

Rolling Green Elementary School  
Title I Plan  
For FY19  
for  
Board Approval - June 26, 2018

# Rolling Green Elementary School 2018-2019 ESSA SIP Plan

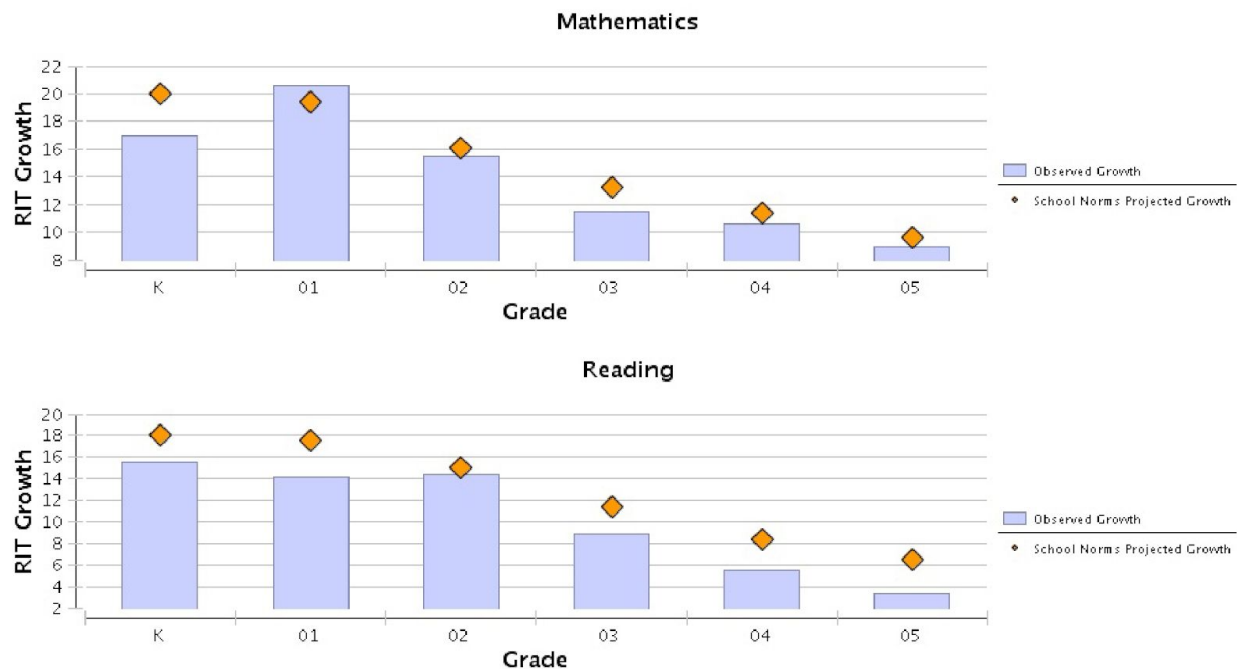
## Demographic and Academic Data –

### MAP

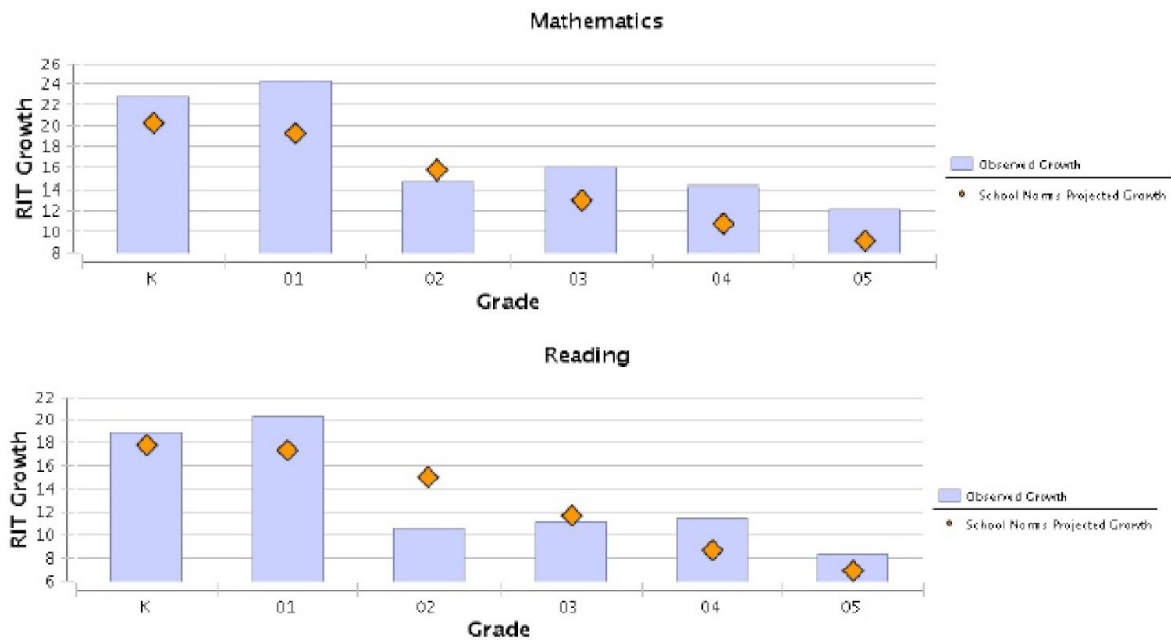
#### Spring 2018 Projected vs. Observed Growth

Overall during the Spring 2018 assessment our students performed at expected growth levels with the exception of second grade. This is an overall improvement when compared to our assessment results from the Spring 2017 assessment when our students failed to meet expected growth. Our formative ELA, F and P, and sight word data shows significant growth, and it correlates with our 2018 Spring MAP scores. As a staff we have collectively been analyzing the data at each grade level. Some areas with continued investigation include the examination of building perceived grade level expectations and the possibility of increased skill set expectations as a result of the standard shifts that have occurred over the last three to four years. Teacher leaders continue to ask their grade level colleagues to reflect on the need to bump up current grade level expectations raising the bar to the expectations reflected on the assessments skill continuum. They also stress the importance of the utilization of the learning continuum to drive instruction based on where the students' skills set fall therefore individualizing the instruction versus strictly following the curriculum MAP. By doing this we focus the majority of our attention on the skills the students need to learn and then review what they already know.

#### 2016-2017



2017-2018








One area where our students met growth expectations was in first grade math. The first grade team analyzed their data and found the growth was a result of the shift in their student's performance in the goal areas of greatest need placing an emphasis on the utilization of the learning continuum. The team directly correlates student growth with the continued implementation of the use of WIG goals (Widely Important Goals, 4 Disciplines of Execution) or commonly known as short term, skill specific goal setting and implementation of instruction specifically targeted to address an area of need.

### 1<sup>st</sup> Grade Fall MAP Math Results

Growth: Math K-2 CCSS 2010 V2 / Common Core State Standards Mathematics: 2010

Summary	
Total Students With Valid Growth Test Scores	94
Mean RIT	154.1
Standard Deviation	13.5
District Grade Level Mean RIT	155.2
Students At or Above District Grade Level Mean RIT	43
Norm Grade Level Mean RIT	160.8
Students At or Above Norm Grade Level Mean RIT	28

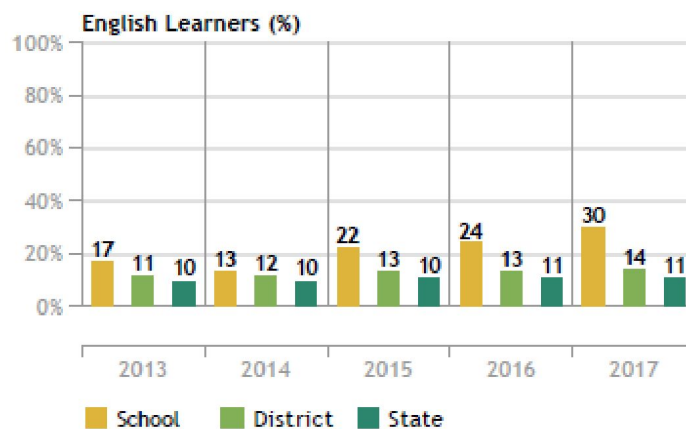
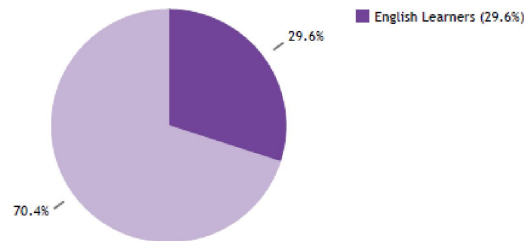
		Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-80		HIAvg %ile 81-90		HI %ile > 90		Mean RIT (+/- 3mp Est)	Std Dev
		count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>													
Growth: Math K-2 CCSS 2010 V2 / Common Core State Standards Mathematics: 2010		34	36%	21	22%	19	20%	12	13%	8	9%	153-164-155	13.5
													
<b>Goal Area</b>													
Operations and Algebraic Thinking		34	36%	14	15%	20	21%	18	19%	8	9%	154-168-157	13.9
													
Number and Operations		35	37%	24	26%	16	17%	12	13%	7	7%	152-163-155	14.4
													
Measurement and Data		32	34%	17	18%	16	17%	21	22%	8	9%	153-166-157	16.2
													
Geometry		37	39%	22	23%	14	15%	9	10%	12	13%	151-162-154	16.4
													

### First Grade SPRING MAP Math Results

Summary	
Total Students With Valid Growth Test Scores	103
Mean RIT	177.6
Standard Deviation	13.3
District Grade Level Mean RIT	176
Students At or Above District Grade Level Mean RIT	57
Norm Grade Level Mean RIT	179.7
Students At or Above Norm Grade Level Mean RIT	44

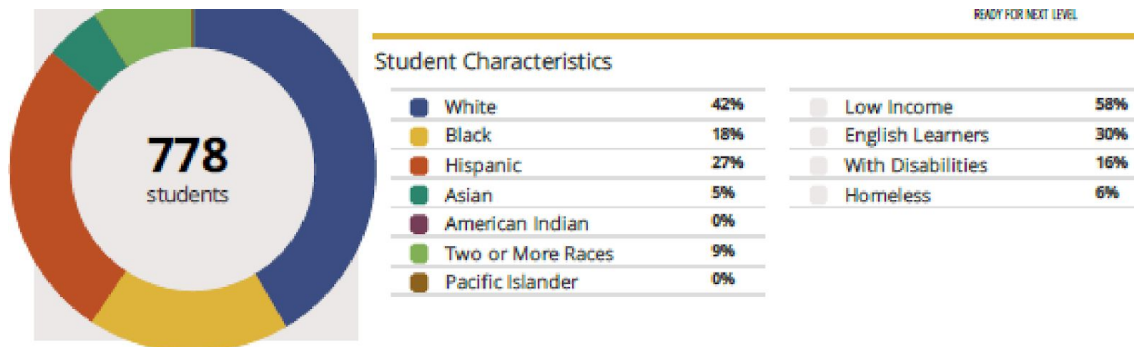
	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		H %ile > 80		Mean RIT (+/- 3mp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Math K-2 CCS S 2010 V2 / Common Core State Standards Mathematics: 2010	23	22%	25	24%	22	21%	21	20%	12	12%	176-178-179	13.3
<b>Goal Area</b>												
Operations and Algebraic Thinking	27	26%	27	26%	20	19%	15	15%	14	14%	175-176-178	14.6
Number and Operations	24	23%	24	23%	21	20%	18	17%	16	16%	176-178-179	15.7
Measurement and Data	27	26%	19	18%	24	23%	17	17%	16	16%	176-178-179	14.9
Geometry	21	20%	30	29%	16	16%	21	20%	15	15%	177-178-180	14.8

## Percentage of English Learners - 2016



During the 2018 school year, Rolling Green demographics continue to reflect a significant rise in the population of students who are English as second language learners. This increase can be directly

attributed to the initiation of a bilingual TBE program for students whom speak Arabic as a first language. As the program expands we will continue to see the increase reflective in the demographic data.

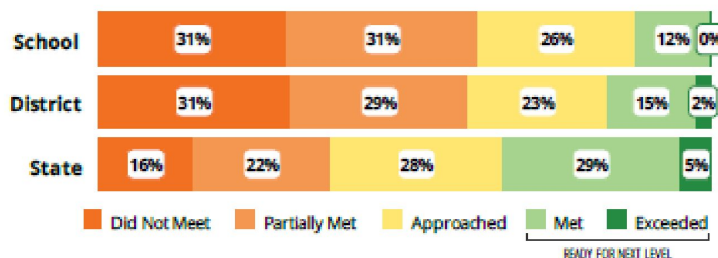


## PARCC – 2016-2017

PARCC scores reflect our students are performing significantly low in math and reading across all demographics and subgroups.

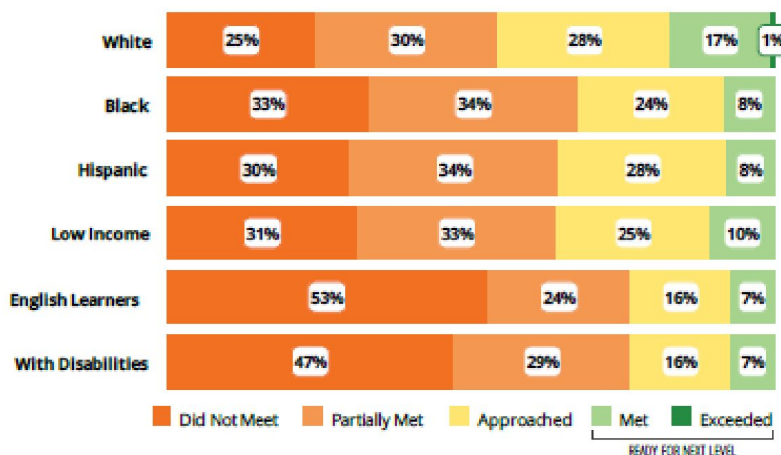
### Academic Success

Elementary All Illinois students in grades 3-8 take the PARCC assessment each year. High school students take the SAT in Math and English Language Arts.



### Success by Student Group

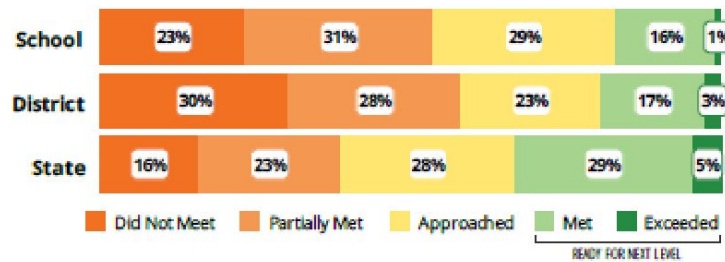
This display shows PARCC performance levels for each student group. No data is shown for groups with fewer than 10 students.



## 2016 PARCC Scores

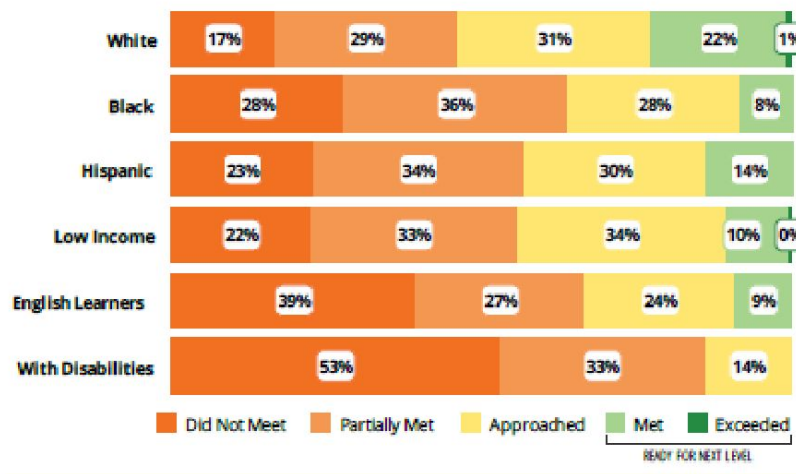
## Academic Success

All Illinois students in grades 3-8 take the PARCC assessment each year. High school students take the PARCC in specific Math or English Language Arts (ELA) courses.



## Success by Student Group

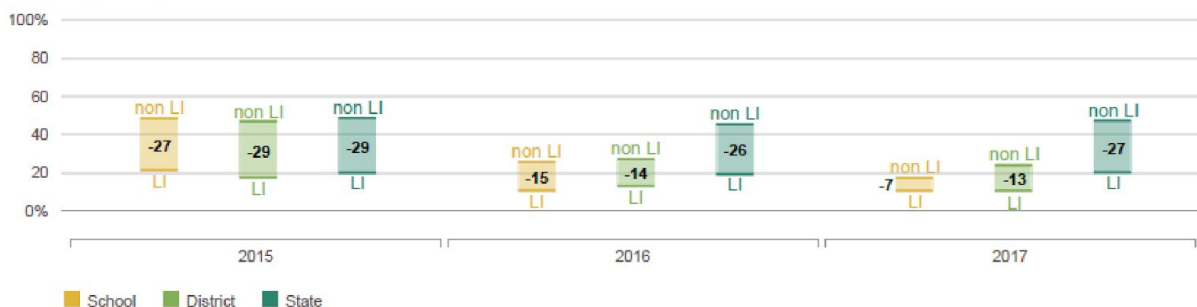
This display shows PARCC performance levels for each student group. No data is shown for groups with fewer than 10 students.



## PARCC Identified Achievement Gaps

### Low Income-Non Low Income

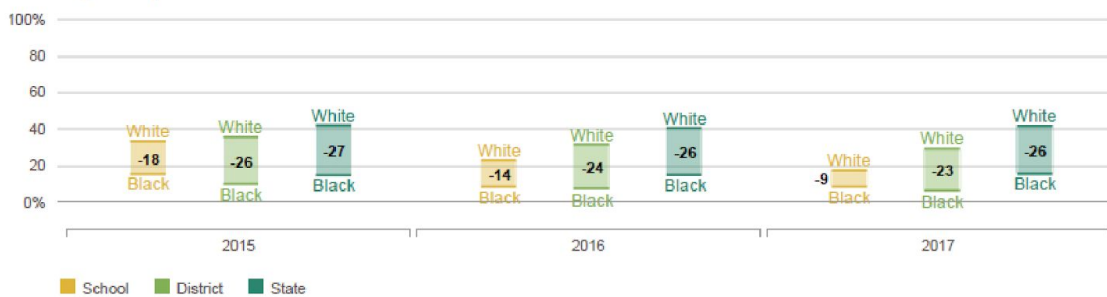
#### Summary - Composite - Low Income and Non Low Income



The GAP analysis reflects a significant decrease in the performance gap between low income students and non-low income students in the report 2017 scores compared to the 2015 scores. Contributing factors may

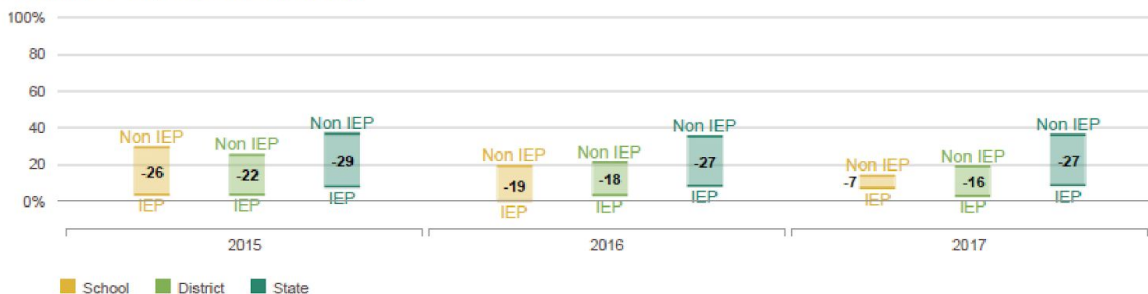
include the targeted reading interventions provided by Title 1 tutors utilizing the Leveled Literacy Intervention programs. Other factors may include the implementation of the use of SMART goals during the 2016 school year to help identify areas of need at both the building level and grade levels. Using the SMART goal process, the building team and grade level teams set goals, researched best practice, monitored progress and reflected upon the progress of students at both the grade level and building level.

Summary - Composite - Black and White



Achievement GAP data between the performance of Caucasian and African American students does not reflect the trend of the socio-economic groups. While the GAP existing at Rolling Green School is significantly smaller than that of both the state and district level, the building team has identified this as a priority area of needed intervention.

Summary - Composite - IEP and Non IEP



Achievement GAP data between the performance of students with IEPs vs students without IEPs reflects an increase on the overall scores of students with IEPs thus decreasing the GAP between the subgroup and the overall school performance. The increase in the performance of students with IEPs is beginning to move the group to more closely be aligned with the overall state performance of students with IEPs.

### SAT – Projected College Readiness

Assessment data below reflects a minimal percentage of our students as currently being on target for college. The team has recognized the importance of addressing college and career readiness skills as part of the 2018-2019 plan.

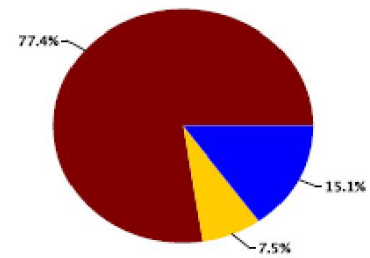
### Math



Projected to: ACT College Readiness taken in spring.

View Linking Study: <https://www.nwea.org/resources/map-college-readiness-benchmarks/>

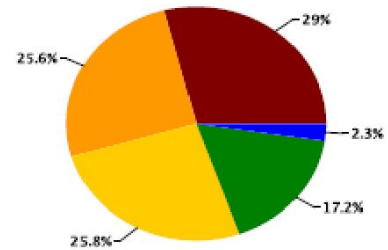
Grade	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
05	93	72	77.4%	7	7.5%	14	15.1%
Total	93	72	77.4%	7	7.5%	14	15.1%



Projected to: IL-Partnership for Assessment of Readiness for College and Careers taken in spring.

View Linking Study: <https://www.nwea.org/resources/illinois-linking-study/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4		Level 5	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
02	93	28	30.1%	18	19.4%	13	14.0%	29	31.2%	5	5.4%
03	93	29	31.2%	21	22.6%	24	25.8%	15	16.1%	4	4.3%
04	104	34	32.7%	32	30.8%	28	26.9%	10	9.6%	0	0.0%
05	93	20	21.5%	27	29.0%	34	36.6%	12	12.9%	0	0.0%
Total	383	111	29.0%	98	25.6%	99	25.8%	66	17.2%	9	2.3%

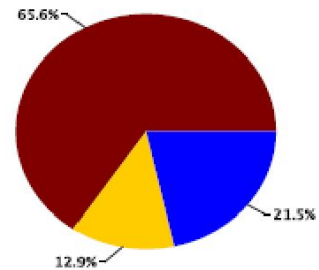


## Reading

Projected to: ACT College Readiness taken in spring.

View Linking Study: <https://www.nwea.org/resources/map-college-readiness-benchmarks/>

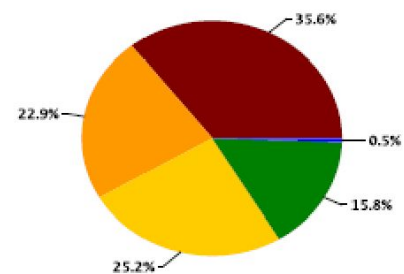
Grade	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
05	93	61	65.6%	12	12.9%	20	21.5%
Total	93	61	65.6%	12	12.9%	20	21.5%



Projected to: IL-Partnership for Assessment of Readiness for College and Careers taken in spring.

View Linking Study: <https://www.nwea.org/resources/illinois-linking-study/>

Grade	Student Count	Level 1		Level 2		Level 3		Level 4		Level 5	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
02	94	43	45.7%	17	18.1%	18	19.1%	16	17.0%	0	0.0%
03	94	42	44.7%	19	20.2%	19	20.2%	14	14.9%	0	0.0%
04	104	27	26.0%	30	28.8%	23	22.1%	22	21.2%	2	1.9%
05	93	25	26.9%	22	23.7%	37	39.8%	9	9.7%	0	0.0%
Total	385	137	35.6%	88	22.9%	97	25.2%	61	15.8%	2	0.5%

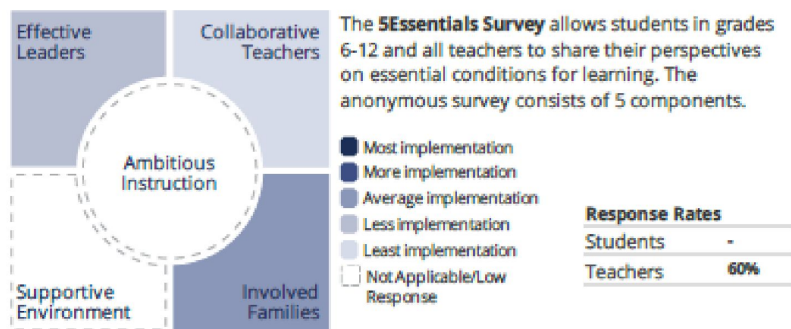


## Culture and Climate Data

### 5 Essentials Survey - 2016



## School Environment



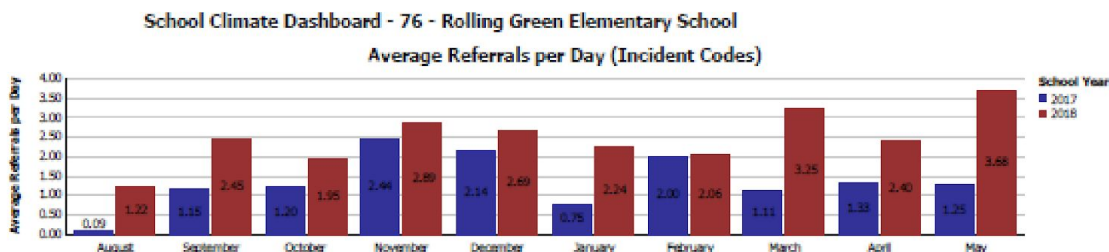
Teacher Response Rate: 91%

### Category Results

Effective Leaders	2 Less Implementation
Collaborative Teachers	1 Least Implementation
Ambitious Instruction	N/A Not Applicable/Low Response
Supportive Environment	N/A Not Applicable/Low Response
Involved Families	3 Average Implementation

The results of the 2017 5 Essentials Survey reflects the continued need for community building interventions, professional reflection activities, professional learning to promote a collaborative and cooperative environment amongst the staff and leaders with in the building.

## Student Climate Data – 2017 - 2018



Student climate data reflects an increase in student referrals toward the end of the school year, resulting in increased time out of the classroom and impacting positive learning environments for all students. Factors contributing to the increase in referrals will need to be analyzed by the Leadership Committee and PBIS Committee to identify possible causes in the increase of behaviors. Once completed, the teams will identify interventions or social emotional learning that needs to occur to reverse the trend that occurred at the end of the school year.

## Student Attendance

### Student Attendance and Mobility

#### Attendance Rate

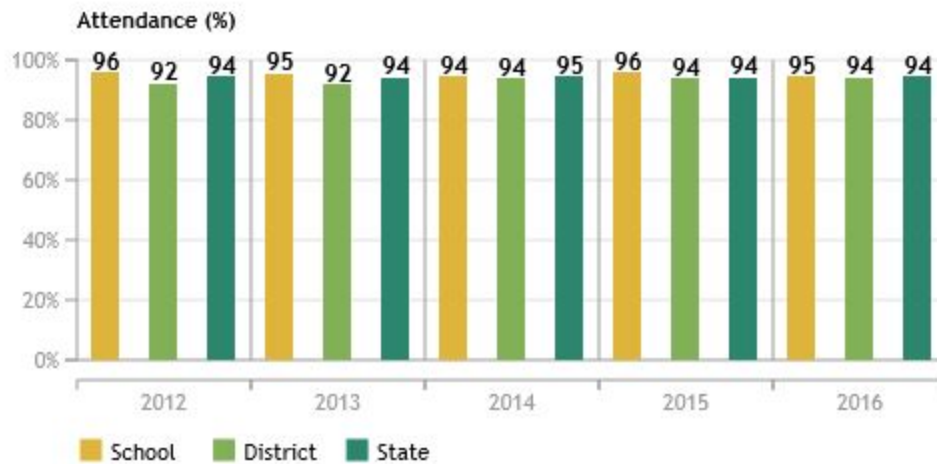
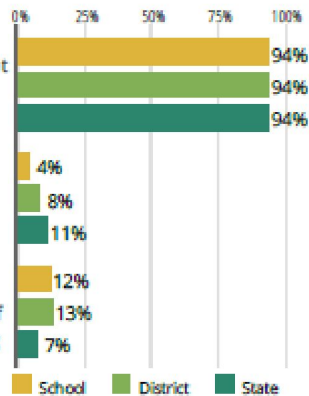
Rate at which students are present at school, not including excused or unexcused absences

#### Chronic Truancy Rate

Percentage of students who have been absent without valid reasons for 5% or more of regular school days

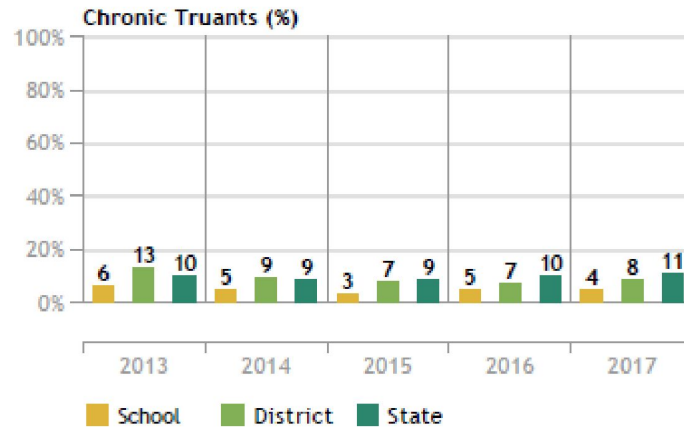
#### Student Mobility

Percentage of students who transfer in or out of the school during the school year, not including graduates



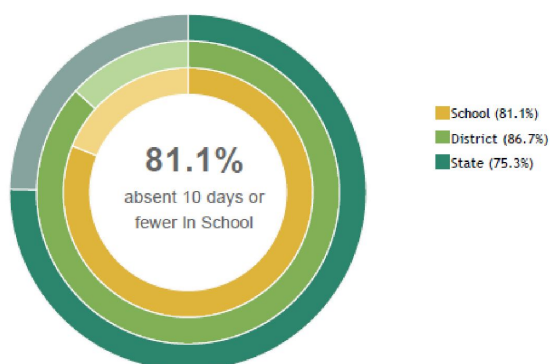
Research shows that school climate directly impacts student attendance rates. As the team continues to address the climate and culture of the school, they will continue to monitor student attendance to see if there is a correlative impact. The school will work with our assigned attendance specialist and our Parent/Community Liaison to help identify underlying causes of students whom miss multiple days of school.

## Chronically Truant Students



The building staff will continue to work with families, the parent liaison and the truancy specialist in effort to eliminate the percentage of students categorized as chronic truants.

#### Teacher Attendance 2016-2017



The team continue to monitoring teacher attendance to determine the impact their attendance has on overall student performance. This continues to be an area where the team has determined the need for interventions. This year, the team identified teacher job satisfaction as an indicator to measure

interventions. The team focused on interventions that directly asked teachers to reflect on their personal perception of their career and their overall outlook on life. This led to a discussion on positive mindset as a means to increase positive feelings within one's self.

## Professional Development

Rolling Green School has two groups, the SMART team and the Leadership team, that analyze data for the purpose of directing the programming for the building.

The SMART team that consists of the following individuals:

- Building Principal
- 1<sup>st</sup> Grade General Education Representative
- 2<sup>nd</sup> Grade General Education Representative
- 5<sup>th</sup> Grade General Education Representative
- Special Education Resource Teacher
- Instructional Specialist
- PTO President

The Leadership team consists of the following individuals:

- Building Principal
- Assistant Principal
- Art Teacher – Representing the building specialists
- 2- Special Education Resource Teachers
- DHH (Deaf, Hard of Hearing) Classroom Teacher/5<sup>th</sup> Grade Representative
- Title 1 Teacher
- 1<sup>st</sup> Grade General Education Representative
- 2<sup>nd</sup> Grade General Education Representative
- 3<sup>rd</sup> Grade General Education Representative
- 4<sup>th</sup> Grade General Education Representative
- 5<sup>th</sup> Grade General Education Representative
- Bilingual Teacher Representative

Each team analyzes portions of the building's data. From this analysis they recommend program initiatives and professional development. Their recommendations are then reviewed by the other team as a means to build communication of building plans and initiatives. The following areas of professional development need have been identified by the team.

MTSS: to address strengthening tier 1 instruction, identifying opportunities for classroom and grade level teachers to implement tier 2 (on grade level) skill instruction to support grade level learning standards.

Social Emotional Learning: the utilization of Morning Meeting to promote positive relationships between students to student relationships and positive student to teacher relationships as a means to continue reducing behavioral referrals while increase the overall climate of the building.

Student Engagement (Danielson domains 3B and 3C): Professional development to support teachers in the understanding of and the ability to create conditions for rigorous instruction and creating positive classroom communities. Students will increase their engagement through teacher promotion of rigorous, engaging classrooms learning with an emphasis on student centered learning.

Integrated Literacy: Professional development to create learning situations where students access content material, develop different levels of discussion using content text, gather and interpret information and write about their interpretations as a means to extend and share their ideas with their peeron content based materials and learning standards

### Support Programs

Special or support programs offered at Rolling Green School include: ESL through a TPI and TBE programs, Response to Intervention/MTSS, Boy Scouts and Girl Scouts, YMCA Aftercare, PBIS, DHH Programming for students with hearing impairments, onsite NIA hearing clinic, Parent Liaison for Arabic speaking families, Tutoring, connections with AAA American Voice, and the PTO.

### School Wide Improvement and Reform Strategies

Component 3A School wide improvement and reform strategies for all students include the following:

Rolling Green School offers support to students through Special Education Resource Teachers, ESL teachers, and highly qualified classroom teachers. All students received small group, on level reading instruction. RTI/MTSS through the use of individualized learning plans (ILPs) are offered to students. Leveled Literacy Intervention and specialized skill building computerized programs are also available to all students. Hands on, real world skill application activities such as experiences provided by the Discovery Center or through the use of STEM based projects are available to all students. All families are invited to participate in parent engagement activities such as but not limited to grade level music programs, community building events such as the back to school picnic and information activities such as back to school night or Kindergarten open house.

We will provide teachers with necessary supplies needed to, implement programs and use effective strategies as well as supplies and services that may be needed from consultation providers or outside organizations such as but not limited to the Discovery Center. Supplies will include, but are not limited to, composition notebooks, pencils, and paper. Educational games, licenses (Raz kids, Reading A to Z, Edgenutiy, examples, but not limited to) manipulatives, instructional supplies (scissors, glue, markers, etc.), and curriculum materials will be related, but not limited to, vocabulary, writing, Units of Study, reading comprehension, Close Reading, Reader's Workshop, Writer's workshop, guided reading, fluency, math facts, math talks, number sense, and word problems. Library books for school and classroom libraries will be related to, but not limited to, reader's workshop, science and social study topics, mentor texts for writing, and engaging books. All of the above may also be related to teaching of the Social/Emotional Learning Standards.

We will purchase or lease technology to include but not limited to devices such as Chromebooks or other like devices, charging cart and accessories. Technology devices will allow students to do research across multiple online databases. Technology devices will also provide students the tools needed to work towards proficiency on reading presented in diverse media. Technology can also be used

to organize information that will be used in a presentation. Technology will also be used to facilitate supplemental programs that will provide learning supports and individualized learning. Students can use technology to listen to text to begin to read. ESL students, especially, use technology to hear and see at the same time. Technology devices can also be used to differentiate activities by providing learning opportunities at student specific learning levels, but using the same device as on level peers. Use of technology will allow students to have personal instruction.

#### Component 3B Methods and strategies to strengthen and enrich the program:

Rolling Green School has implemented Units of Study to enrich the writing program. Guided reading is used to enrich literacy instruction. Teachers are exploring the use of guided math as a means to enrich math instruction. Teachers utilize literacy centers to promote the development of the components of balanced literacy. Rolling Green students utilize hands on materials such as STEM based materials to utilize and enrich academic skills in a real life practical application. Students have access to specialized computer programs and computer technology as a means to practice and review skills based on individual student needs. Teachers have access to leveled libraries to enrich small group guided reading lessons We will provide teachers with necessary supplies needed to, implement programs and use effective strategies as well as supplies and services that may be needed from consultation providers or outside organizations such as but not limited to the Discovery Center. Supplies will include, but are not limited to, composition notebooks, pencils, and paper. Educational games, licenses (Raz kids, Reading A to Z, Edgenutiy, examples, but not limited to) manipulatives, instructional supplies (scissors, glue, markers, etc.), and curriculum materials will be related, but not limited to, vocabulary, writing, Units of Study, reading comprehension, Close Reading, Reader's Workshop, Writer's workshop, guided reading, fluency, math facts, math talks, number sense, and word problems. Library books for school and classroom libraries will be related to, but not limited to, reader's workshop, science and social study topics, mentor texts for writing, and engaging books. All of the above may also be related to teaching of the Social/Emotional Learning Standards.

We will purchase technology to include but not limited to devices such as Chromebooks or other like devices, charging cart and accessories. Technology devices will allow students to do research across multiple online databases. Technology devices will also provide students the tools needed to work towards proficiency on reading presented in diverse media. Technology can also be used to organize information that will be used in a presentation. Technology will also be used to facilitate supplemental programs that will provide learning supports and individualized learning. Students can use technology to listen to text to begin to read. ESL students, especially, use technology to hear and see at the same time. Technology devices can also be used to differentiate activities by providing learning opportunities at student specific learning levels, but using the same device as on level peers. Use of technology will allow students to have personal instruction.

#### Component 3C Methods to address students' needs, especially those at risk of failing include the following:

Student needs will be addressed through ILPs, RTI, and the use of tutors. We also address student needs by offering small group, on level instruction. We offer support through a Parent Support Specialist

or a Parent Liaison. Our students at risk of failing will benefit from the supports and services of a Title 1 Teacher to support grade level academic needs.

We will provide student focused learning support to students, as demonstrated through assessments, from classroom teachers and support staff member, which may include but is not be limited to the Title 1 Teacher, ESL staff, resource staff, and tutors. This time will be used for students in need of intervention, students in need of assessment, and as a means to close achievement gaps. Time will be set, but students receiving services will be fluid. A Title 1 Teacher as well tutors will provide more intense interventions and/or enhancements to students in need.

Component 4 Mental health, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside of the academic subject areas include the following:

We will continue to use PBIS programs and self-reflection to support social emotional learning. We will purchase items to support cool-down centers in classrooms and throughout the school where students can reflect on their behavior and write plans for success after they cool down their emotions. This will include, but not be limited to, paper, sand or water timers, fidget activities such as untying knots, playdough, etc,. PBIS and behavior incentives will be purchased. We will provide social emotional supports for our population of Arabic speaking students who have experienced trauma either through an individual trained to support such student or through staff professional development.

We will implement a Second Step (or similar) program and an anti-bullying program to support the social-emotional needs of the students.

We will purchase items to include, but not be limited to wipes, toothbrushes, toothpaste, and deodorant to help students feel clean and better prepared to learn.

Our Parent Support Specialist will continue to offer support services, parent education programs, and family outreach services. This includes, but is not limited to, items services listed above as well as support families through donated clothing and school supplies.

We will provide targeted intervention based on MAP data for boys performing below grade level. This will include academic and social emotional interventions.

Teachers and students use goal setting and student led conferences to support student learning. Materials to be purchased will include, but not be limited to binders, paper, ink, chart paper, etc.

Teachers will continue working on Response to Intervention, Morning Meeting, Professional Learning Communities, and Literacy and may begin working on Growth Mindset education for students. Professional development through books, book study, use of chart paper, etc may be needed.

Component 5 Activities regarding the preparation for and awareness of postsecondary education and career include but not limited to the following:

Students will be exposed to a variety of career fields through STEM based experiences that simulate addressing real world problems and through hands on activities provided by groups such as the



Discovery Center. Students will be exposed to a variety of career fields through guest speakers. Students will perform online research of careers and colleges through the utilization of devices such as but not limited to Chromebooks or similar devices. Staff will promote college through the display of teacher attended university pennants and banners.

Materials purchased will include, but not limited to stem kits and supplies, notebooks, paper, markers, poster board, poster board display items, university pennants and banners. Outside services will be contracted to include but not limited to the Discovery Center.

Component 6 Activities regarding the implementation of a school wide tiered model to prevent and address problem behavior, and early intervening services, and IDEA services include the following:

We will provide student focused learning support to students, as demonstrated through assessments, from classroom teachers and support staff member, which may include but not be limited to the Title 1 Teacher, ESL staff, resource staff, and tutors. This time will be used for students in need of intervention and students in need of assessment. Time will be set, but students receiving services will be fluid. A Title 1 Teacher as well tutors will provide more intense interventions and/or enhancements to students in need.

Tiered behavior supports include, but are not limited to, classroom support through intervention staff and PBIS. Classroom supports also include a program such as Second Step as well as an Anti-Bullying program. Higher tiered needs will be met through a Social Worker.

Component 7 Activities regarding professional development to improve instruction and use of data include the following:

We will systematically target educators through professional development that includes activities such as but not limited to book studies, on site professional development, attendance at instructional conferences, and on-going professional coaching. Identified areas of need include, but are not limited to, vocabulary, reading comprehension, writing, math facts, number sense, real world application of math strategies, differentiation, technology, NWEA MAP, Reading Strategies, Writing Strategies, student engagement, rigorous instruction, creating positive and collaborative classroom environments, classroom communities, student centered learning, student centered goal setting, program training such as Reading Horizons and social emotional learning standards. This will have all students receiving differentiated instruction in researched based strategies and all students working towards meeting MAP goals as measured by walk-throughs, observations, evaluations, and district and state assessments.

Component 8 Activities regarding strategies for assisting preschool students' transition from EC programming to the elementary school program include the following:

Purchase items for and prepare for Back to School Night. Purchase Kindergarten readiness books. They will be handed out at the Kindergarten Meet and Greet.

Kindergarten students and families will be invited to a Kindergarten Meet and Greet held before school starts. Students will be able to see the school and classrooms as well as meet the teachers.

Kindergarten teachers will host a second parent event after school starts. This activity is designed to teach parents about the expectations for elementary school and how to support their student.

Component 9 Activities to ensure all students are taught by effective, experienced teachers who are licensed in the areas for which they are teaching include the following:

We will provide teachers new to Rolling Green an in-building mentor to guide the teacher through his or her first year at Rolling Green. Services will include, but not be limited to, planning together, tours of the school, meeting to explain expectations and family events, help deciding on committees to serve on, and help with knowledge of resources. New Teacher PLCs will be offered to all staff, but targeted to new staff to Rolling Green to support staff with tasks to include, but not be limited to, online grade book, report cards, behavior referrals, school events, and the evaluation process.

We will provide and implement professional development which will include, but not be limited to, register educators for workshops, hire consultants, stipends, ordering professional development books and supplies. Topics for PD include, but are not limited to, Social/Emotional Learning strategies, differentiation, Vocabulary, math facts, number sense, math talks, reading strategies, fluency, Close Reading, writing, Units of Study, guided reading, student engagement, and technology for staff (such as data monitoring, Google Docs, etc) and technology for students to use.

Component 10 Activities and/or approaches to support homeless children and youth include the following:

Support to homeless students will include our assistance by our Parent Support Specialist, school supplies, clothing and any needed social emotional supports. We will work to ensure all homeless students have what is needed to be successful in school.

Component 11 Activities and/or approaches to engage parents in their child's education and school include the following:

We will continue to work with a Parent Support Specialist to communicate with parents and support the educational process. The PSS will work closely with the PTO. The PSS will be a communication liaison between school and home on topics such as homework, behavior, upcoming events, etc. PSS shall facilitate daycare for educational opportunities at the school for parents with small children to help address common hardships for parent involvement. The PSS will assist with increasing parent participation in surveys to gauge school progress, effectiveness, and areas for the school to improve in. The PSS will build and support a network of parents to participate in the continuous school improvement cycle.

The PSS will assist staff with events to include, but not limited to: Family Nights Book Fair, Fun Fair, Donuts for Dad, Moments with Mom, Discovery Center Night, Back to School Picnic, Open House, Workshops and Student-Led Conferences

Component 12 Activities and/or approaches to meaningfully engage stakeholders in the development of Rolling Green's Title I Plan include the following:

We have used forums including Leadership meetings, SMART team meetings, Open House, parent meetings, neighborhood association meetings, meet and greets, and PTO meetings.