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**Title I Comprehensive Schoolwide Plan**  
**ROLLING GREEN ELEMENTARY SCHOOL (0781)**

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# ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

## 1. List prioritized needs statements.

3-5th grade the weakest domain is Reading Prose & Poetry. While we did make some improvements, it grew the least compared to the other two domains. Reading Below the Standard performance decreased from 50.32% (PM 1) to (PM2) 44.51% a decrease of 5.81%. Reading At or Near the Standard increased from 45.19% in (PM 1) to 50.3% (PM 2) an increase of 5.11%. Reading Above the Standard increased from 4.49% in (PM 1) to 5.18% (PM 2) an increase of .69%. The Reading Informational Text was the highest performing and showed the most growth above the standard at 1.28% (PM1) to 9.45% (PM2) an increase of 8.17%. The weakest domains for K-2 are Reading Across Genres the second lowest domain was Reading Informational Text. There was some improvement between PM 1 and PM 2, but it was the least amount of growth compared to the other domains. The lowest growth domain was Reading Across Genres. Students scoring Developing increased from 83.3% (PM 1) to 76.4% (PM 2) a decrease of 6.9%. The highest growth was in the domain of Finding Meaning, students scoring Secure increased from 10.71% (PM 1) to 19.75% (PM 2) an increase of 9.04%. Some challenges and barriers encountered during the first trimester are lack of capacity in the knowledge of the new standards and core curriculum materials. We plan to address these challenges through intentional planning during PLCs. We will also participate in the professional development on Evidence Aligned Instructional Strategies and Practices to build teacher capacity. In addition, we will be conducting teacher/student data chats to identify needs and next steps. We will use time during PLC to plan remediation/enrichment experiences for our students.

## 2. List the root causes for the needs assessment statements you prioritized.

- 28% of the staff at Rolling Green are new teachers and need focused support.
- 17% of the staff at Rolling Green have less than 7 years of teaching experience.
- Teachers struggle to implement strategies for differentiating instruction for challenged readers.
- 48% of the student population at Rolling Green is ELL yet many teachers are not ESOL or Reading Endorsed.
- \* Lack of parent knowledge of how to support student learning at home
- \* Lack of foundational literacy skills

### 3. Share possible solutions that address the root causes.

- PD staff will provide professional development through PLCs, modeling, and PDDs.
- Continue to increase data chats for deep-dive reviews and faster implementation of new strategies to assist students.
- Use the deep-dive reviews to strategically develop grouping to maximize student instruction and comprehension
- Use Resource Teachers and Team Leaders as mentors for new teachers and teachers that need support obtaining their ESOL and/or Reading Endorsement. Partner with Grand Canyon University for scholarships for these courses for teachers.
- Increase the tutorial program to broaden the students that attend to build a larger learning gain capacity.
- \* Provide parent trainings to build parent knowledge and resources of how to support literacy at home
- \* - Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of resources and assistive technology (curriculum, workbooks, manipulatives, online subscriptions, etc.)

### 4. How will school strengthen the PFEP to support ELA?

#### • Communication

The school will use the following items to communicate with the school families: Agendas, Marquee, Remind, Flyers, Posters, Website, Stand Alone Signs, Class Dojo, and Weekly Emails. In our weekly , we will add Science of Literacy components to support ELA for parents to work on with students. We will continue to provide information to parents regarding curriculum expectations and proficiency levels students are expected to meet. Continue to share student progress and academic assessment results with families. Continue to provide support to families by offering flexible meetings (links for virtual meetings, home visits, etc) to support family engagement.

#### • Parent Training

The school will increase Parent Engagement Nights (PEN) from 3 to 5 and offer content area focus nights with standards-based content and materials to support the home-to-school connection and provide the make and takes. Focusing parent trainings on foundational literacy skills (using manipulative to support learning at home).

### 5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- **School**

• The school will hold SAC Meetings, and maintain a welcoming and inclusive environment where parents can feel secure and comfortable expressing opinions and concerns regarding ELA. We will hold Literacy parent training nights throughout the year. Teachers will encourage students to read for 20 minutes Monday-Thursday at home. • The school will hold SAC Meetings, and maintain a welcoming and inclusive environment where parents can feel secure and comfortable expressing opinions and concerns regarding Science. We will hold Science and STEM parent training nights throughout the year. Teachers will have daily science vocabulary words to enhance acquisition of science vocabulary. \* Providing families with specific strategies and resources to support their child's learning at home

- **Students**

Students will follow the R.O.A.R. expectations, be on time for school, and ask questions when they need additional support. They will read for 20 minutes at home to enforce literacy. \* Practicing what is being taught in school and completing home learning activities

- **Parents**

Parents will be supportive, participate in the education process, and support learning at home. Attend Parent Engagement Nights and parent-teacher conferences. Have students to school on time. \* Supporting their child's learning at home by practicing skills, assisting with home learning, reviewing and signing agendas daily \* Ensuring that students attend school every day on time and ready to learn

- **Staff Training**

The school will be inclusive and intentional with PDD, PLC, and Common Planning so everyone is prepared for PEN and Academic Focus Nights. The school will also tie in community components from stakeholder meetings. Focusing staff trainings on helping teachers share foundational literacy skills with parents to support learning at home.

- **Accessibility**

The school will continue to promote and execute a welcoming and inclusive learning environment. The school will make the necessary adjustments needed for families with disabilities, experiencing homelessness, or engaged in migrant work. The school will partner with the SBT leader, ESE Coordinator, ESOL Coordinator, 504 lead, and Multicultural to ensure all accommodations can be met.

# Math

Using your recording templates from your CNA discussions respond to each item in detailed.

## 1. List prioritized needs statements.

PM2 is showing that we are below the previous year's Math Proficiency FY21 19%, FY22 42%, FY23: 24% and FY24 projections are 3rd 15%, 4th 11.89%, and 5th 12.38% Some challenges and barriers encountered during the first trimester are the lack of capacity in the knowledge of the new standards and core curriculum materials. We plan to address these challenges through intentional planning during PLCs. We will also participate in the professional development on Evidence Aligned Instructional Strategies and Practices to build teacher capacity. In addition, we will be conducting teacher/student data chats to identify needs and next steps. We will use time during PLC to plan remediation/enrichment experiences for our students. Additionally, we added double-down supplemental support to help move the needle for student success. The lowest-performing category in Math is Fractional Reasoning with 1% (PM2) above the standard. The highest-performing category in Math is Algebraic Reasoning 8.5% (PM2) above the standard. The lowest growth was in the Number Sense Operations Fractions Decimals category at a loss of 1%.

## 2. List the root causes for the needs assessment statements you prioritized.

- 28% of teachers have 0-3 years of teaching experience
- There are 2 new 4th-grade teachers out of 5 on the team
- PM2 is showing that we are below the previous year's Math Proficiency FY21 19%, FY22 42%, FY23: 3rd 22%, 4th 12.1%, and 5th 26.2%
- Teachers need support from their Math Resource Teacher in using instructional time for basic Math facts

## 3. Share possible solutions that address the root causes.

- Professional Development through PLCs, team planning through common planning
- Extend data chats and deep dive into Progress Monitoring to make immediate adjustments in small groups and push in support
- Provide modeling and mentoring for all teachers to support teaching basic Math facts
- \* Provide parent trainings to build parent knowledge and resources of how to support math at home
- \* - Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of resources and assistive technology (curriculum, workbooks, manipulatives, online subscriptions, etc.)
- \* Provide extended learning opportunities (tutorial - afterschool, Saturdays, etc) and additional staff.

## 4. How will school strengthen the PFEP to support Math?

- Communication

The school will use the following items to communicate with the school families: Agendas, Marquee, Remind, Flyers, Posters, Website, Stand Alone Signs, Class Dojo, and Weekly Emails. In our weekly communications, we will add a fun Math Facts for parents to work on with students. We will continue to provide information to parents regarding curriculum expectations and proficiency levels students are expected to meet. Continue to share student progress and academic assessment results with families. Continue to provide support to families by offering flexible meetings (links for virtual meetings, home visits, etc) to support family engagement.

- Parent Training

The school will increase Parent Engagement Nights (PEN) from 3 to 5 and offer content area focus nights with standards-based content and materials to support the home-to-school connection and provide the make and takes. Focusing parent trainings on foundational math skills (using manipulative to support learning at home).

## 5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- School

• The school will hold SAC Meetings, and maintain a welcoming and inclusive environment where parents can feel secure and comfortable expressing opinions and concerns regarding ELA. We will hold Literacy parent training nights throughout the year. Teachers will encourage students to read for 20 minutes Monday-Thursday at home. • The school will hold SAC Meetings, and maintain a welcoming and inclusive environment where parents can feel secure and comfortable expressing opinions and concerns regarding Science. We will hold Science and STEM parent training nights throughout the year. Teachers will have daily science vocabulary words to enhance acquisition of science vocabulary. \* Providing families with specific strategies and resources to support their child's learning at home

- Students

Students will follow the R.O.A.R. expectations, be on time for school, and ask questions when they need additional support. Students will complete 10 minutes of Math facts at home to reinforce learning at home. \* Practicing what is being taught in school and completing home learning activities

- **Parents**

Parents will be supportive, participate in the education process, and support learning at home. Attend Parent Engagement Nights and parent-teacher conferences. Have students to school on time \* Supporting their child's learning at home by practicing skills, assisting with home learning, reviewing and signing agendas daily \* Ensuring that students attend school every day on time and ready to learn

- **Staff Training**

The school will be inclusive and intentional with PDD, PLC, and Common Planning so everyone is prepared for PEN and Academic Focus Nights. The school will also tie in community components from stakeholder meetings. Focusing staff trainings on helping teachers share foundational math skills with parents to support learning at home.

- **Accessibility**

The school will continue to promote and execute a welcoming and inclusive learning environment. The school will make the necessary adjustments needed for families with disabilities, experiencing homelessness, or engaged in migrant work. The school will partner with the SBT leader, ESE Coordinator, ESOL Coordinator, 504 lead, and Multicultural to ensure all accommodations can be met.

## **Science**

Using your recording templates from your CNA discussions respond to each item in detailed.

1. **List prioritized needs statements.**

1.) 71% of the school's 5th-grade students did not pass the Statewide Science Assessment (SSA) in 2022-2023. (29% student achievement, level 3 or higher). Based on the FY24 Science Winter Diagnostic 31% we are seeing growth in science. However, this is not correlated to the ELA results. 75% of our students are not performing at grade level.

2. List the root causes for the needs assessment statements you prioritized.

- Students are not proficient in reading which is tied to academic success in Science • Teachers need support implementing Science Strategies • Teachers are new to using Science CD Sets. The Science Coach will focus on teacher development with the practice of science testing techniques and the application to short science nonfiction text.

3. Share possible solutions that address the root causes.

- STEM Lab teacher for K-5 to partner with other Fine Arts to create an academic tie-in across all Fine Art rotations to increase Science Vocabulary • Use the support tools with fidelity • Provide modeling and mentoring for all teachers to support teaching core Science instruction • Extend data chats and deep dive into Progress Monitoring to make immediate adjustments in small groups and push in support \* Provide parent trainings to build parent knowledge and resources of how to support science vocabulary at home \* - Provide opportunities for students to use hands-on experiences/practice to support student learning through the use of resources and assistive technology (curriculum, workbooks, manipulatives, online subscriptions, etc.) \* Provide extended learning opportunities (tutorial - afterschool, Saturdays, etc) and additional staff.

4. How will school strengthen the PFEP to support Science?

• Communication

The school will use the following items to communicate with the school families: Agendas, Marquee, Remind, Flyers, Posters, Website, Stand Alone Signs, Class Dojo, Weekly Emails. In our weekly communications, we will add Science vocabulary for parents to work on with students. We will continue to provide information to parents regarding curriculum expectations and proficiency levels students are expected to meet. Continue to share student progress and academic assessment results with families. Continue to provide support to families by offering flexible meetings (links for virtual meetings, home visits, etc) to support family engagement.

• Parent Training

The school will increase Parent Engagement Nights (PEN) from 3 to 5 and offer content area focus nights with standards-based content and materials to support the home-to-school connection and provide the make and takes. Focusing parent trainings on science vocabulary (flash cards and other resources to support learning at home).

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?



- **School**

• The school will hold SAC Meetings, and maintain a welcoming and inclusive environment where parents can feel secure and comfortable expressing opinions and concerns regarding Science. We will hold Science and STEM parent training nights throughout the year. Teachers will have daily science vocabulary words to enhance the acquisition of science vocabulary. \* Providing families with specific strategies and resources to support their child's learning at home

- **Students**

Students will follow the R.O.A.R. expectations, be on time for school, and ask questions when they need additional support. Students will be able to retain and apply science vocabulary within the scope and sequence of the science lesson. \* Practicing what is being taught in school and completing home learning activities

- **Parents**

Parents will be supportive, participate in the education process, and support learning at home. Attend Parent Engagement Nights and parent-teacher conferences. Have students to school on time \* Supporting their child's learning at home by practicing skills, assisting with home learning, reviewing and signing agendas daily \* Ensuring that students attend school every day on time and ready to learn

- **Staff Training**

The school will be inclusive and intentional with PDD, PLC, and Common Planning so everyone is prepared for PEN and Academic Focus Nights. The school will also tie in community components from stakeholder meetings. Focusing staff trainings on helping teachers share strategies and resources to build science vocabulary at home.

- **Accessibility**

The school will continue to promote and execute a welcoming and inclusive learning environment. The school will make the necessary adjustments needed for families with disabilities, experiencing homelessness, or engaged in migrant work. The school will partner with the SBT leader, ESE Coordinator, ESOL Coordinator, 504 lead, and Multicultural to ensure all accommodations can be met.

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## **Action Step: Classroom Instruction**

Plan for, design, and provide students with rigorous, differentiated, and targeted standards-based instruction and intervention opportunities in the areas of Reading, Writing, Math, and Science.

Budget Total: \$378,958.45

Acct Description	Description					
Resource Teacher	0.5 Science Resource Teacher will provide direct support to all students in K-5 through STEM Lab instruction reinforce Science-Based Strategies.					
Resource Teacher	1.0 Reading Resource will provide small group literacy instruction by using a push in/pull out format of support for targeted students in grades 4-5 that are performing below grade level.					
Resource Teacher	1.0 Resource Teacher will provide small group Science and Math instruction by using a push in/pull out format of support for targeted students in grades 3-5 who are performing below grade level.					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	#2 Pencils Ticonderoga 72 ct. pre sharpened to support student learning	9	\$20.71	General Supplies	Original	\$186.39
	Case of Paper to support student learning and delivery of instruction	13	\$44.50	General Supplies	Original	\$578.50
	STEM Garden Supplies (From Home Depot: soil, seeds, etc. not to include equipment) to support student learning	1	\$144.56	Manipulatives	Original	\$144.56
Resource Teacher	1.0 Reading Resource Teacher will provide small group literacy instruction by using a push in/pull out format of support for targeted students in grades K-3 that are performing below grade level.					
Resource Teacher	RTI/Support leading the SBT team in 1-3 tier support for ELA and Math. Analyzing, receiving and reviewing data prepared by teachers to ensure students in grades K-5 receive the supplemental support they need.					

Acct Description	Description								
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers will provide academic support for students in grades 2-5 in the area of ELA and Math - tutorial program before and after school - Tentative start date is Sept 2024	2	\$37.00	2	1.5	4	Certified	Original	\$888.00

## Action Step: Professional Development

Plan for, design, and deliver sustained professional development opportunities to instructional staff to drive ongoing student academic achievement and learning gains in the areas of Reading, Writing, Mathematics, and Science.

Budget Total: \$1,792.30

Acct Description	Description					
Travel out-of-county	Item	Quantity	Rate	Type	Total	
	The Principal will attend the Florida PTA Leadership Convention.PTA is part of the fabric of the United States’ public-education system and a trusted partner to millions of parents, families, educators, and community members, as it advocates for the education, health, and well-being of all children. PTA has been instrumental in establishing programs and services to improve children’s lives. With over 80 workshops there is a track for parents, administrators, local unit leaders, and more!. (PTA Leadership Conference/ July 18-21, 2024/ Orlando, FL., Registration \$150.00 and Lodging \$747.00).	1	\$897.00	Original	\$897.00	

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Flipchart Markers to support planning, PLCs	5	\$7.50	General Supplies	Original	\$37.50
	Binder Clips to support planning, PLCs	2	\$3.88	General Supplies	Original	\$7.76
	Highlighters to support planning, PLCs	2	\$6.19	General Supplies	Original	\$12.38
	Cardstock to support planning, PLCs	5	\$15.90	General Supplies	Original	\$79.50
	File Folders for data crates to support PLCs	5	\$5.08	General Supplies	Original	\$25.40
	Color Ink to support planning, PLCs	9	\$70.00	Technology	Original	\$630.00
	Case of Paper to support planning, PLCs	2	\$40.00	General Supplies	Original	\$80.00
	EXPO Markers to support planning, PLCs	4	\$5.69	General Supplies	Original	\$22.76

## Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: \$4,852.25

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Dice (for parent games at parent trainings)	252	\$2.00	Manipulatives	Original	\$504.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	K-5 Agendas for school-home communication	800	\$2.75	General Supplies	Original	\$2,200.0
	Math Manipulatives for parent night	100	\$3.99	Manipulatives	Original	\$399.00
	Playing card for Math Parent Night	75	\$5.99	Manipulatives	Original	\$449.25
	Books for Literacy Event	160	\$2.50	Program Supplies	Original	\$400.00
	Refreshments 3 events (Parent trainings in PFEP)	3	\$300.00	Program Supplies	Original	\$900.00

# Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

## 1. Mission Statement

We, the community of Rolling Green Elementary School are committed to creating and dedicated to providing a safe, positive, and nurturing environment that includes the involvement of parents and families. Educating all to successfully advance intellectually, socially, and emotionally. We strive to prepare our students to become high school and college graduates as well as contributing members of our world through creating a community with students and their families that support learning. Our goal is to create a welcoming and inclusive learning environment for students, parents, and staff.

## Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Allyson Manning	Principal
Lynn Cato	Assistant Principal
Amy McAllister	SBT Leader
Dawn Balliet	SAC Chair
Judith Jean-Noel	Teacher/CCLC 21st Director
Sara Demar	After Care Director
Katira Mateo	Parent
Jennifer Martinez	Administrative Assistant
Lorraine Sotelo	Reading Coach

**2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.**

All parents are invited to our monthly SAC Meetings. Invitations are sent home in three languages English, Spanish and Creole. Meetings dates are also posted on the school's marquee, monthly activities calendar, monthly newsletter and by text messaging. At the beginning of the year we invite all stakeholders to the SAC meeting and conduct member elections. The SAC along with parents, develop and approve the Parent and Family Engagement Plan and School-Compact. Parents are selected from the SAC and Non-SAC members. Input from parents will be documented in minutes, summary statements and evaluations. This plan will mirror the school improvement plan to meet our goal of student achievement. Staff and Parents are invited to be a part of SAC, which many voluntarily joined and SAC members are selected from this group representing the population the serves.

**3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.**

Stakeholders were invited to attend the FY25 CNA/SWP/PFEP meeting to jointly develop the schoolwide plan. The Staff CNA meeting took place on January 23, 2024, and the Stakeholder meeting with parents took place on February 28, 2023. Their feedback for developing the CNA/SWP/PFEP was captured on the meeting Recording Templates. During our SAC meetings, this is the forum for parents to share initiatives they would like to see in place at Rolling Green for the improvement of the school and for academic achievement. Discussions during the SAC meetings are documented, voted on, and passed for implementation. The format for input from parents will be an open forum where we can build consensus, and or written suggestions to be brought to the group for a vote. Once a decision is made parents help with guidance on how to fund projects for the year. Looking at the needs of the school, parents recommend where to spend SAC and Title 1 funds to get the greatest return for our students. Decisions are made through ballots, motions, and recommendations with a majority rule for approval. SAC Dates - All meetings will be held on the 4th Tuesday of the month at 6 p.m., and parents will be sent an invitation a week before. Meeting #1 08/27/2024 Meeting #2 09/24/2024 Meeting #3 10/22/2024 Meeting #4 01/28/2025 Meeting #5 02/25/2025 Meeting #6 04/29/2025

**4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.**

At the stakeholder CNA meetings, parents had the opportunity to share their ideas and comments on the needs of the school. In collaboration with the data collected from all three CNA meetings, decisions were made on how to allocate the Title I dollars. Valuing parent and stakeholders input, funds will be used to purchase materials based on feedback from parents. These funds will be used to provide parent trainings that will impact student achievement. In addition these funds will purchase material for parent trainings.

Name	Title
Allyson Manning	Principal
Lynn Cato	Assistant Principal
Jennifer Martinez	Administrative Assistant

## Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

September 12, 2024, 5pm, school cafeteria



2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Marquee, Remind, Flyers Invitations, School website, call-out, weekly email reminders.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Our Title I Annual meeting in the cafeteria Invitation Agenda Pen and paper Sign-in PowerPoint presentation Handouts will be shared for parents to download and print FY24 PFEP Summary Parent/Student Compact which will also be in the planners Parent evaluation Meeting minutes checklist Verification of Title I Annual Meeting

## Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Parent Data Driven Conferencing

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will be refreshed on the 3 steps in conducting an effective conference and shown how to incorporate the data to share with parents. 1. Give a Compliment - give praise to the student for what they are doing correctly, or they may be talented in a specific area. Thank the parents if necessary for their support. 2. Share Current Data - Show historical and current data to provide a clear picture for parents 3. Next Steps for Success - make a plan for success for the student and parent. Set a reasonable time for follow-up

- What is the expected impact of this training on family engagement?

We expect parents to better understand where their child is academically and to continue supporting what is being taught in school by using the materials/resources to impact their child's learning.

- What will teachers submit as evidence of implementation?

Conference Notes form - PBS1051 Google Meet attendance if the meeting is held virtually Copy of data shared at parent conference

- Month of Training

September 2024

- Responsible Person(s)

Lynn Cato

## 2. Reflection/Evaluation of Training #1

- Name and Brief Description

How to facilitate a positive and effective conference with parents, sharing data results and with a focus on welcoming and inclusive schools.

- Number of Participants

49 estimated

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

### 3. Staff Training for Parent and Family Engagement #2

- Name of Training

SIS Comment Log and the importance of documentation

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will learn how to use the comment log. They will then be able to use this information in parent conferences to support academic and SLL.

- What is the expected impact of this training on family engagement?

We are hopeful by having information easily accessible to the teachers that they will be able to build better home-to-school connections to impact their child's learning and SLL with parent support.

- What will teachers submit as evidence of implementation?

Conference Notes form 1051 and a printout of the comment log. Data shared with parents during the meeting

- Month of Training

November 2024

- Responsible Person(s)

Lynn Cato

#### 4. Reflection/Evaluation of Training #2

- Name and Brief Description

SIS Comment Log Implementation and Support

- Number of Participants

49

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

## Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

### 1. Parent and Family Capacity Building Training #1

- Name of Training

Math Literacy Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

Our teachers will teach families math strategies to support math learning at home. The training will include hands-on learning and takeaways to help students with Math Facts.

- Describe the interactive hands-on component of the training.

Our teachers will use dice, flashcards, and playing cards in a game format to teach parents how to use these materials as resources to support math learning at home in a fun yet educational way.

- What is the expected impact of this training on student achievement?

Parents will be able to use the tools to help students at home work through Math facts thus increasing math proficiency.

- Date of Training

October 24, 2024 5:30 PM

- Responsible Person(s)

Seth Groveman and Elizabeth Eigelbach

- Resources and Materials

Paper, iReady Math Worksheets, Dice, Playing Cards, Flash Cards and teacher created Math Fact sheets, pencils, anchor chart paper, post-it notes and index cards.

- Amount (e.g. \$10.00)

0

### 3. Parent and Family Capacity Building Training #2

- Name of Training

PJ Literacy Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

To support student learning at home, parents will be able to read passages to their children in their native language. The reading strategies learned in the training can be applied to their reading activity. \*\*Skills: Parents will participate in turn and talk, stop and jot, use academic language when answering questions.

- Describe the interactive hands-on component of the training.

Parents will participate in turn and talk, stop and jot, use academic language when answering questions.

- What is the expected impact of this training on student achievement?

It is expected that student achievement in reading fluency, vocabulary, and comprehension will improve by at least 30%.

- Date of Training

January 23, 2025 5:30 PM

- Responsible Person(s)

Lorraine Sotelo, Dawn Balliet, and Gwen Seipel

- Resources and Materials

Post-it notes pencils sentence strips note cards expo markers

- Amount (e.g. \$10.00)

0

## 5. Parent and Family Capacity Building Training #3

- Name of Training

Dual Language Parent Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

To support student learning at home, parents will be able to read passages to their children in their native language. The reading strategies learned in the training can be applied to their reading activity. Editing tasks and phonics, phonemic awareness vocabulary will be the skills to aim for mastery.

- Describe the interactive hands-on component of the training.

Students and parents will use adaptive technology to complete phonic and phonemic awareness exercises.

- What is the expected impact of this training on student achievement?

Students and parents will use adaptive technology to complete phonic and phonemic awareness exercises. This should result in reading fluency.

- Date of Training

March 13, 2025 5:30 PM

- Responsible Person(s)

Lynn Cato and Detrice Clayton

- Resources and Materials

Books Reading passages Chromebooks Smartboards

- Amount (e.g. \$10.00)

0

## Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools



- Name of Agency

Multicultural Department Safe Schools ESOL/ELL District Support for Professional Development Region Support

- Describe how agency/organization supports families.

Multicultural Department ~ Helps with parent events to translate information and guidance and support for the school

- Based on the description list the documentation you will provide to showcase this partnership.

Sample Email communication with Multicultural Dept. Sample translation provided by Multicultural Dept. Sample Handout given to parents regarding Multicultural Dept. services.

- Frequency

As needed

## 2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Building Better Readers

- Describe how agency/organization supports families.

Parent informational meeting pertaining to getting help for students to support reading after school

- Based on the description list the documentation you will provide to showcase this partnership.

School Website Thank you letter Meeting agenda Materials from the meeting

- Frequency

One-time

### 3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Rotary Club of Boynton Beach

- Describe how agency/organization supports families.

The Rotary Club of Boynton Beach helps families by providing dictionaries for each student in third grade. They are also available to help wherever or whenever they are needed.

- Based on the description list the documentation you will provide to showcase this partnership.

Thank you letter Photo of events

- Frequency

One-time

## Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.

2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

Academic Focus Nights will be presented in person this school year. Parents will meet in the cafeteria for the Title I Annual Meeting. The Title I Annual meeting will be presented in 3 languages, translators will be included to assist with the following languages: Spanish, Creole, and English. Small group sessions will be available in all four languages to help parents if they have more questions. After the Title I meeting, parents will meet in their child's classroom for academic focus night. Grade-level expectations for academics and behavior will be discussed in the classroom. Parents will be made aware of the following: 1. Information will be shared in the small group session about being a part of the Parent Engagement Activities planned. 2. Joining SAC 3. Before/and or After School Tutorials (in person) 4. Academic Clubs for student enrichment afterschool/and or virtually 5. Rolling Green Adult English Classes (ESOL) 6. Joining Rolling Green's PTA

- List evidence that you will upload based on your description.

Flyers/Invitations 3 Languages Marquee Rolling Green Website Weekly Email Newsletter

- Description

Curriculum Night, SAC meetings, Title I Annual Meeting, parent-teacher conferences, IEP/LEP meetings. Academic Focus Nights, parents meet first in small group sessions based on language, in the media center, music room and cafeteria to learn of grade level expectations academically. A copy of the report card is shared with parents, for them to see the academic areas that will be assessed. When parents meet in the classroom, they are given more in-depth information about the curriculum for the specified grade level. Forms and frequency of academic assessment used to measure students' progress. All parents will learn about Benchmark which is the new reading series, and kindergarten parents will learn about Dual-language.

- List evidence that you will upload based on your description.

Conference Notes, curriculum night presentation, SAC agenda and notes

- Description

Curriculum night provide parents with an overview of the academic expectations for the school year SAC meetings is a place where stakeholders give feedback and input, Title I Annual Meeting, parent-teacher conferences, IEP/LEP meetings, mid-term reports, report cards, assessment results. Rolling Green will offer in person parent conferences and virtual meetings via Google Meets on request. All meetings will be recorded for parents to access at their convenience. A summary of the meeting will be available by request, along with materials from the meeting/training/activities or events.

- List evidence that you will upload based on your description.

Agenda (if applicable) Meeting invitation and sign-in sheets (if applicable) Parent-teacher conference notes Google Meet code (if applicable) Progress reports, report cards, assessment results (STAR/FAST, Diagnostic, iReady, etc.), SAC agendas and sign-in sheets, LEP meeting sign-in sheets, IEP meeting sign-in sheets,

- Description

Parents will be notified of upcoming events through the following mediums: Flyers, Parent Link, Google Classroom, School Website, Remind, marquee board, text messaging, class dojo and weekly email newsletter. Parent Teacher conferences are available throughout the year and scheduled by the teacher and parents. Emergency meetings are also welcomed. SAC meetings are held once per month in the evening. Parents are encouraged to join SAC, where they can participate in the decision-making related to the education of their children.

- List evidence that you will upload based on your description.

Agenda SAC meeting invitations SAC Meeting Minutes Parent conference notes LEP/ESOL conference meeting

- Description

Rolling Green will offer in person and virtual meetings/trainings as needed. A Google Meets link will be established to be used all year, this will be provided to parents. Meetings will be offered in multiple languages to meet the needs of our families. A summary of the meeting will be available by request, along with materials from the meeting/training/activities or events. Parent-teacher conferences are offered at times convenient to families, IEP/LEP meetings at times convenient to families, home visits, parent trainings offered at different times (a.m. and p.m.)

- List evidence that you will upload based on your description.

Agenda Meeting invitation and sign-in sheets Letters asking parents to choose a time that is more convenient (parent-teacher conferences, IEP meetings, LEP meetings), Home visit notes/log School websites screenshots

## Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

A welcome packet of information for new families, home visits as needed, share information about available services through Migrant Education Program, distribution of uniforms, school supplies, etc. to help families, referral to Migrant Department, etc. Translation of all communication, interpreters during parent teacher conferences, SAC meetings, parent trainings with translators, IEP/LEP meetings with translators for parents.

- List evidence that you will upload based on your description.

FY25 Compact and PFEP Summary -translated PFEP summaries -translated Invitations Flyers Parent-teacher conference notes when the translator attended Translated parent link messages Translated letters \*\*State-recommended evidence: translated School compacts and PFEP summaries\*\*

- Description

As we share information we will ensure families have equity and access. Things we will consider are closed caption visuals, or recorded meetings for our parents, and other visuals that will meet the needs of families. Rolling Green will ensure an ADA compliant building, availability of disabled parking, special seating during meetings, hearing or vision interpreters for meetings, scheduling of home visits.

- List evidence that you will upload based on your description.

Picture of the parking lot for the disabled Ramps for wheelchairs Print out of contact with notes from visit (if applicable)

- Description

Students of migratory workers are given backpacks with books for reading (10) and books for math and science. Assignments are given in simple steps and sometimes directions are written in their native language. Parents are given brochures with websites addresses for students to participate in online activities. All assignments will be give extra time for completion. Parents and families in migratory work will be given the option of an early morning/late evening session. Off site presentation may be requested. School will collaborate with churches/community center/library/ or event in the park to ensure access for all families.

- List evidence that you will upload based on your description.

Picture of backpacks Home visit notes Translated letters CLF/sign-in on conference sheet

- **Description**

A welcome packet for new families, donation of uniforms, school supplies, food, sharing information about available services, home visits, Student Housing Questionnaire and reaching out to District or other organizations for support.

- **List evidence that you will upload based on your description.**

Student Housing Questionnaire (SHQ) form (2479) McKinney-Vento program flyer of services offered Picture of donated uniforms, school supplies, food etc.

## **Other Activities**

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

### **1. Activity #1**

- **Name of Activity**

Roots and Wings provide tutorial support to grow readers in grades 1-3

- **Brief Description**

Using data, students who are invited to afternoon tutorial 3 days per week for 12 weeks. Students are monitored based on iReady Reading to measure growth. Benchmarks are used along the way to measure growth and attendance. Students receive t-shirts for 6 weeks of perfect attendance, and bicycles at the end of 12 weeks in an award ceremony.

### **2. Activity #2**

- Name of Activity

Morning Math for grades 2-5

- Brief Description

Students will be invited to participate in a morning math tutorial program to support math foundational skills.

### 3. Activity #3

- Name of Activity

N/A

- Brief Description

N/A

## Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.



## 1. Building Students' Non-Academic Skills

In each classroom, teachers will focus daily on providing a welcoming environment for students by greeting them at the door. The school's morning ritual for all grades is to have check-ins with all students, and specific students to ensure they are at their best for the day. Character counts curriculum is taught during the guidance classes, and each month a character trait is highlighted. The school is continuing with the "kindness campaign" to teach kindness behaviors to all students. Guidance Counselors and our Behavior Health Professional will lead small group sessions on topics such as but not limited to the following: bullying, divorce, suicide, homelessness, healthy mind, and body, conflict resolutions and problem-solving, and more. Students have a growth mindset not only for academic but how to have progressive struggle to reach their mental health goals. Rolling Green provides a positive school climate where we have universal guidelines for success, incentives for attendance, following school rules, and being a positive role model student to all. Through (SwPBS) all students follow the matrix for the behavior expectations in all areas of the school. Our assistant principal monitors the data closely for behavior to measure the success or failure of the programs. Building Better Readers Program targets students in grades K-2. Here expert reading teachers and retired educators come in and spend time with students reading and talking about books. Other Social Agencies come into our school on a daily basis to provide needed service and support for our students. All academic services are given through the school, and the guidance counselors are on the fine arts wheel providing services to all grade levels. Extra curricular instructional program CLCC had 60 K-5 students from 2:30 pm - 5:30 pm with a focus on academics and environmental awareness. We currently have a Behavioral Health Professional on campus to work with students.

## SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

## 1. SBT/MTSS Implementation

Tiers - students are placed on tiers as the school works to meet students' needs academically and/or behaviorally. There are 2 Tiers that are in place before a decision is made on a student. Each Tier may last a minimum of 8 weeks depending on the situation. We use the following data to determine students' tiers, iReady, STAR, and FAST. Tier II works with more research-based interventions, and modifications based on data within the TIER block in the classroom. Tier III. In this tier, there would be an intensification of the intervention. The data drives this process. Students participate in instructional activities through tier instruction SAI, LLI, extended day, and tutorial programs. If a student is not responding to the intervention, the student is referred to the child study team where the data is analyzed, to determine possible evaluation needs. There are students who are struggling and receive push-in support during the reading block through small group instruction. All reading is offered through small group instruction. To accomplish this, all 120 minutes reading blocks have 2 teachers in the classrooms providing small group instruction for 30 minutes.

## Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

*\*The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

## 1. Well-Rounded Education

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are: Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. To ensure core instructional needs are met, practice and preparation start during PLCs. Planning of standard-based instruction with an emphasis, that delivery of content meets the full intent of the standard. Implementation of standard-based instruction is verified through daily checks of the learning environment, aggressively monitoring the delivery of lessons along with the gradual release to students, success criteria are visible for students to check and monitor their own learning, and the Palm Beach Model of Instruction is in place. Clear varied content materials and method of instruction is used to scaffold the learning and delivery of instruction. During practice, teachers monitor closely by listening in to students' accountable talk/conversation, or the use of other visual items to check for understanding. Complex thinking and transfer of knowledge happens through progress struggle, which looks like collaboration, academic disagreements, proving one's position based on facts from the text. Data is used weekly to monitor the progress of students, and adjustments are made in a timely manner to maximize all learning opportunities. FSQ, USA, iReady and Success Maker data is monitored closely, data chats take place with teachers and students, as both groups set incremental stretch goals. Coaches and administration ensure instruction is aligned to standards through the use of the coaching cycle with teachers who need extra support, walk-throughs, observations, lesson plan review, focus calendars, curricular maps, PLCs, common planning, collaboration and conference with feedback is an ongoing measure for the work. Fine Arts are offered on the wheel. The following is offered to all students: Music, Physical Education (P.E), Art, Computers, Media (Library Time), Guidance, and STEM Lab. Students are given 30 minutes daily to go to their assigned fine arts class. Assignments are done through technology such as iReady, Brainpop, and more. Rolling Green is becoming a STEM school so we are creating with students the edible garden. Fruits and vegetables from the garden are used in cooking projects. Students are also engaged in using math and science to make rockets and cars. Other opportunities to extend learning happen through clubs are offered after school, the following clubs are offered: Music Enrichment 4 days per week with artists in residence to teach students. Science Club, Cheer-leading Club, Leadership Club (Team Work U.S.A) provides \$1000.00 scholarship to 5 students each year, that is invested for college Garden Club, Math Club, Radio Broadcast Club, Recycling Club, Safety Patrols Club, and the Roots and Wings Organization that provides funding for tutorials.

## Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);

- Dual enrollment opportunities;
- Career and technical courses;
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

## 1. Post-Secondary Opportunities and Workforce Readiness

Our goal is make every student ready for post-secondary opportunities. Our teachers post outside their doors the colleges/universities they attended to highlight the benefits of a college degree. Teachers are encouraged to wear college t-shirts as another way to encourage students to dream of pursuing higher education. Staff members with children in colleges/universities volunteer and share with our students their college experiences. High school students volunteer at after-school events as translators, guides, and presenters as a way to motivate our students to reach higher. Boynton Beach High School supports the school by showing what is available at the high school level. Interacting with high school and college students about the rigorous classes and expectations has helped our students to get an idea of what is required to reach their goals. Rolling Green is a gifted center; highly motivated students are immersed in project-based learning opportunities. The students are participating in STEM projects. Furthermore, high-achieving third and fourth-grade students taking AMP math classes. Palm Beach School District offers a Choice Program for all students. Choice and Career Information are given to fifth-grade students by collaborating with local middle schools as they prepare to transition to the next level. Small group informational sessions are offered to students to help guide their decisions. Parents and students participate in virtual tours of the middle schools and the programs offered invitations to attend the open house at the middle school of interest, and/or at the South Florida Fairgrounds. Career Day is in May, where community members, professionals, vocational workers share information about their jobs. Boynton Beach Fire Department comes to Rolling Green to share fire safety tips with our Pre-K - first grade students during Fire Safety Awareness Week.

## Transition From Early Childhood to Elementary School

**Elementary Schools:** Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher

- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Kindertartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

**Secondary Schools:** Click on the Exemption button above if this is not applicable to you.

### 1. Transition to Elementary School

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Rolling Green Elementary offers a school-year Voluntary Head Start program that is supplemented with enrichment hours. This Head Start program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life. A Kindergarten Kick-Off (formerly Kindergarten Round-up) is held in the spring to introduce incoming 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. All incoming kindergarten students are assessed upon entering kindergarten in order to ascertain individual and group needs. Also to assist in the development of rigorous instruction/intervention programs. All students are assessed with the Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. At Rolling Green Elementary, we continue to provide the following services to assist preschool children in 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 Kick-off / Orientation Day Rolling Green invites the area preschoolers to visit Kindergarten. The preschool students tour the school and participate in activities with current kindergarten students. Each child and their parent receive a packet of activities to help prepare them for the new school year. The packet includes suggestions for reading and math. Within the first 30 days of kindergarten, all students are assessed using FLKRS. Data is used to appropriately plan academics and social instruction for the students. Core kindergarten academic and behavioral instruction includes guided and independent practice and modeling. Beginning this school year administration has had conversations with Day Care Centers in our area to share academic and social /emotional expectations for preschool students, best practices for preschool students and offer professional development for their staff at future meetings.

## Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support



instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

## 1. Professional Development

Teachers participate in weekly Professional Learning Communities (PLC), where the LTF, coaches, and curriculum experts are on hand to build capacity in teachers. Teachers participate in district professional developments, cohorts, and new initiatives in the district. Our teachers and coaches participate in district cohorts and cadres and conduct a "train the trainer" delivery model to the staff. Whenever there is a roll-out of new programs, teachers on all teams are given opportunities to represent the school. During the summer, all teachers are given schedules of classes that are offered in the district. During preschool days, teachers are mandated to participate in professional development. New teachers are a part of the ESP program, where each new teacher is given a mentor who works with them throughout the year. Within the new teacher program, new teachers get the chance to observe veteran teachers, and also to be observed by their peers and given constructive feedback and support to improve. Our faculty meetings are a common place where we invite guest speakers, and participate in vodcasts, and hands-on activities. Small group collaboration takes place on a weekly basis both vertically and horizontally among grade groups. The book study is another tool that is used to validate a research-based strategy for execution. We receive support from the district whenever needed and on an ongoing basis, as they are part of the staff on a daily or weekly basis to ensure all students get the maximum support needed. With a high Exceptional Student Education (ESE) and English Language Learners (ELL) we call on these departments to help us support our students. With our ESE students we receive guidance in writing Individual Education Plan (IEP) to meet the unique needs of all our students. Support received for our students are from OT, PT, Speech Pathologist, Behavioral Counselors, and mentors. English for Speakers of Other Languages (ESOL) is an educational program to help students who speak other language learn English. Students are immediately immersed into the English classes with support from teacher who speak their language in small group instruction. All second language learners are given a dictionary of their home language to help them navigate through the language process. Paraprofessionals and other staff members are briefed and trained on academically pertinent information that will help impact learning.

## Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

## 1. Recruitment and Retention

Attracting the best and brightest teachers to Rolling Green is an ongoing effort. At Rolling Green, we have adopted the best practices in the industry to retain the talents we have acquired. We have done the following:

1. Provide leadership and growth opportunities for teachers: Many teachers do not want to be principals, but they do want leadership opportunities to learn and grow. We have provided teachers with meaningful opportunities for leadership that are paid, challenging, and enriching, such as curriculum planning, mentoring, academic coaching, technology integration, and professional development leadership. Opportunities like these have been shown to increase teacher retention and investment.
2. Teachers are part of professional learning communities where they collaborate with peers and experts. They receive the help and guidance, time to reflect and develop plans to improve on daily, teachers feel more respected, professional and able to adjust and improve their teaching practices.
3. Create humanity in schools for students and teachers. Teachers are given duty free lunch, or time to express milk to feed their babies. Teachers leaders are included in the critical decisions of school which leaves a positive impact on the staff. Rolling Green provides to new teachers an ongoing professional development, learning team meeting, weekly team planning, and the Educator Support Program (ESP). knowing that teaching in a Title I school can be challenging, Rolling Green provides incentives for our teachers to keep them on our team. A few incentives are flex hours for non-homeroom teachers, certification classes offered through the district, departmentalization so teachers can teach the subject that they have an expertise or preference for. Mentors and coaches are assigned to teachers to help them navigate through the school year. Earning extra money is always a great way to keep our teachers on board. Teachers are able to sponsor a club all year, be the team leader, and tutor after school or on the Saturdays. In addition, teachers can work as an after-school counselor, and during the two months of summer. 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. 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 ongoing 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, inservice 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 New Teacher meeting/lunch with coaches, principal, and ESP coordinator New Teacher plan with team members District Professional Development School Based Professional Development Feedback from administration In addition, Rolling Green Elementary partners with the local universities to host intern and practicum students. We establish and maintain relationships with colleges and officials in the field of education to promote working in Palm Beach County District. We utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures We also 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 We monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time. We maintain regular contact with designated recruiter to improve talent acquisition effectiveness.