

# Rolling Green Elementary School



2014-15 School Improvement Plan

## Rolling Green Elementary School

550 MINER RD, Boynton Beach, FL 33435

[www.edline.net/pages/rolling\\_green\\_elementary\\_school](http://www.edline.net/pages/rolling_green_elementary_school)

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
96%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
97%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	B	C

### School Board Approval

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

### SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The School District of Palm Beach County is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

##### Provide the school's vision statement

The School District of Palm Beach County envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Veterans Day celebration in November

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports;

- Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;

- Create or enhance a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary);

- Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;

- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;

- Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic



settings and giving them instruction for reporting violations to appropriate supervisors;  
•Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;

•Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

The administration, teachers and staff has created a safe school environment throughout the entire school day. The administration has a policy where students can meet with either the principal or the assistant principal during the course of the day to share any concern. Students are greeted in the morning while they for the doors to open. Entering the campus there are teachers stationed at strategic points so they are visible from many angles. It is expected that anyone entering the campus must first check-in at the front office and get a badge. All district employees wear their badges at all times.

During the school day, all classroom doors are locked, and main door can only be entered using a key or swipe card. Students know they can always meet their teachers, guidance counselors, administration to talk about their needs. There is a Bully Hotline set up in the media center, and a drop box is in place also. Calls and notes are answered immediately. If needed, plans are put in place to keep students safe, respected, and comfortable during the school day.

After school there are teachers and staff on duty to ensure the safe release of the students in a orderly manner.

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Rolling Green's School-Wide Behavior plan is a very positive approach that encourages our students to be responsible for their actions and resolve conflicts peacefully.

Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations.

Ensure teachers are trained in Classroom management strategies (CHAMPS, etc.)

SwPBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.

Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity

Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")

Class meetings will occur on a frequent basis to include student feedback.

School-wide recognition system is in place;

Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

Each classroom will be using Dark Green, Purple, Light Green, Yellow, Orange and Red color system. Students begin everyday on light Green. Light green means "I am ready to learn!" We want students to learn they are in charge of their own actions; so they will choose to make the right behavior decisions.

Rolling Green School-Wide Behavior Plan

? Every teacher will receive a School-Wide Behavior Plan information sheet to send home to parents.

? Parents are to sign and return the bottom portion and return to the homeroom teacher. These forms will be kept in your rooms for your records.

? Every teacher must have a color – monitoring behavior system set up in their classroom.

? In-class monitoring uses 6 colors; you may be as creative as possible in your use of the 6 colors in the correct order.

Rewarding positive behaviors by going upward from light green

1. Dark Green - meaning Outstanding Role Model

2. Purple meaning, "I really brought my A-Game

3. Light Green means "I had a Good Day!" " I'm ready to learn"

4. Students start each day on Light Green

5. If a child is having trouble making the right choice, a color change will occur from Light Green to Yellow – Yellow means Warning!!

6. Orange, which means STOP and Think.

7. If you change a student color to Red, you must write the infraction in the planner and/or make contact with a parent.

CHAMPS School - There are expectations and procedure for every aspect of the day

Universal Signal - Hand raised to get students attention then the teacher says, " Rolling Green

Students may I have your attention please"?

CHAMPS EXPECTATIONS

Conversation

Help

Activity

Movement

Participation

Guidelines for Success

A- Game

Attendance

Attitude

Actions

Academics

Major and Minor infractions

### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

- Operational school based team that meets weekly to discuss students with barriers to academic and social success;
- Mentors assigned to students identified with SEL concerns;
- Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
- Instruction and various campus activities that address social/emotional needs of students;
- Connect students to agencies who have Cooperative Agreements or are on campus • Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

### **Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

In addition to the indicators above Rolling Green also uses academic motivation as a early warning indicator

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	17	16	11	17	15	11	87
One or more suspensions	13	12	9	20	12	15	81
Course failure in ELA or Math	78	77	80	20	10	30	295
Level 1 on statewide assessment	0	0	0	80	55	45	180

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	20	19	16	34	19	28	136

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

- SBT
- RTi
- Differiated instruction

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/193352>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;  
 During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators;  
 Offer fun, interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology;  
 Communicate classroom and school news to parents;  
 Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;  
 Create the formats for inviting parent participation in the cultural education process;  
 Positive notes, letters, phone calls home;  
 Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate parent meetings/workshops on topics such as developing school success skills, building a college-going culture through the Eight Components of College and Career Readiness (aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary), and developing growth mindsets in children.

### Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership

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

Name	Title
Sanchez, Sandra	Principal
Cato, Lynn	Assistant Principal
esham, torrey	Instructional Coach
borgen, trisha	Instructional Coach
Calvert, Jennifer	Administrative Support
hay, angela	Administrative Support
lomauro, jessica	Teacher, K-12
Van Alan, Maria	Psychologist

#### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Members of the school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY15 SIP. The team will analyze the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and deficient areas based on needs identified.

Topics for discussion include, but are not limited to, the following:

- Assessments and the lowest performing 25% of students
- Percent of student meeting proficiency (Level 3 - Level 5)
- Strengths and weaknesses of intensive programs
- Mentoring, tutoring, and other services

The SBT Chair Person will provide professional development for the SAC members on the RtI process.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

Rolling Green Elementary offers students a tiered model of delivery of instruction (core, supplemental, intensive).

Students participate in instructional activities through iii, SAI, and tutorial programs.

The school-based RtI Leadership Team is comprised of the following members:

Principal or Assistant Principal, ESE contact, ESOL contact, school psychologist, classroom teacher, reading coach or Reading Resource Teacher, Speech-Pathologist, and guidance staff, and School Based Team Leader.

The principal provides a common vision for the use of data-based decision-making to ensure that:

- \* a sound, effective academic program is in place
- \* a process to address and monitor subsequent needs is created
- \* the School Based Team (SBT) is implementing RtI processes
- \* assessment of RtI skills of school staff is conducted
- \* fidelity of implementation of intervention support is documented
- \* adequate professional development to support RtI implementation is provided
- \* effective communication with parents regarding school-based activities occurs.

The SBT Chairperson and SBT Team members will meet weekly to review universal screen data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments, determine if changes need to be made in the SIP strategies, funding or resources and determine if student needs are being met. After determining that effective Tier 1 - Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RTI Leadership Team. The MTSS/RTI team will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD) Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g. teacher, RTi facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

\*Problem Solving Model

The four steps of the Problem Solving Model are:

1. Problem identification entail identifying the problem and the desired behavior for the student
2. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem
3. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
4. Evaluating is also termed response to intervention RTi. In this step, the effectiveness of a student's or group of students' response to the implementation intervention is evaluated and measured. The problem solving process is self correcting, and, if necessary, recycles in order to achieve the best outcome for all students. this process is strongly supported by both IDEA and NCLB.

The SWPBS is comprised of teachers and staff members across a variety of grade levels. The team has established a common set of norms for appropriate and positive behavior expectations are clearly conveyed to students through common language and also through the implementation of SWPBS lessons developed around our A-Game expectations. Students are brought together at grade level

assemblies and expectations are reviewed at various points of the school year.

Title I Part A Funds at Rolling Green Elementary are used to purchase a Reading Coach, Reading Resource Teachers, Science Resource Teacher, Math Coach. In addition Professional Development, Tutoring program, and classroom instructional materials and provide Parent Involvement activity. Rolling Green Elementary recognizes the importance of forming a strong partnership with parents and community members in order to positively impact the students in our school. As a Title I school in the heart of transient community, it is vital for the success of our students to develop a parent school relationship. Great effort is made for parents to complete the Free/Reduce lunch application. Rolling Green does free breakfast for all students and has participated in the summer meals program. Our school integrates Single School Culture by sharing our ROLLING GREEN'S UNIVERSAL GUIDELINES FOR SUCCESS, following our BEHAVIORAL MATRIX and teaching EXPECTED BEHAVIORS, We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SWPBS programs. The A-Game, focusing on Attendance, Attitude, Actions and Academics. Rolling Green is a CHAMPS schools, where we have a universal attention signal, students behaviors are monitored by the color system, with the goal for students to go home on dark green or light green. There is Dark Green Celebration day, date set by each grade level. Additionally there is the Silver Spoon for good behavior in the cafeteria, other incentives are: Shout Outs, Tree of Kindness, Character Counts, Lion's Pride Shoppe for students who are caught doing the right thing. Students earn Lion's Pride bucks, these bucks can be awarded by any Rolling Green teacher and staff members. Each item at the Lion's Pride Shoppe cost 10 bucks and the shop is open the 4th Friday of the month.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The Liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D N/A

Title II

Title funds provide the following: Area Support teams (split-funded with Title 1)

Curriculum support - professional development

SIP training and support

PAR Teacher support

Marzano training and online support

Leadership development through Aspiring Leader's Academy

Alternative Certification Program

MTSS professional development

Reading Interventionist/LLI (split-funded with Title I)

Literacy cohort training

Title III Services are provided through the district for education materials and ELL district support serviced to improve the education of immigrant and English Language Learners. ELL students work with ESOL teachers in small groups to increase student performance for reading. Regular K-2 homeroom teachers and subject area teachers (3-5) provide ESOL accommodations as needed.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI) SAI funds are used for a supplemental reading program targeting retained 3rd grade students.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporates field trips, community service, drug tests, and counseling. Conflict resolution is also part of our Guidance class. School-Wide Positive Behavior Support Program (SwPBS) District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

Nutrition Programs

**School Advisory Council (SAC)**

**Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Nadia Stewart	Teacher
Vincent F. Pierino III	Business/Community
Sandra Sanchez	Principal
Cherie Love	Teacher
Lynn Cato	Education Support Employee

**Duties**

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

*Development of this school improvement plan*

SAC plays an integral part in framing the vision for Rolling Green Elementary. SAC aids in the development of our yearly School Improvement Plan. The SAC meets monthly and continuously reviews academic data throughout the school year to ensure our SIP goals are correlated to the academic needs of our students. The SAC discusses and approves expenditures directly related to our annual School improvement goals. The membership represents the student body and community served by the school.

*Preparation of the school's annual budget and plan*

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

Describe the projected use of school improvement funds and include the amount allocated to each project.

Section 1001.42(18)(c), F.S., requires district school boards to “provide funds to schools for developing and implementing school improvement plans. Such funds shall include those funds appropriated for the purpose of school improvement pursuant to Section 24.121(5)(c), F.S.” The funds must be used on programs or projects selected by the SAC and may not be used for capital improvements or any project or program that has a duration of more than one year. However, a SAC may decide that a program or project formerly funded with school improvement funds should receive funds in a subsequent year. Projects and amounts FY15 are projected to be as follows:

Student Planners (\$500.00)

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
borgen, trisha	Teacher, K-12
esham, torrey	Instructional Coach
Calvert, Jennifer	Teacher, ESE
hay, angela	Guidance Counselor
Van Alan, Maria	Psychologist
Cato, Lynn	Assistant Principal

## Duties

### ***Describe how the LLT promotes literacy within the school***

To strengthen phonics, fluency, oral language, language development and guided reading instruction in all grade levels. Also Interactive Read Alouds, Interactive Word Walls and Project Based Learning. This year the LLT team will be introducing the teachers to the Fountas and Pinnell Prompting Guides. The team will train and support the teachers in the use of the guides. They will show the teachers how the guides can be used during reading conferences and how they connect to the Continuum of Literacy Learning. This will help the teachers to focus instruction for the needs of their students.

Increase reading proficiency grades K-5. Students to know their levels in order to know what they need to improve. The LLT is helping to create a school-wide chart that will allow the students to celebrate and be recognized for the progress that they are making. The chart will display every grade and will the students will be able to add to it themselves when they make progress. It will also be a great visual way for them to see what goals they need to set and incentive for them to work toward them.

Implementation of the Scholastic reading series k-5

The LLT is working to build vocabulary school-wide. They are doing this in two ways. One way is the incorporation of a vocabulary word wall near the cafeteria. This is a high traffic area where the students will get to see the new vocabulary words learned by their peers. It is an A-Z word wall and each grade level received a different color card. When the students learn a new word that they want to share, they write the word and definition in their own words and it will be displayed on the word wall. Also, to build vocabulary, the team is putting a lot of effort into making sure the teachers learn about the Words Their Way book and that they are utilizing it correctly and vigorously so that the students will grow.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Teachers are involved in collaborative planning and team planning two days per week. Teachers share best practices with other members on teams both vertically and horizontally. Teachers get opportunities to visit other veteran teachers classroom to observe lessons, classroom procedures, and build capacity in their delivery of instruction.

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.



### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Rolling Green Elementary partners with the local universities to host intern and practicum students. Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures

Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants

Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events

Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time

Establish and maintain relationships with colleges and officials in the field of education to promote the District

Maintain regular contact with designated recruiter to improve talent acquisition effectiveness

Rolling Green provide to new teachers on going professional development, learning team meeting, weekly team planning, and the Educator Support Program.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Every first year teacher is given a mentor to help support them the first year of teaching. The mentor is a teacher who is on one's grade level. If a mentor is not available, we work hard to pair that teacher with an effective teacher on that team. First year teachers get a chance to plan with the veteran teacher, shadow him/her for a day, visit other teachers in the building to get ideas and tips to be successful in their own classrooms.

Coaches are on hand to model lessons for teachers, provide resources and provide on going support for these teachers.

The Asst. Principal meets with these teachers in small group and individualized settings to provide support with data analysis, teaching strategies/methods and the new Marzano teacher evaluation model. Conferencing and planning occurs through Learning Team Meetings, Professional Development, in-service opportunities and common planning.

Activities planned and implemented are:

New Teacher Orientation Pre-School

New Teacher Meeting with the ESP coordinator

Visits to veteran teachers classroom for tips and strategies

Classroom setup and help with behaviors

TDE to work a full day in their classrooms

New Teacher meeting/lunch on 2nd PDD day with coaches, principal, and ESP coordinator

New Teacher plan with team members

District Professional Development

School Based Professional Development

Feedback from administration

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Rolling Green Elementary use the instructional programs and materials that are adopted and supported by the District. For supplemental programs, the school ensures that the program is

research based and is approved by the district and tied to specific standards, such as FSA, NGSSS, and Common Core State Standard.

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Rolling Green uses the Rtl process, the use of tutorials, the use of intensive reading, or the use of small group instruction to improve student achievement goals.

The school ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
  - Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
  - Creating a schedule with an uninterrupted 90 minute reading block
  - Creating a schedule with an additional 60 minute reading block (option for extended day)
  - Creating a schedule with an uninterrupted 45-60 minute writing block
  - Providing iii instruction based on student needs
  - Providing instruction aligned with the Language Arts Florida Standards for their grade level
  - Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
  - Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
  - Creating units of study based on current data
  - Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
  - Students self-selecting texts based on RRR levels
  - Students receiving push-in/pull out services for ESE/ELL
  - Providing LLI (Leveled Literacy Intervention) instruction
  - Providing Process and Strategy charts for reminders of teaching

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 10,800

At Rolling Green, all students participate in an Extended Day program. This block of time is for 60 minutes and is entirely dedicated for reading strategies. The time is broken down to independent enrichment reading, small group instruction, small group Leveled Literacy Intervention system, and reading running records data collection. Two teachers are in each classroom during the extended reading block in grades K-5. This allows for two concurrent small groups to be facilitated.

***Strategy Rationale***

Students that are not reading proficiently need regular and targeted small group instruction. By devoting the extended hour to small group guided reading instruction, students are honing the reading process and learning the strategies they will need to become proficient readers.

***Strategy Purpose(s)***

- Core Academic Instruction
- Teacher collaboration, planning and professional development

***Person(s) responsible for monitoring implementation of the strategy***

Sanchez, Sandra, [sandra.sanchez.2@palmbeachschools.org](mailto:sandra.sanchez.2@palmbeachschools.org)

***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Students are initially selected based on prior FCAT scores and the recent Fall Diagnostic. They are flagged in our TERMS student reporting system. This provides the team at Rolling Green with opportunity to run a variety of reports available in EDW Education Data Warehouse throughout the school year in order to closely monitor this group of students performance on the K-4 literacy assessment, the district diagnostic assessments, CELLA, FAIR, and the spring FCAT. Data for the Fast Math Lab is collected through FCAT and Diagnostic Tests

**Strategy: After School Program**

**Minutes added to school year: 2,700**

Using FCAT scores and Fall Diagnostic data students in the low 35% will be identified and given tutoring 3 days per week for several weeks on targeted benchmarks. Rolling Green After School Tutoring offers an extended day to many of our students that fall in the lowest 35% population. Many students receive ESE/ELL services and the majority of the students are on free or reduced lunch. This program is scheduled for November and runs through April in time for FSA. Students receive small group instruction and individualized instruction in both reading and math. The program runs Tuesdays through Thursdays from 3:00 until 5:00 p.m. The instructors use research based programs and or curriculum to meet the needs.

***Strategy Rationale***

Students who are not reading proficiently or scored below a level 3 on the FCAT need regular and targeted small group instruction. with the extra two hours of focused reading instruction, students are gaining the skills to master the reading process and learning the strategies they will need to become proficient readers.

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***

***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

**Strategy:** Extended School Day

**Minutes added to school year:** 97,200

The 21st Century Community Learning Centers Program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. OSPI oversees the administration of the federal grant, Title IV Part B, which funds 21st Century programs for our students. The 21st Century Learning Centers Program is authorized under Title IV Part B of the Elementary and Secondary Education Act. The law's specific purposes are to:

- Provide opportunities for academic enrichment, including providing tutorial services to help students (particularly students in high-poverty areas and those who attend low-performing schools) meet state and local student performance standards in core academic subjects such as reading and mathematics.
- Offer students a broad array of additional services, programs, and activities, such as, youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs that are designed to reinforce and complement the regular academic program of participating students.
- Offer families of students served by community learning centers opportunities for literacy and related educational development.

### ***Strategy Rationale***

This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

### ***Strategy Purpose(s)***

- Core Academic Instruction

### ***Person(s) responsible for monitoring implementation of the strategy***

Sanchez, Sandra, [sandra.sanchez.2@palmbeachschools.org](mailto:sandra.sanchez.2@palmbeachschools.org)

### ***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Students regularly participating in the program will show continuous improvement in achievement as determined by the percentage of 21st CCLC regular program participants who improve from "not proficient" to "proficient" or above in reading on state assessments.

Students regularly participating in the program will show continuous improvement in achievement as determined by the percentage of 21st CCLC regular program participants who improve in math from "not proficient" to "proficient" or above in reading and math on state assessments.

Students regularly participating in the program will show continuous improvements in behavior as determined by the percentage of 21st CCLC regular program participants with teacher-reported improvement in homework completion and class participation.

Students participating in the program will show continuous improvements in behavior as determined by the percentage of 21st CCLC regular program participants with teacher-reported improvement in student behavior.

## **Student Transition and Readiness**

## **PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

### ***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

A kindergarten round-up is held in the spring to introduce in-coming kindergarten students and their parents to Rolling Green. At this time students tour the classrooms, to see a day in the life of a kindergarten student. In school year FY15, Rolling Green has started Head Start Program for students in the community. Our goal is to provide the best preparation for our future kindergarten students.

All incoming kindergarten students will be assessed upon entering kindergarten in order to ascertain individual and group needs, and to assist in the development of a rigorous instruction/intervention programs. All students will be assessed within the Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing.

At Rolling Green Elementary, we will continue to provide the following services to assist preschool children with the transition to elementary school:

- Presentation on Immunizations and physical requirements by Health Care District.
- Participate in the Math/Science Night, Curriculum Night, Fine Arts Night
- Kindergarten Round-up / Orientation Day

Rolling Green will invite the area preschoolers to visit Kindergarten. The preschool students will tour the school and participate in activities with current kindergarten students. Each child and their parent will receive a packet of activities to help prepare them for the new school year. The packet will include suggestions for reading and math.

Within the first 30 days of kindergarten, all students will be assessed using FLKRS. Data will be used to appropriately plan academics and social instruction for the students. Core kindergarten academic and behavioral instruction will be include guided and independent practice and modeling.

Beginning this school year administration will conduct conversations with Day Care Centers in our area to share academic and social /emotional expectations for pre-school students, best practices for pre-school students and offer professional development for their staff at our meetings.

## **College and Career Readiness**

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key


## Strategic Goals Summary

- G1.** If time is given to teach a science concept daily or to read a science related literature in all grades K-5, then 50% of students in 5th grade will be proficient on the science FSA in grade 5. Students 50% of the in students in grades K-4 will have knowledge of scientific concepts as tested on assessments and diagnostic testing.
- G2.** If teachers dedicate time to writing, by teaching the basic writing skills to mastery, have writing occurring across the curriculum, involve students in various forms of writing and use assessment to gauge students' progress and needs; then 80% of the students in grades K-5 will become proficient writers as measured by the Palm Beach Performance Assessment and the FSA Writing for grades 4 and 5.
- G3.** If reading instruction is done with fidelity to include all the components of the 90 minute reading block, then 45% of students in grades K-2 will be proficient on reading assessments. For Grades 3-5 on the FSA.
- G4.** If the math block is implemented with fidelity including the daily routine, explicit instruction and learning centers, are designed to help students process new content, and provide rigorous learning goals, then 50% of students in grades K-5 will be proficient in math.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** If time is given to teach a science concept daily or to read a science related literature in all grades K-5, then 50% of students in 5th grade will be proficient on the science FSA in grade 5. Students 50% of the in students in grades K-4 will have knowledge of scientific concepts as tested on assessments and diagnostic testing. **1a**

 G049228

**Targets Supported** **1b**

Indicator	Annual Target
FAA Science Proficiency	50.0
FCAT 2.0 Science Proficiency	50.0

**Resources Available to Support the Goal** **2**

- Schedule time daily to teach or read something that relates to science
- Continue to schedule time in the lab for essential labs
- Use technology to bring science into lessons
- Field trips so student experience an authentic science environment

**Targeted Barriers to Achieving the Goal** **3**

- Teachers are not comfortable in teaching science inquiry skills.

**Plan to Monitor Progress Toward G1.** **8**

Classroom walk through, formal and informal observations

**Person Responsible**

Sandra Sanchez

**Schedule**

Weekly, from 9/29/2014 to 5/29/2015

**Evidence of Completion**

Students data folders, anchor charts, assessments, lesson plans, activities in the science lab and Diagnostic Testing results.



**G2.** If teachers dedicate time to writing, by teaching the basic writing skills to mastery, have writing occurring across the curriculum, involve students in various forms of writing and use assessment to gauge students' progress and needs; then 80% of the students in grades K-5 will become proficient writers as measured by the Palm Beach Performance Assessment and the FSA Writing for grades 4 and 5. 1a

G049132

**Targets Supported** 1b

Indicator	Annual Target
CELLA Writing Proficiency	75.0
FAA Writing Proficiency	80.0

**Resources Available to Support the Goal** 2

- Professional Development for teachers with regards to writing across the disciplines, Instruct staff in the utilization of writing process
- Use web probes and digital storytelling to engage students in writing
- Professional Learning Communities to analyze student academic data
- Portfolios on writing that will include progress monitoring data and samples of student work

**Targeted Barriers to Achieving the Goal** 3

- Teachers are learning how to include writing across all disciplines

**Plan to Monitor Progress Toward G2.** 8

Students data folders will show their growth in writing, anchor charts, data from Palm Beach Performance Assessments, and lessons from the unit of study.

**Person Responsible**

Sandra Sanchez

**Schedule**

Weekly, from 9/29/2014 to 5/29/2015

**Evidence of Completion**

Students data folders will show their growth in writing, anchor charts, data from Palm Beach Performance Assessments, and lessons from the unit of study.

**G3.** If reading instruction is done with fidelity to include all the components of the 90 minute reading block, then 45% of students in grades K-2 will be proficient on reading assessments. For Grades 3-5 on the FSA.

1a

G047595

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	45.0
AMO Reading - ELL	50.0
ELA/Reading Lowest 25% Gains	45.0
AMO Reading - All Students	53.0
AMO Reading - SWD	43.0
FAA Reading Proficiency	45.0

**Resources Available to Support the Goal** 2

- Personnel, for push-in and pull-out instruction, collaborative teaching, professional development opportunities, materials for grade level instruction, schedules, curriculum, instruction, environment, positive school culture, volunteers
- Use time wisely to maximize time of instruction with students to give feedback, support, monitoring and enrichment
- Leveled classroom libraries, reading technology such as Raz Kids, SRI, Florida Achieve, Scholastic Reading Counts

**Targeted Barriers to Achieving the Goal** 3

- Implementation of instructional strategies sometimes are not on target, there are many new teachers on a grade level who are learning the curriculum, students are performing two or more years below grade level, disengaged parents, lack of student motivation, and a high population of students who are second language learners.
- Cultural attitude towards school is at a low level, excessive tardies which causes students to miss morning bell ringer instruction and sometimes part of the reading block, students arrive late they need breakfast which takes more time away for them being ready to learn, students behavior problems get in the way of their learning, students are picked up early which causes loss in instruction. High population of student with learning disability who are going through the tiers, or are waiting to be evaluated and placed

**Plan to Monitor Progress Toward G3.** 8

Using the Diagnostics Data and Running Reading Record for K-2, we will monitor students who are proficient and put interventions in place for the students who are not proficient.

**Person Responsible**

Sandra Sanchez

**Schedule**

Quarterly, from 9/29/2014 to 5/29/2015

**Evidence of Completion**

Using the Diagnostics Data and Running Reading Record for K-2, we will monitor students who are proficient and put interventions in place for the students who are not proficient.

**G4.** If the math block is implemented with fidelity including the daily routine, explicit instruction and learning centers, are designed to help students process new content, and provide rigorous learning goals, then 50% of students in grades K-5 will be proficient in math. 1a

G047591

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	55.0
Math Lowest 25% Gains	70.0
AMO Math - ELL	52.0
AMO Math - SWD	46.0
FAA Mathematics Proficiency	38.0
AMO Math - ED	53.0
FAA Mathematics Proficiency	38.0

**Resources Available to Support the Goal** 2

- Personnel - math coach and resource teachers help to develop learning centers to provide rigorous activities. Professional development opportunities on effective learning centers. Partners to collaborate in creating centers for math activities.

**Targeted Barriers to Achieving the Goal** 3

- Time to effectively get the resources to make the learning centers effective Funding to provide the materials for the activities for the learning centers Volunteers to help teachers with the tedious tasks of cutting, coping and setting up new centers weekly Poorly implemented instructional strategies Common planning time is designated for other trainings

**Plan to Monitor Progress Toward G4.** 8

Data folders will be checked during walk throughs, Diagnostic Assessments, unit assessments, and fluency and proficiency scores on V-Math.

**Person Responsible**

Sandra Sanchez

**Schedule**

Weekly, from 9/29/2014 to 5/29/2015

**Evidence of Completion**

Using the Marzano Teacher Evaluation Model, weekly walk through, informal observations, feedback and conferences will be done.

## Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If time is given to teach a science concept daily or to read a science related literature in all grades K-5, then 50% of students in 5th grade will be proficient on the science FSA in grade 5. Students 50% of the in students in grades K-4 will have knowledge of scientific concepts as tested on assessments and diagnostic testing. **1**

 G049228

**G1.B2** Teachers are not comfortable in teaching science inquiry skills. **2**

 B122979

**G1.B2.S1** Science resource teacher will continue to work with students in the lab to engage them in hands on activities **4**

 S134931

### Strategy Rationale

With the help of an expert in science, teachers will receive guidance and support with science instruction, and students will experience hands-on science experiments

### Action Step 1 **5**

Science resource teacher will work with students in the lab to engage them in hands on activities while teachers observe the expert modeling.

#### Person Responsible

trisha borgen

#### Schedule

Daily, from 9/29/2014 to 5/29/2015

#### Evidence of Completion

Data folders, assessment data, science fair projects, SECME, note books and diagnostic testing data.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Classroom walk through, formal and informal observations

**Person Responsible**

Sandra Sanchez

**Schedule**

Weekly, from 9/29/2014 to 5/29/2015

***Evidence of Completion***

Diagnostic Test results, data folders, science fair posters, SCEME projects and competition

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Classroom walk through, formal and informal observations

**Person Responsible**

Sandra Sanchez

**Schedule**

Weekly, from 9/29/2014 to 5/29/2015

***Evidence of Completion***

Students data folders, anchor charts, assessments, lesson plans, activities in the science lab and Diagnostic Testing results.

**G2.** If teachers dedicate time to writing, by teaching the basic writing skills to mastery, have writing occurring across the curriculum, involve students in various forms of writing and use assessment to gauge students' progress and needs; then 80% of the students in grades K-5 will become proficient writers as measured by the Palm Beach Performance Assessment and the FSA Writing for grades 4 and 5. 1

G049132

**G2.B2** Teachers are learning how to include writing across all disciplines 2

B122838

**G2.B2.S1** Provide professional development to teachers on how to teach writing across the disciplines. Utilize Professional Learning Communities to share best practice and analyze students writing 4

S134766

### Strategy Rationale

Writing instruction is done with fidelity to include basic writing skills to mastery, have writing occurring across the curriculum, involve students in various forms of writing and use assessment to gauge students' progress and needs; then 80% of students in grades K-2 will be proficient on writing assessments. For Grades 4-5 on the FSA Writing

### Action Step 1 5

Provide professional development to teachers on how to teach writing across the disciplines. Utilize Professional Learning Communities to share best practice and analyze students writing

#### Person Responsible

Sandra Sanchez

#### Schedule

Weekly, from 9/29/2014 to 5/29/2015

#### Evidence of Completion

Students data folders will show their growth in writing, anchor charts, data from Palm Beach Performance Assessments, and lessons from the unit of study

### Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Classroom walk through, informal and formal observation

#### Person Responsible

Sandra Sanchez

#### Schedule

On 5/29/2015

#### Evidence of Completion

Monitor through classroom walkthroughs and/or Marzano observation tool Students folders with writing samples EDW report

## Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Classroom walk through, informal and formal observation

### Person Responsible

Sandra Sanchez

### Schedule

Weekly, from 9/29/2014 to 5/29/2015

### Evidence of Completion

Students data folders will show their growth in writing, anchor charts, data from Palm Beach Performance Assessments, and lessons from the unit of study.


**G3.** If reading instruction is done with fidelity to include all the components of the 90 minute reading block, then 45% of students in grades K-2 will be proficient on reading assessments. For Grades 3-5 on the FSA. 1

 G047595

**G3.B1** •Implementation of instructional strategies sometimes are not on target, there are many new teachers on a grade level who are learning the curriculum, students are performing two or more years below grade level, disengaged parents, lack of student motivation, and a high population of students who are second language learners. 2

 B118476

**G3.B1.S1** Professional Development for all new teachers to learn how to effectively disseminate components of the 90 minute reading. Common planning twice per week to plan lessons for the upcoming week. Teachers becoming deliberate in the lesson instruction. 4

 S130253

### Strategy Rationale

Trying to close the gap between the learning and the cultural divide

## Action Step 1 5

Reading Coach will go into the classrooms and model the reading block effectively.

### Person Responsible

Sandra Sanchez

### Schedule

Weekly, from 9/29/2014 to 1/30/2015

### Evidence of Completion

Debriefing session with questions and answers and a time to reflect

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Walk throughs, observations with feedback formal and informal

**Person Responsible**

Sandra Sanchez

**Schedule**

Weekly, from 9/29/2014 to 1/30/2015

***Evidence of Completion***

Using Marzano observational tool, evaluate how the teacher helped students interact with new knowledge, and help students practice and deepen new knowledge.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Weekly walk throughs with feedback, learning team meetings, common planning, collaboration both vertically and horizontally. Selected teachers will be engaged in cohort training and will in turn train their team.

**Person Responsible**

Sandra Sanchez

**Schedule**

Weekly, from 9/29/2014 to 1/30/2015

***Evidence of Completion***

The Marzano checklist will be used to monitor the effectiveness of the implementation.



**G3.B1.S3** Teachers who specialize in teaching ESOL or ESE students along with Reading Resource Teachers will push into classrooms and/or conduct tutorials to work with students. 4

S130255

### Strategy Rationale

If reading instruction is done with fidelity to include all the components of the 90 minute reading block, then 50% of students in grades K-2 will be proficient on reading assessments. For Grades 3-5 on the FSA.

### Action Step 1 5

Resource Teachers and HQ Teachers will push in during the school day and conduct tutorials before/after school.

#### Person Responsible

Lynn Cato

#### Schedule

Weekly, from 9/1/2014 to 6/4/2015

#### Evidence of Completion

Resource teacher schedules, tutorial rosters, attendance records, lesson plans

### Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Classroom walk through, informal and formal observations, common planning with teams, and data chats with ESOL/ESE teachers.

#### Person Responsible

Sandra Sanchez

#### Schedule

Weekly, from 9/29/2014 to 5/29/2015

#### Evidence of Completion

Students data folders, anchor charts, assessments, lesson plans, and Diagnostic Testing results

**Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7**

Reading Resource teacher will work with teachers to ensure fidelity. Administration will monitor by conducting classroom walk through, informal observations, and formal observations.

**Person Responsible**

Sandra Sanchez


**Schedule**

**Evidence of Completion**

Diagnostic Tests data, lesson plans, SRI and RRR scores will be used for progress monitoring.

**G3.B2** Cultural attitude towards school is at a low level, excessive tardies which causes students to miss morning bell ringer instruction and sometimes part of the reading block, students arrive late then need breakfast which takes more time away for them being ready to learn, students behavior problems get in the way of their learning, students are picked up early which causes loss in instruction. High population of student with learning disability who are going through the tiers, or are waiting to be evaluated and placed

2

 B118477

**G3.B2.S1** Create an environment that welcomes, encourages, and supports parents to build parents' capacity to serve as partners in their child's education. 4

 S134909

**Strategy Rationale**

Through parent participation in workshops, two-way communication, and shared decision making, parents will be encouraged to support teachers and act as a partner in raising the academic achievement of their child(ren).

**Action Step 1 5**

Rolling Green will inform parents of the importance of school, the new standards, and strategies and resources they can use at home to support their student.

**Person Responsible**

**Schedule**


**Evidence of Completion**

sample communication, invitations, agendas, sign-ins

**G4.** If the math block is implemented with fidelity including the daily routine, explicit instruction and learning centers, are designed to help students process new content, and provide rigorous learning goals, then 50% of students in grades K-5 will be proficient in math. **1**

 G047591

**G4.B1** Time to effectively get the resources to make the learning centers effective Funding to provide the materials for the activities for the learning centers Volunteers to help teachers with the tedious tasks of cutting, coping and setting up new centers weekly Poorly implemented instructional strategies Common planning time is designated for other trainings **2**

 B121607

**G4.B1.S1** Resources are organized and shared at common planning meetings. Each teacher on the grade level can develop a learning center then share the product with the team. **4**

 S133557

### Strategy Rationale

With common planning in developing learning centers, all students will experience the rigorous activities that are available to the grade level.

### Action Step 1 **5**

Teams will collaborate under the leadership of the math coach to create rigorous grade appropriate learning centers for math enrichment, remediation, and practice

#### Person Responsible

Sandra Sanchez

#### Schedule

Weekly, from 9/29/2014 to 5/29/2015

#### Evidence of Completion

Through observations, one will find the math block will be implemented with all the components in place. The observer will see the daily routine question, explicit lesson, independent practice where teachers can monitor and check for proficiency, differentiated instruction with a small group, learning centers and lesson closure with exit ticket activity.

**Plan to Monitor Fidelity of Implementation of G4.B1.S1 6**

Classroom walk throughs, formal and informal observation to monitor all parts of the implementation. Collaboration to discuss best practice in the unit of study, and common planning for mapping our the unit.

**Person Responsible**

Sandra Sanchez

**Schedule**

Biweekly, from 9/29/2014 to 5/29/2015

**Evidence of Completion**

Using the Marzano Teacher Evaluation Model, weekly walk through, informal observations, feedback and conferences will be done.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7**

Using the Marzano Teacher Evaluation Model, weekly walk through, informal observations, feedback and conferences will be done.

**Person Responsible**

Sandra Sanchez

**Schedule**

Weekly, from 9/29/2014 to 5/29/2015

**Evidence of Completion**

Data folders will be checked during walk throughs, Diagnostic Assessments, unit assessments, and fluency and proficiency scores on V-Math.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Reading Coach will go into the classrooms and model the reading block effectively.	Sanchez, Sandra	9/29/2014	Debriefing session with questions and answers and a time to reflect	1/30/2015 weekly
G4.B1.S1.A1	Teams will collaborate under the leadership of the math coach to create rigorous grade appropriate learning centers for math enrichment, remediation, and practice	Sanchez, Sandra	9/29/2014	Through observations, one will find the math block will be implemented with all the components in place. The observer will see the daily routine question, explicit lesson, independent practice where teachers can monitor and check for proficiency, differentiated instruction with a small group, learning	5/29/2015 weekly

**Palm Beach - 0781 - Rolling Green Elementary School - 2014-15 SIP**  
*Rolling Green Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				centers and lesson closure with exit ticket activity.	
G3.B1.S3.A1	Resource Teachers and HQ Teachers will push in during the school day and conduct tutorials before/after school.	Cato, Lynn	9/1/2014	Resource teacher schedules, tutorial rosters, attendance records, lesson plans	6/4/2015 weekly
G2.B2.S1.A1	Provide professional development to teachers on how to teach writing across the disciplines. Utilize Professional Learning Communities to share best practice and analyze students writing	Sanchez, Sandra	9/29/2014	Students data folders will show their growth in writing, anchor charts, data from Palm Beach Performance Assessments, and lessons from the unit of study	5/29/2015 weekly
G3.B2.S1.A1	Rolling Green will inform parents of the importance of school, the new standards, and strategies and resources they can use at home to support their student.		sample communication, invitations, agendas, sign-ins	one-time	
G1.B2.S1.A1	Science resource teacher will work with students in the lab to engage them in hands on activities while teachers observe the expert modeling.	borgen, trisha	9/29/2014	Data folders, assessment data, science fair projects, SECME, note books and diagnostic testing data.	5/29/2015 daily
G1.MA1	Classroom walk through, formal and informal observations	Sanchez, Sandra	9/29/2014	Students data folders, anchor charts, assessments, lesson plans, activities in the science lab and Diagnostic Testing results.	5/29/2015 weekly
G1.B2.S1.MA1	Classroom walk through, formal and informal observations	Sanchez, Sandra	9/29/2014	Students data folders, anchor charts, assessments, lesson plans, activities in the science lab and Diagnostic Testing results.	5/29/2015 weekly
G1.B2.S1.MA1	Classroom walk through, formal and informal observations	Sanchez, Sandra	9/29/2014	Diagnostic Test results, data folders, science fair posters, SCEME projects and competition	5/29/2015 weekly
G2.MA1	Students data folders will show their growth in writing, anchor charts, data from Palm Beach Performance Assessments, and lessons from the unit of study.	Sanchez, Sandra	9/29/2014	Students data folders will show their growth in writing, anchor charts, data from Palm Beach Performance Assessments, and lessons from the unit of study.	5/29/2015 weekly
G2.B2.S1.MA1	Classroom walk through, informal and formal observation	Sanchez, Sandra	9/29/2014	Students data folders will show their growth in writing, anchor charts, data from Palm Beach Performance Assessments, and lessons from the unit of study.	5/29/2015 weekly
G2.B2.S1.MA1	Classroom walk through, informal and formal observation	Sanchez, Sandra	10/1/2014	Monitor through classroom walkthroughs and/or Marzano observation tool Students folders with writing samples EDW report	5/29/2015 one-time
G3.MA1	Using the Diagnostics Data and Running Reading Record for K-2, we will monitor students who are proficient and put interventions in place for the students who are not proficient.	Sanchez, Sandra	9/29/2014	Using the Diagnostics Data and Running Reading Record for K-2, we will monitor students who are proficient and put interventions in place for the students who are not proficient.	5/29/2015 quarterly
G3.B1.S1.MA1	Weekly walk throughs with feedback, learning team meetings, common planning, collaboration both vertically and horizontally. Selected teachers will be engaged in cohort training and will in turn train their team.	Sanchez, Sandra	9/29/2014	The Marzano checklist will be used to monitor the effectiveness of the implementation.	1/30/2015 weekly
G3.B1.S1.MA1	Walk throughs, observations with feedback formal and informal	Sanchez, Sandra	9/29/2014	Using Marzano observational tool, evaluate how the teacher helped students interact with new knowledge, and help students practice and deepen new knowledge.	1/30/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S3.MA1	Reading Resource teacher will work with teachers to ensure fidelity. Administration will monitor by conducting classroom walk through, informal observations, and formal observations.	Sanchez, Sandra	5/29/2015	Diagnostic Tests data, lesson plans, SRI and RRR scores will be used for progress monitoring.	weekly
G3.B1.S3.MA1	Classroom walk through, informal and formal observations, common planning with teams, and data chats with ESOL/ ESE teachers.	Sanchez, Sandra	9/29/2014	Students data folders, anchor charts, assessments, lesson plans, and Diagnostic Testing results	5/29/2015 weekly
G4.MA1	Data folders will be checked during walk throughs, Diagnostic Assessments, unit assessments, and fluency and proficiency scores on V-Math.	Sanchez, Sandra	9/29/2014	Using the Marzano Teacher Evaluation Model, weekly walk through, informal observations, feedback and conferences will be done.	5/29/2015 weekly
G4.B1.S1.MA1	Using the Marzano Teacher Evaluation Model, weekly walk through, informal observations, feedback and conferences will be done.	Sanchez, Sandra	9/29/2014	Data folders will be checked during walk throughs, Diagnostic Assessments, unit assessments, and fluency and proficiency scores on V-Math.	5/29/2015 weekly
G4.B1.S1.MA1	Classroom walk throughs, formal and informal observation to monitor all parts of the implementation. Collaboration to discuss best practice in the unit of study, and common planning for mapping our the unit.	Sanchez, Sandra	9/29/2014	Using the Marzano Teacher Evaluation Model, weekly walk through, informal observations, feedback and conferences will be done.	5/29/2015 biweekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If time is given to teach a science concept daily or to read a science related literature in all grades K-5, then 50% of students in 5th grade will be proficient on the science FSA in grade 5. Students 50% of the in students in grades K-4 will have knowledge of scientific concepts as tested on assessments and diagnostic testing.

**G1.B2** Teachers are not comfortable in teaching science inquiry skills.

**G1.B2.S1** Science resource teacher will continue to work with students in the lab to engage them in hands on activities

### **PD Opportunity 1**

Science resource teacher will work with students in the lab to engage them in hands on activities while teachers observe the expert modeling.

#### **Facilitator**

Trish Borgan

#### **Participants**

Classroom teachers and students

#### **Schedule**

Daily, from 9/29/2014 to 5/29/2015

**G2.** If teachers dedicate time to writing, by teaching the basic writing skills to mastery, have writing occurring across the curriculum, involve students in various forms of writing and use assessment to gauge students' progress and needs; then 80% of the students in grades K-5 will become proficient writers as measured by the Palm Beach Performance Assessment and the FSA Writing for grades 4 and 5.

**G2.B2** Teachers are learning how to include writing across all disciplines

**G2.B2.S1** Provide professional development to teachers on how to teach writing across the disciplines. Utilize Professional Learning Communities to share best practice and analyze students writing

**PD Opportunity 1**

Provide professional development to teachers on how to teach writing across the disciplines. Utilize Professional Learning Communities to share best practice and analyze students writing

**Facilitator**

Marilyn Eisenman, District Personnel, Principal and Assistant Principal

**Participants**

Classroom Teachers

**Schedule**

Weekly, from 9/29/2014 to 5/29/2015

**G3.** If reading instruction is done with fidelity to include all the components of the 90 minute reading block, then 45% of students in grades K-2 will be proficient on reading assessments. For Grades 3-5 on the FSA.

**G3.B1** •Implementation of instructional strategies sometimes are not on target, there are many new teachers on a grade level who are learning the curriculum, students are performing two or more years below grade level, disengaged parents, lack of student motivation, and a high population of students who are second language learners.

**G3.B1.S1** Professional Development for all new teachers to learn how to effectively disseminate components of the 90 minute reading. Common planning twice per week to plan lessons for the upcoming week. Teachers becoming deliberate in the lesson instruction.

**PD Opportunity 1**

Reading Coach will go into the classrooms and model the reading block effectively.

**Facilitator**

Torrey Esham and Trisha Borgen

**Participants**

Teachers with less than 5 years of teaching reading

**Schedule**

Weekly, from 9/29/2014 to 1/30/2015



**G4.** If the math block is implemented with fidelity including the daily routine, explicit instruction and learning centers, are designed to help students process new content, and provide rigorous learning goals, then 50% of students in grades K-5 will be proficient in math.

**G4.B1** Time to effectively get the resources to make the learning centers effective Funding to provide the materials for the activities for the learning centers Volunteers to help teachers with the tedious tasks of cutting, coping and setting up new centers weekly Poorly implemented instructional strategies Common planning time is designated for other trainings

**G4.B1.S1** Resources are organized and shared at common planning meetings. Each teacher on the grade level can develop a learning center then share the product with the team.

### **PD Opportunity 1**

Teams will collaborate under the leadership of the math coach to create rigorous grade appropriate learning centers for math enrichment, remediation, and practice

#### **Facilitator**

Jessica Lomauro, Vicki Gaddy

#### **Participants**

Teachers

#### **Schedule**

Weekly, from 9/29/2014 to 5/29/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> If time is given to teach a science concept daily or to read a science related literature in all grades K-5, then 50% of students in 5th grade will be proficient on the science FSA in grade 5. Students 50% of the in students in grades K-4 will have knowledge of scientific concepts as tested on assessments and diagnostic testing.	32,937
<b>Goal 3:</b> If reading instruction is done with fidelity to include all the components of the 90 minute reading block, then 45% of students in grades K-2 will be proficient on reading assessments. For Grades 3-5 on the FSA.	169,477
<b>Goal 4:</b> If the math block is implemented with fidelity including the daily routine, explicit instruction and learning centers, are designed to help students process new content, and provide rigorous learning goals, then 50% of students in grades K-5 will be proficient in math.	76,058
<b>Grand Total</b>	<b>278,472</b>

**Goal 1: If time is given to teach a science concept daily or to read a science related literature in all grades K-5, then 50% of students in 5th grade will be proficient on the science FSA in grade 5. Students 50% of the in students in grades K-4 will have knowledge of scientific concepts as tested on assessments and diagnostic testing.**

Description	Source	Total
B2.S1.A1 - Science Resource Teacher	Title I Part A	32,937
<b>Total Goal 1</b>		<b>32,937</b>

**Goal 3: If reading instruction is done with fidelity to include all the components of the 90 minute reading block, then 45% of students in grades K-2 will be proficient on reading assessments. For Grades 3-5 on the FSA.**

Description	Source	Total
B1.S1.A1 - Teaching reading with fidelity	School Improvement Funds	1,500
B1.S1.A1 - Notes	School Improvement Funds	1,500
B1.S1.A1 - Books for reading - Words Their Way	Title I Part A	300
B1.S1.A1 - Materials for center activities	Title I Part A	500
B1.S1.A1 - 0.5 Reading Coach Salary and Benefit	Title I Part A	32,939
B1.S3.A1 - Reading resource teachers (1.5 salary and benefits)	Title I Part A	102,568
B1.S3.A1 - Supplemental classroom and tutorial supplies such as LLI kits, paper, pens, pencils, markers, chart paper, dry erase markers, notebooks, spiral notebooks, composition books, dividers, folders, highlighters, post-its, etc.	Title I Part A	12,200
B1.S3.A1 - HQ Tutors (salary & benefits)	Title I Part A	12,123
B1.S3.A1 - Online subscriptions - Reading A-Z, RazKids, Vocabulary City, Spelling City	Title I Part A	800
B2.S1.A1 - Salary and benefits for teachers to coordinate and conduct trainings.	Title I Part A	3,801

**Goal 3: If reading instruction is done with fidelity to include all the components of the 90 minute reading block, then 45% of students in grades K-2 will be proficient on reading assessments. For Grades 3-5 on the FSA.**

Description	Source	Total
<b>B2.S1.A1</b> - Postage for parent communication	Title I Part A	506
<b>B2.S1.A1</b> - Supplies for parent trainings and communication such as paper, ink, make and take supplies, folders, pens, pencils, highlighters, post-its, chart paper, etc.	Title I Part A	740
<b>Total Goal 3</b>		<b>169,477</b>

**Goal 4: If the math block is implemented with fidelity including the daily routine, explicit instruction and learning centers, are designed to help students process new content, and provide rigorous learning goals, then 50% of students in grades K-5 will be proficient in math.**

Description	Source	Total
<b>B1.S1.A1</b> - 1.0 Math Coach Salary & Benefits	Title I Part A	73,058
<b>B1.S1.A1</b> - VMATH online subscription will be used during math block as a supplemental material to differentiate instruction	Title I Part A	3,000
<b>Total Goal 4</b>		<b>76,058</b>