21%	62%	-41%	61%	-40%
05	2023 - Spring	36%	55%	-19%	55%	-19%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	43%	59%	-16%	51%	-8%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Rolling Hills 2023 FAST PM3 data reflects that math was our lowest performing content area at 26% proficiency for our 3rd-5th grade students, a 7% decrease in proficiency from the 2021-2022 school year. Rolling Hills is 34% proficient in ELA and 45% proficient in science, which means there will be a heavy focus in math to increase proficiency. The contributing factors include the incorporation of new standards, lack of intervention support due to instructional vacancies, students' exposure to the new assessment, and transitioning from a paper-based to a computer-based assessment. Our students struggled with test-taking strategies and basic fluency.

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

According to the 2023 FAST PM3 data, math showed the greatest decline from the prior school year. The contributing factor includes the incorporation of new standards, lack of intervention support due to instructional vacancies, students' exposure to the new assessment, and transitioning from a paper-based to a computer-based assessment. Our students struggled with test-taking strategies and basic fluency.

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

Rolling Hills Elementary FAST PM3 data shows that math had the greatest gap when compared to the state's 59% proficiency. The factors that contributed to this gap encompass the integration of new standards, insufficient support for interventions due to staff shortages, students' interaction with the new assessment, and the shift from traditional paper-based testing to computer-based methods.

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

Science showed the most improvement with 45% proficiency, an 11% increase from the previous school year. Teachers' confidence and skillset improved and more hands-on experiments were incorporated into lessons. A science club was established and science interventions started early in the school year. Study Island, science challenge/review, and science standards practice booklet were utilized to increase proficiency.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

After reflecting on the early warning signs data, attendance and course failure are two potential areas of concern.

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

1. Attendance (Teachers and Students)
2. Foundational Skills ELA and Math
3. Proficiency
4. Benchmark-based Instruction
5. Opportunities for Student Learning (Processing and Monitoring)

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Attendance**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Teacher absences for the 2022-2023 school year resulted in a total of 1,179 absences, which resulted in 336,015 instructional minutes provided to students being covered by a substitute teacher.

2022-2023 Teacher Absences

August 2022 - November 2022 (411 absences)

November 2022 - January 2023 (204 absences)

January 2023 - March 2023 (259 absences)

March 2023 - May 2023 (305 absences)

Total 1,179

336,015 instructional minutes covered by a substitute

\$80,000 in subs

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By sharing the data and incentivizing attendance, we plan to reduce teacher absences by 50%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The administration team will track teacher attendance and schedule meetings with teachers who show a pattern of developing excessive absences.

Person responsible for monitoring outcome:

Kimberly Hankerson (kimberly.hankerson@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The administration team will focus on recreating a positive culture and climate through staff recognition for their attendance and positive impacts on campus. We will also establish a monthly Cadet Culture calendar that provides opportunities for staff to participate in team-building activities, which can then create a sense of belonging and wanting to be present at work.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Evidence has shown that when there's a positive culture and climate on the campus, teachers build resiliency and want to be present for the needs of the school.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teacher attendance will be reviewed monthly by the administration team. Meetings will be scheduled with teachers who show patterns of excessive absences.

Person Responsible: Kimberly Hankerson (kimberly.hankerson@ocps.net)

By When: Monthly

Teachers with perfect attendance each quarter will be entered into a drawing for a gift card purchased by administration or school partners.

Person Responsible: Charisse Hurdle (charisse.hurdle@ocps.net)

By When: Quarterly

At the end of each quarter, teachers with perfect attendance will be recognized by the administration team in our school weekly newsletter and our school morning announcements.

Person Responsible: Kimberly Hankerson (kimberly.hankerson@ocps.net)

By When: Quarterly

Staff will be provided resiliency training throughout the school year to motivate and encourage teachers to be present for students.

Person Responsible: Joel Anderson (joel.anderson@ocps.net)

By When: Quarterly

#2. Instructional Practice specifically relating to Coaching**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Rolling Hills Elementary 2023 FAST PM3 data indicated that 3rd-5th grade students were 34% proficient in ELA, 26% proficient in math, and 45% in science. ESSA subgroup data indicates 16% of students with disabilities were proficient in ELA and 4% were proficient in math. English Language Learners were 24% proficient in ELA and 18% in math. Our African American subgroup of students was 23% proficient in ELA and 18% in math. The Hispanic subgroup was 37% proficient in ELA and 26% in math. By providing consistent coaching and actionable feedback, we will be able to accelerate teacher performance to provide high-quality instruction. Coaching support will build teacher capacity and improve teaching practice with a particular emphasis on increasing the use of highly effective, evidence-based instructional strategies; therefore, increasing student proficiency and performance.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By improving our instructional practices, we will increase proficiency among our 3rd-5th students to 42% (+8) in ELA, 49% (+23) in math, and 50% (+5) in science. We will increase our proficiency for students with disabilities to 31% (+15) in ELA and 35% (+31) in math. English Language Learners will increase their proficiency in ELA to 41% (+17), and 49 (+31) in math. The African American subgroup will increase their proficiency in ELA to 45% (+22) and 49% (+31) in math. Our Hispanic subgroup will increase their proficiency in ELA to 45% (+8) and 49% (+23) in math.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Classroom walkthrough data pertaining to standards-based instruction and student unit assessment data will be consistently monitored and analyzed in data PLCs throughout the school year. The administration team will meet with the coaches to review their coaching log and review unit assessment data and district-approved computer-based programs pass rates.

Person responsible for monitoring outcome:

Kimberly Hankerson (kimberly.hankerson@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rolling Hills is transitioning to tiering teacher support based on specific instructional look-fors through the use of targeted instructional coaching and mentoring support. The coaches will conduct walkthroughs to provide teachers with feedback and conduct follow-ups. Coaches will provide targeted coaching and modeling support of instructional interventions including SIPPS, Number Worlds, and differentiated small group instruction. The administration team will meet with the coaches bi-weekly to review coaching logs and review data.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Coaching allows intentional efforts to expedite teacher improvement through a systematic, focus approach to support.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Bi-weekly meetings with coaches to review coaching logs, unit assessment data, and computer programs pass rates.

Person Responsible: Kimberly Hankerson (kimberly.hankerson@ocps.net)

By When: Bi-Weekly

Top 5 Instructional Commitments, CWT look-fors, definitions, and evidence will be shared with classroom teachers and reviewed weekly during common planning.

Person Responsible: Kimberly Hankerson (kimberly.hankerson@ocps.net)

By When: Weekly

Weekly CWT feedback will be provided by administration and coaches based on evident/non-evident look-fors.

Person Responsible: Kimberly Hankerson (kimberly.hankerson@ocps.net)

By When: Weekly

Common planning expectations for before, during, and after common planning will be shared with classroom teachers and administration will monitor expectations using a checklist.

Person Responsible: Kimberly Hankerson (kimberly.hankerson@ocps.net)

By When: Weekly

After the administration of Standards-Based Unit Assessments (SBUAs), Classroom Walkthrough Tools (CWT) and SBUA data will be reviewed by the administration and coaches to determine tiers of support for each teacher.

Person Responsible: Kimberly Hankerson (kimberly.hankerson@ocps.net)

By When: Bi-Weekly

Administration will provide opportunities for coaches to attend district and school-based professional development focused on curriculum and instruction. Side-by-side coaching and common planning will be provided to coaches by administration.

Person Responsible: Charisse Hurdle (charisse.hurdle@ocps.net)

By When: As needed

Positions will be purchased to provide additional coaching support for classroom teachers and student learning in the classroom.

Person Responsible: Kimberly Hankerson (kimberly.hankerson@ocps.net)

By When: As soon as possible

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Rolling Hills will identify the needs of the school and determine the types of resources needed, which may include additional teachers, support staff, technology, professional development, and educational materials. We will allocate funds to address the identified needs. This might involve redistributing existing funds or seeking additional funding sources.

BSI Funds: purchase SIPPS materials, Program Assistant to support 3rd -5th reading and math intervention, professional development around resiliency in the classroom for both students and teachers.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Rolling Hills Elementary will focus on foundational skills to support reading for understanding in Kindergarten through 3rd Grade by developing awareness of the segments of speech and how they link to letters, teach students to decode words, analyze word parts, and write and recognize words.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Rolling Hills Elementary will focus on foundational skills to support reading for understanding in Kindergarten through 3rd Grade. For 3rd grade, the focus will be to develop an awareness of the segments of sounds in speech and how they link to letters, teach students to decode words, analyze word parts, and write and recognize words. For fourth and fifth grade, the focus will be on providing reading interventions for students and building students' decoding skills so they can read complex multisyllabic words.

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 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 Measurable Outcomes

Grade 2 students in 2022, scored 20% proficiency, these students will be in Grade 3 in 2023, and our goal is to achieve 41% of the students at or above grade level on the FAST.

Grades 3-5 Measurable Outcomes

Grade 3 students will achieve 41% (14% increase) of the students at or above grade level on the FAST.
Grade 4 students will achieve 41% (9% increase) of the students at or above grade level on the FAST.
Grade 5 students will achieve 45% (4% increase) of the students at or above grade level on the FAST.

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 impact student achievement outcomes.

Students will be assessed for progress monitoring throughout the year using school-based common assessments, SIPPS, and Wonders Oral Reading Fluency. Administrators will conduct weekly reading walkthroughs and provide actionable feedback with follow-up. Monthly data meetings by area including the MTSS Problem-Solving Teams and learning community leadership to review FAST progress monitoring assessments and district-created standard-based unit assessments to monitor response to intervention.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Hankerson, Kimberly, kimberly.hankerson@ocps.net

Evidence-based Practices/Programs

Description:

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?

Rolling Hills will focus on 2nd and 3rd grade on the following IES Practice Guide Recommendations to meet ESSA strong level of evidence requirements: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade:

Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters;

Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.

For 4th grade, the focus will be the following IES Practice Guide Recommendation meets ESSA strong level of evidence requirements: Providing Reading Interventions for Students in Grades 4-9:

Recommendation 1: Build students’ decoding skills so they can read complex multisyllabic words.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The programs/practices below use the above Practice guide strategies and meet ESSA strong level of evidence:

-Use of daily lesson plans with foundational skills practice from the state-adopted ELA curriculum
Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.

-Heggerty phonics and phonemic awareness curriculum (Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters)

-SIPPS intervention program (Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words and also Recommendation 1: Build students’ decoding skills so they can read complex multisyllabic words.)

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
Professional Learning: Rolling Hills Elementary will develop professional learning plans based on the needs of the school. These plans include specific support for teachers based on progress monitoring data. District professional development options available include literacy coach meetings and K-5 ELA Impact Series.	Hankerson, Kimberly, kimberly.hankerson@ocps.net
Literacy Leadership: : Bi-Weekly Literacy leadership team meetings, where data is analyzed and action steps implemented and monitored.	Hankerson, Kimberly, kimberly.hankerson@ocps.net
Assessment: Data will be analyzed to determine interventions and support needs of students. -FAST -Heggerty Assessments -District created Standards-Based Unit Assessments (SBUAs) -District created Foundational Unit Assessments (Grades K-2)	Hurdle, Charisse, charisse.hurdle@ocps.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

During the 23-24 school year, the SIP and budget information will be shared in numerous ways. SAC committee meetings, school/parent surveys, Title I meetings, and parent conferences will all allow us to share the goals for the school year and the progress we are making throughout the year. A copy of the focus areas will also be available in multiple languages on the school website and the front office.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

During the 23-24 school year, we are taking a large step towards better communication between parents, community, and faculty members to increase school culture. This will be done through the Family Engagement Plan located on the school website and in the front office. Our PEL (Parent Engagement Liaison) will also hold Parent Workshops and activities this year to engage families in their children's learning. This will include Title One Meetings, Skyward informational meetings, FAST nights, and different curriculum nights to draw in families to the learning process.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

In order to strengthen academic programs throughout the school, Rolling Hills will ensure that every minute of instruction is thoughtfully planned out through PLC meetings, Common Planning, and Data Chats. Discussions will be had about specific students, their needs, and how best to close achievement gaps. During intervention times, focus will be turned to tier 2 and tier 3 individual needs to enrich standards that have been mastered and intervene when there are gaps in student learning.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Rolling Hills works with the OCPS Career and Technical (CTE) program to support parents and families in need of ESOL classes to acquire the English language.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Rolling Hills school-based counselor will provide social skills to targeted students in a small group setting during their grade level health block. LANES will provide mentoring services for young girls in the 5th grade twice a month that will focus on goal setting, character building, and community service.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

All students are considered in our MTSS-B framework. All students receive Tier I support. Students are considered for Tier II support once they receive more than one discipline referral or are repeatedly called for discipline support (2 or more calls) by our behavior team. Weekly PBIS team meetings address these students and their need for support which may include, but are not limited to social skills lessons, behavior data tracking, mentoring, and counseling. Parents are notified of the increased behavior support. The PBIS team also discusses behavior data to determine if the levels of support must be increased to Tier III. Once a student is considered for Tier III support, the parent and staffing specialist are notified and the frequency and duration of behavior data and supports are increased. If agreed upon by the PBIS team, staffing specialist, and parent, the student is referred to the staffing specialist for evaluation. As a preventative measure, students who ended the previous school year at level Tier II and Tier III support are automatically monitored and receive daily check-ins by our behavior team.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional development will be provided based on classroom walkthrough trends and district initiatives. Professional learning will be conducted during grade-level PLCs and school-wide staff meetings. The focus for professional development will also align with Rolling Hills Elementary's four instructional look-for. Data meetings will be conducted after each diagnostic and SBUA and the next steps will be developed with teachers and support staff to address the needs of our students. Rollings Hills will focus on fostering a positive culture and climate by encouraging staff to participate in monthly team-building activities and recognizing them for their achievements.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Rolling Hills conducts a Jumpstart to Kindergarten program each summer to assist students with the transition from early childhood education programs to elementary school programs. Jumpstart to Kindergarten exposes students to the kindergarten curriculum and helps acclimate them to the school and school expectations.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Attendance				\$3,119.60
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	311	0861 - Rolling Hills Elementary	UniSIG		\$2,500.00
			Notes: Resiliency PD for RHE Staff - James Moffett is an elementary school principal who has created, implemented and helped others incorporate resiliency practices in their schools. This PD will continue to build a foundation for our teachers to help our scholars with self-management, self-awareness and responsible decision making. This will be the basis to meet our end goal - resilient classrooms where everyone is encouraged to use critical thinking and problem-solving skills.			
	6400	120	0861 - Rolling Hills Elementary	UniSIG		\$0.00

			<i>Notes: Resiliency PD for RHE Staff- 65 Teachers X 2 hr X 20.00 per hour=\$2,600.00</i>			
	6400	210	0861 - Rolling Hills Elementary	UniSIG		\$352.82
			<i>Notes: Retirement Benefits for Resiliency PD for RHE Staff- 65 Teachers X 2 hr X 20.00 per hour</i>			
	6400	220	0861 - Rolling Hills Elementary	UniSIG		\$198.90
			<i>Notes: Social Security Benefits for Resiliency PD for RHE Staff- 65 Teachers X 2 hr X 20.00 per hour</i>			
	6400	240	0861 - Rolling Hills Elementary	UniSIG		\$67.88
			<i>Notes: Workers Compensation Benefits for Resiliency PD for RHE Staff- 65 Teachers X 2 hr X 20.00 per hour</i>			
2	III.B.	Area of Focus: Instructional Practice: Coaching				\$206,600.40
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	130	0861 - Rolling Hills Elementary	UniSIG	1.0	\$55,967.70
			<i>Notes: Certified Instructional Personnel - Supplemental Resource teacher for intervention in the classroom supporting grade levels 3 - 5 during reading and math and tier 3 interventions.</i>			
	5100	130	0861 - Rolling Hills Elementary	UniSIG	1.0	\$55,967.70
			<i>Notes: Certified Instructional Personnel - Supplemental Resource teacher for intervention in the classroom supporting grade levels K - 2 during reading and math and tier 3 interventions. Cost includes all benefits - \$79,358.60</i>			
	5100	160	0861 - Rolling Hills Elementary	UniSIG		\$24,426.00
			<i>Notes: 1- Program Assistant for intervention in the classroom supporting grade levels 3 - 5 during reading and math and tier 2 interventions.</i>			
	5100	210	0861 - Rolling Hills Elementary	UniSIG		\$18,504.24
			<i>Notes: Retirement benefits for 2 Supplemental Resource Teachers and 1- Program Assistant</i>			
	5100	220	0861 - Rolling Hills Elementary	UniSIG		\$10,431.64
			<i>Notes: Social Security Benefits for 2 Supplemental Resource Teachers and 1- Program Assistant</i>			
	5100	231	0861 - Rolling Hills Elementary	UniSIG		\$27,867.00
			<i>Notes: Health benefits for 2 Supplemental Resource Teachers and 1- Program Assistant</i>			
	5100	232	0861 - Rolling Hills Elementary	UniSIG		\$96.27
			<i>Notes: Life Insurance benefits for 2 Supplemental Resource Teachers and 1- Program Assistant</i>			
	5100	240	0861 - Rolling Hills Elementary	UniSIG		\$3,560.39
			<i>Notes: Workers Compensation benefits for 2 Supplemental Resource Teachers and 1- Program Assistant</i>			

	5100	250	0861 - Rolling Hills Elementary	UniSIG		\$57.27
			<i>Notes: Unemployment Compensation benefits for 2 Supplemental Resource Teachers and 1- Program Assistant</i>			
	5100	290	0861 - Rolling Hills Elementary	UniSIG		\$3,647.66
			<i>Notes: Additional Employee benefits for 2 Supplemental Resource Teachers and 1- Program Assistant</i>			
	5100	510	0861 - Rolling Hills Elementary	UniSIG		\$6,074.53
			<i>Notes: Allowable classroom supplies- Paper, pencils, pens, post-its, markers, folders, composition books, dividers, dry erase markers, dry erase board. Not to exceed \$6,074.53.</i>			
Total:						\$209,720.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No