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

ELA

1. List prioritized needs statements.

As measured by the FY24 ELA FAST, 3-5th grade the weakest domain is Reading Across Genres Vocabulary with proficiency being 9%. FY25 is showing similar results so far, with proficiency for PM2 being 6%, lagging behind the other two categories. We see similar results in K-2, with the weakest category being Reading Across Genres at 6% proficiency on the FY25 PM2 STAR. 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 of 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 our teachers have 0-3 years of teaching experience - * Lack of teacher knowledge of the reading process and standards • Proficiency levels are very low and we remain a low 300 school, FY21: 24%, FY22: 35%, FY23 23%, and FY24: 29% Current data is 3rd 22%, 4th 43%, and 5th: 19%, projecting 26% for FY25 - *Lack of foundational skills (phonics, decoding strategies, vocabulary development, fluency, and reading comprehension).
- 48% of the school demographic is ELL • New teachers are not familiar with the SBT process and completing data collection - *Lack of knowledge of how to apply appropriately interventions to meet the needs of students academically. • All teachers are still learning the new Benchmark Curriculum • Behaviors contribute to loss of instruction for that time period • Mobility rate at 8% contributes to the loss of instruction • Absence rate in days missed: 5+ 41.6%, 10+ 16.7%, 15+ 8.2%, with a 17% Chronic Absent.

3. Share possible solutions that address the root causes.

- Professional Development through PLCs, team planning through common planning -*Provide PD to train teachers (new teachers) to teach a systematic approach to phonics instruction, train teachers to understand the curriculum to provide explicit instruction, and train teachers to utilize engagement strategies. • Continue to 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 continue the shift from literacy to the science of reading • Provide an SBT leader with tutorials on PDD to build capacity in the SBT process and data collection • Revisit partnership with GCU to seek scholarships for ESOL and Reading Endorsement courses • USE SwPBS to offer a reward system for behaviors and attendance

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

- **Communication**

• Parent Trainings that may be offered to support parents/families as they work with their students at home (ELA) Literacy Nights, ELA Workbooks, Flash Cards, Make and Takes • Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA) PD, Modeling, how to communicate where students need support, how to review data, how to complete an SBT packet • Other (i.e., Communication, Physical Accessibility, Homeless/Migrant Families) Agendas, School marquee, Remind, Class Dojo, Weekly Emails, Website Strengthen how we provide opportunities for flexible meetings for parent to be engaged in their child's learning.

- **Parent Training**

The school will increase Parent Engagement Nights (PEN) from 4 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. The school will continue to partner with PTA and free resources to provide additional resources for families. Parents will be given literacy materials/activities to help support their child 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. Focus on phonics and vocabulary development in grades K-5 to increase student proficiency (parents training and materials).

- **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. Focus on phonics and vocabulary development (strategies to work on at school and home).

- **Parents**

Parents will be supportive, participate in the education process, and support learning at home. Attend Parent Engagement Nights and parent-teacher conferences. Parents will have students to school on time. Read with your child nightly and sign the reading log. Focus on phonics and vocabulary development (strategies to implement at home).

- **Staff Training**

The school will be inclusive and intentional with PDD, PLC, and Common Planning so everyone is prepared for Parent Engagement Nights and Academic Focus Nights. The school will also tie in community components from stakeholder meetings Teachers will be trained on how to build parent capacity during Literacy Night to support student learning at home. Literacy Night focus on reading foundational skills - create make and take, and provide families with strategies to support literacy at home.

- **Accessibility**

The school will continue to promote and execute a welcoming and inclusive learning environment. The school will make the necessary adjustments 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 accommodations can be met.

Math

1. List prioritized needs statements.

PM2 is showing that we are below the previous year's Math Proficiency FY21 19%, FY22 42%, FY23: 22.4% and FY24 40% FY25 data shows we are at: 3rd 1%, 4th 9%, and 5th 9%, projecting a 9% Math Proficiency. 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 increase the number of 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 with academic growth with targeted small groups. Students lack the Math Fluency skills (addition, subtraction, multiplication, division) to be successful with grade-level content.

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

- 28% of teachers have 0-3 years of teaching experience - *Lack of teacher knowledge of the math standards • PM2 is showing that we are below the previous year's Math Proficiency FY21 19%, FY22 42%, FY23 22.4% and FY24: 40%, Current data is 3rd 1% 4th 9%, and 5th 9% projecting 9% for FY25 - *Lack of fundamental skills (addition, subtraction, multiplication, and division facts) • Teachers need support from their Math Resource Teacher in using instructional time for basic Math fluency • Data indicates additional time is needed in the math block for reteaching the spiral reviews - *Lack of time and personnel to provide additional interventions for students • Mobility rate at 8% contributes to the loss of instruction • Absence rate in days missed: 5+ 41.6%, 10+ 16.7%, 15+ 8.2%, with a 17% Chronic Absent

3. Share possible solutions that address the root causes.

- Professional Development through PLCs, team planning through common planning - *Provide PD to train teachers (new teachers, math teachers, etc.) to teach a systematic approach to math instruction, and train teachers to understand the curriculum to provide explicit instruction • 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 Math fluency - Provide training and support for teachers (new teachers, math teachers, etc.) to implement explicit lesson planning to support differentiated learning

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

• Communication

Parent Trainings that may be offered to support parents/families as they work with their students at home (Math) Math Nights, Manipulatives to support student needs, make and takes * Will work on strengthening our communication with parents regarding the curriculum and proficiency level expectations and sharing assessment results and student progress. Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Math) PD, Modeling, how to communicate where students need support Other (i.e., Communication, Physical Accessibility, Homeless/Migrant Families) Agendas, School marquee, Remind, Class Dojo, Weekly Emails, Website

• Parent Training

The school will increase Parent Engagement Nights (PEN) from 4 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.

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 Math/Science. We will hold math night and parent training nights throughout the year. Provide support for standards; allocate funds for tutoring and incentives; focus on fluency (addition, subtraction, multiplication, and division facts) in grades K-5 to increase student proficiency.

- **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. Focus on fluency (addition, subtraction, multiplication, and division facts) in grades K-5 to increase student proficiency (strategies to work on at school and home).

- **Parents**

Parents will be supportive, participate in the education process, and support learning at home. Attend Parent Engagement Nights and parent-teacher conferences. Parents will have students to school on time. Focus on fluency (addition, subtraction, multiplication, and division facts) in grades K-5 to increase student proficiency (strategies to implement at home).

- **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 Staff training to assist teachers in understanding how to better engage and support parents/families as they work with their students 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 accommodations can be met.

Science

1. List prioritized needs statements.

66% of the school's 5th-grade students did not pass the Statewide Science Assessment (SSA) in 2023-2024. (34% student achievement, level 3 or higher). Based on the FY25 CP3 our science is down from last year at 28% proficient compared to 33%. We need to continue to work on the foundational skills of science vocabulary and comprehension to improve student achievement.

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 - * Lack of ELA skills needed to take FSA science
- Teachers need support implementing Science Strategies - * Lack of teacher knowledge of the science standards
- Mobility rate at 8% contributes to the loss of instruction
- Absence rate in days missed: 5+ 41.6%, 10+ 16.7%, 15+ 8.2%, with a 17% Chronic Absent.
- Students can be pulled for support services during Science and Social Students in grades 3 and 4 leading to a lower understanding going to 5th grade - * Lack of time and personnel to provide additional interventions for students
- Science data showing growth but not yet proficient FY22 13.5%, FY23 23%, FY24 39%, current data is 17%

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 opportunities for students to use hands-on experiences/practice to support student learning with instructional supplies and supplemental resources (Student workbooks, whiteboards, materials for science experiments, and more).
- Provide modeling and mentoring for all teachers to support teaching core Science instruction - *Provide training and support for teachers (new teachers, science teachers, struggling teachers etc.) to implement explicit lesson planning to support differentiated learning
- Extend data chats and deep dive into Progress Monitoring to make immediate adjustments in small groups and push in support
- Science coach to offer Science PLC and Common Planning to support teachers with Science curriculum - *Provide PD to train teachers (new teachers, science teachers, struggling teachers etc.) to teach a systematic approach to scientific processes and vocabulary. Train teachers to understand the curriculum to provide explicit instruction.
- Offer Science Club and/or tutorials

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

- **Communication**

Parent Training that may be offered to support parents/families as they work with their students at home Science and STEM Nights, Manipulatives to support student needs, make and takes Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home PD, Modeling, how to communicate where students need support Other (i.e., Communication, Physical Accessibility, Homeless/Migrant Families) Agendas, School marquee, Remind, Class Dojo, Weekly Emails, Website Continue to provide flexible times for parent trainings/meetings to support school-home partnership

- **Parent Training**

The school will increase Parent Engagement Nights (PEN) from 4 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.

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 acquisition of science vocabulary.

- **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. Focus on science vocabulary and scientific processes in grades K-5 to increase students' proficiency (strategies to work at school and home).

- **Parents**

Parents will be supportive, participate in the education process, and support learning at home. Attend Parent Engagement Nights and parent-teacher conferences. Parents will have students to school on time. Focus on science vocabulary and scientific process in grades K-5 to increase students' proficiency (strategies to implement at school and home).

- 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 Teachers will be able to support parents through Parent trainings and conferences providing resources on literacy foundational skills (science vocabulary, scientific method, etc).

- 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 accommodations can be met.

Action Step: Classroom Instruction

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

Budget Total: \$364,656.75

Acct Description	Description												
Resource Teacher	Resource Teacher will provide small group science and math instruction by push in/pull out format of small groups for identified students in grades 3-5 that are performing below grade level and model science strategies for teachers.												
Supplies	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Supply Type</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>2 pocket folders</td> <td>35</td> <td>\$11.39</td> <td>General Supplies</td> <td>Original</td> <td>\$398.65</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	2 pocket folders	35	\$11.39	General Supplies	Original	\$398.65
	Item	Quantity	Rate	Supply Type	Type	Total							
2 pocket folders	35	\$11.39	General Supplies	Original	\$398.65								

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Tutorial Supplies 2 Pocket Folders (packet)	12	\$20.71	General Supplies	Original	\$248.52
	Composition notebook for tutorial (pack)	30	\$79.99	General Supplies	Original	\$2,399.70
	#2 Pencils Ticonderoga 72 ct. pre sharpened to support student learning	90	\$20.71	General Supplies	Original	\$1,863.90
	ELA Performance Coach Student Workbooks (grade level??)	450	\$19.49	Instructional Materials	Original	\$8,770.50
	Teacher Edition ELA Performance Coach Books	20	\$24.99	Instructional Materials	Original	\$499.80
	STEM Garden Supplies (From Home Depot: Fertilizer, seeds, etc. not to include equipment)	1	\$478.33	Program Supplies	Original	\$478.33
	Post it notes (4 pack)	80	\$9.50	General Supplies	Original	\$760.00
	Tutorial Supplies 2 Pocket Folders (packet)	17	\$10.29	General Supplies	Original	\$174.93
	Highlighters (pack of 4)	86	\$1.62	General Supplies	Original	\$139.32
	Editable Sentence Strips	50	\$4.81	General Supplies	Original	\$240.50
	Sentence Strips	50	\$8.97	General Supplies	Original	\$448.50

Acct Description	Description									
	Item	Quantity	Rate	Supply Type	Type	Total				
	Case of paper to support student learning and delivery of instruction	132	\$44.50	General Supplies	Original	\$5,874.00				
	Tutorial Supplies 2 Pocket Folders	10	\$25.49	General Supplies	Original	\$254.90				
	Composition notebooks	125	\$4.99	General Supplies	Original	\$623.75				
	EXPO Markers to support planning and PLC	80	\$5.69	General Supplies	Original	\$455.20				
	3-5 ELA Measuring Up Student Workbooks	1	\$3,346.06	Instructional Materials	Original	\$3,346.06				
	Adjustment - benefits credit and final allocation.	1	\$4,778.61	General Supplies	Other	\$4,778.61				
	BT 514514 Amendment #2 - RETURNING funds for items listed in SWP.	1	\$10,142.75	General Supplies	Amendment	\$10,142.75				
	BT 514514 Amendment #2 -REDUCING budget line in order to create or increase other budget lines.	1	-\$31,755.17	General Supplies	Amendment	-\$31,755.17				
	BT 518266 Increasing line. *Review notes from 08.25 for information	1	\$2,268.50	General Supplies	Budget Transfer	\$2,268.50				
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Non certified support for grades 2-5 tutorial program after school in the	1	\$15.00	3	2	9	Non-Certified	Original	\$810.00	

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	spring. ITSA to support the technology being used and student support								
	Certified teachers supporting grades 2-5 to remediate classroom concepts afterschool in ELA, Math, and Science grades 2-5 in the spring typically Feb-April	9	\$37.00	3	2	9	Certified	Original	\$17,982.00
	BT 514514 Amendment #2 - DISSOLVING POSITION # 10123230 - - in order to create or increase other budget lines.	1	-\$15.00	3	2	9	Non-Certified	Amendment	-\$810.00
	BT 514514 Amendment #2 - INCREASING LINE - Certified teachers - Afterschool ELA Tutorial to remediate classroom concepts, 3rd-5th Grade (November-January)	9	\$37.00	3	1.5	9	Certified	Amendment	\$13,487.00
Resource Teacher	Science Resource Teacher will provide direct support to students in K-5 through STEM Lab instruction to reinforce Science Based Strategies.								
Resource Teacher	RTI/Support Resource teacher will lead 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 supplemental support they need.								

Acct Description	Description							
Out-of-system Subs	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total
	STEM, coverage for ITSA teacher (Geppert) when absent	1	\$21.00	1	3.5	10	Original	\$718.00
Resource Teacher	Reading Resource Teacher will provide small group literacy instruction by push in/pull out format of small group for identified students in grades 3-5 that are performing below grade level.							
Online subscription	Item	Quantity	Rate	Type		Total		
	BT 518266* REMOVING LINE ITEM* Review notes from 08.25 Flocabuary to support ELA and Math for K-5 students	1	-\$3,110.00	Original		-\$3,110.00		
	Rally Education (supports grades 3-5 ELA)	1	\$4,125.00	Original		\$4,125.00		
	BT 518266 * REMOVING LINE ITEM* Review notes from 08.25 Reflex Math, to provide Math Fluency support for K-5 students	1	-\$3,295.00	Original		-\$3,295.00		
	BT 518266 ADDING Scholastic Literacy Pro.	1	\$4,136.50	Budget Transfer		\$4,136.50		

Action Step: Professional Learning

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

Budget Total: \$7,550.00

Acct Description	Description								
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	BT 514514 Amendment #2 - Creating budget line for teacher collaboration - Teachers will plan lessons using the BEST standards, analyze data, develop instructional strategies to improve learning outcomes in all content areas, Jul-Aug, 2025	6	\$25.00	1	5	1	Certified	Amendment	\$750.00
	BT 514514 Amendment #2 - Creating budget line for teacher collaboration - Teachers will plan lessons using the BEST standards, analyze data, develop instructional strategies to improve learning outcomes in all content areas, Jul-Aug, 2025	6	\$25.00	1	5	1	Certified	Amendment	\$750.00
	BT 514514 Amendment #2 - Creating budget line for teacher collaboration - Teachers will plan lessons using the BEST standards, analyze data, develop instructional strategies to improve learning outcomes in all content areas, Jul-Aug, 2025	6	\$25.00	1	5	1	Certified	Amendment	\$750.00
	BT 514514 Amendment #2 - Creating budget line for teacher collaboration - Teachers will plan lessons using the BEST standards, analyze data, develop instructional strategies to improve learning outcomes in all content areas, Jul-Aug, 2025	3	\$25.00	3	5	1	Certified	Amendment	\$1,125.00

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	BT 514514 Amendment #2 - Creating budget line for teacher collaboration - Teachers will plan lessons using the BEST standards, analyze data, develop instructional strategies to improve learning outcomes in all content areas, Jul-Aug, 2025	7	\$25.00	1	5	1	Certified	Amendment	\$875.00
	BT 514514 Amendment #2 - Creating budget line for teacher collaboration - Teachers will plan lessons using the BEST standards, analyze data, develop instructional strategies to improve learning outcomes in all content areas, Jul-Aug, 2025	7	\$25.00	1	5	1	Certified	Amendment	\$875.00
Supplies	Item		Quantity	Rate	Supply Type		Type	Total	
	Flipchart Markers to support planning and PLC		3	\$7.50	General Supplies		Original	\$22.50	
	Cardstock to support planning and PLC		5	\$15.90	General Supplies		Original	\$79.50	
	File Folders for data crates to support PLCs		5	\$5.08	General Supplies		Original	\$25.40	
	Highlighters to support planning and PLC		3	\$6.19	General Supplies		Original	\$18.57	
	Binder Clips to support planning and PLC		3	\$3.88	General Supplies		Original	\$11.64	

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	EXPO Markers to support planning and PLC	3	\$5.69	General Supplies	Original	\$17.07
	Case of Paper to support planning and PLC.	10	\$44.50	General Supplies	Original	\$445.00
	Color ink for printers to planning, PLCs, and data dives	10	\$70.00	Technology	Original	\$700.00
	BT 514514 Amendment #2 REDUCED line in order to create or increase other budget lines	1	-\$619.68	General Supplies	Amendment	-\$619.68
Travel out-of-county	Item	Quantity	Rate	Type	Total	
	Florida PTA Leadership Convention July 10-13, 2025 at Championsgate Orlando Florida. 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! (Registration \$130, Lodging \$996- Per School, not requesting transportation or per diem)	1	\$1,126.00		Original	\$1,126.00
	BT 514514 Amendment #2 - Dissolving budget line in order to create or increase other budget lines	1	-\$1,126.00		Amendment	-\$1,126.00

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: \$13,397.00

Acct Description	Description										
Online subscription	Item						Quantity	Rate	Type	Total	
	BT 514514 Amendment #2 - CREATED budget line for DOJO. NOTE -- Pending TCC approval						1	\$70.00	Amendment	\$70.00	
Parent Support by School Staff	Item			Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	CLF Translations for SAC Meetings and Parent Engagement nights PFEP trainings			3	\$27.00	15	1	5	Non-Certified	Original	\$5,963.00
	Parent Liaison will coordinate school supplies and school uniform donations to support families with uniforms and school supplies. Additionally will corrdinate with parent flyers for all parent engagement nights			1	\$15.00	16	1	4	Non-Certified	Original	\$960.00
Supplies	Item				Quantity	Rate	Supply Type		Type	Total	
	Ink for poster maker for parent night marketing				5	\$100.00	Technology		Original	\$500.00	
	Math Manipulatives for Math Literacy Night				100	\$3.99	Manipulatives		Original	\$399.00	
	Paper/Card stock for flyers for parent night				10	\$11.79	General Supplies		Original	\$117.90	
	Refreshments for Parent Trainings - PFEP				3	\$300.00	Program Supplies		Original	\$900.00	

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Reading Book Markers for Literacy Night - Must be neutral. Cannot be motivational, promotional or marketing bookmarks	100	\$4.59	Manipulatives	Original	\$459.00
	K-5 Agendas - for school-home communication; NO customization	700	\$3.25	General Supplies	Original	\$2,275.00
	BT 514514 Amendment #2 REDUCING LINE in order to create a PFE online subscription budget line	1	-\$576.90	General Supplies	Amendment	-\$576.90

Mission Statement

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

Name	Title
Allyson Manning	Principal
Shaquala Coleman	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 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 all stakeholders 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 they serve.

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 FY26 CNA/SWP/PFEP meeting to jointly develop the schoolwide plan. The Staff CNA meeting took place on January 13, 2025, and the Stakeholder meeting with parents took place on February 28, 2025. 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 stakeholders 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 08/26/2025 Meeting #2 09/23/2025 Meeting #3 10/28/2025 Meeting #4 01/27/2026 Meeting #5 02/24/2026 Meeting #6 04/28/2026

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
Shaquala Coleman	Principal
TBD	Assistant Principal
Jennifer Martinez	Administrative Assistant

Annual Parent Meeting

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

September 16, 2026, 5 pm, 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 FY26 PFEP FY26 Compact

Staff Trainings

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 - PBS 1051 Google Meet attendance if the meeting is held virtually Copy of data shared at parent conference

- Month of Training

September 2025

- Responsible Person(s)

Shaquala Coleman

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Effective Communication Between Parents and Teacher: 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 in SIS. They will then be able to use this information in parent conferences to support academic and SLL. Teachers will also learn: The importance of Parental Involvement; What They Can Do to Support Parents; and What should be Shared and Discussed during conferencing.

- 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 2025

- Responsible Person(s)

Shaquala Coleman

Parent Trainings

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 and Math Fluency.

- 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 23, 2025 5:30 PM

- Responsible Person(s)

Ralph Santana

- 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)

200.00

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, and 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, and 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 25%.

- Date of Training

January 22, 2026 5:30 PM

- Responsible Person(s)

Tanzareka Redden

- Resources and Materials

Post-it notes pencils sentence strips note cards expo markers

- Amount (e.g. \$10.00)

200.00

5. Parent and Family Capacity Building Training #3

- **Name of Training**

STEM Parent Night

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

Parents will learn strategies for improving science vocabulary comprehension and how to engage in STEM activities with their children at home. In addition: Students and parents will learn ways to support multiple STEM skills to assist families in supporting students at home with daily reading routines and comprehension strategies, Math fact fluency games and number sense activities, Positive behavior reinforcement techniques (e.g., PBIS strategies), Homework organization and time management routines, Phonics and early literacy support, Growth mindset encouragement strategies, Technology tools or apps to support learning, Goal-setting and progress tracking with children, and Healthy habits and routines (e.g., sleep, screen time, nutrition).

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

Parents will participate in various hands-on STEM activities. Parents and students will use adaptive technology to complete phonic and phonemic awareness exercises to enhance STEM learning.

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

With the support of the parents, this training should result in increased reading fluency supporting stronger science vocabulary, increased student engagement and interest in STEM activities, improved problem-solving and critical thinking skills, greater confidence in applying STEM concepts at home and school, strengthened parent-child collaboration on STEM learning, enhanced understanding of real-world applications of STEM, and support for grade-level math and science proficiency.

- **Date of Training**

March 12, 2026 5:30 PM

- **Responsible Person(s)**

Shaquala Coleman and Detrice Clayton

- Resources and Materials

Books Science Reading passages Chromebooks STEM Activities Smartboards

- Amount (e.g. \$10.00)

200.00

Coordination and Integration

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Learning, 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 offer guidance and support for the school.

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

Sample Email communication with the Multicultural Dept. Sample translation provided by Multicultural Dept. (if applicable) Sample Handout given to parents regarding Multicultural Dept. services if one is provided by the Multicultural Department

- Frequency

As needed

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

- Name of Agency

New World Readers

- Describe how agency/organization supports families.

This agency provides a parent and family night with resources to enhance reading comprehension at home.

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

Photos of readers Thank you letter Email communications

- 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. Students take these dictionaries home to help reinforce learning at home. 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 Email communications/Calendar invite

- Frequency

One-time

Communication

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 three 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 after school/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 provides 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, and 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 are scheduled by the teacher and parents. Emergency meetings are also welcomed. SAC meetings are held in the evening 6 times a year and dates are communicated. 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

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.

FY26 Compact and PFEP Summary -translated PFEP summaries -translated Invitations Flyers Parent-teacher conference notes when the translator attended Translated parent link messages Translated letters

- 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

1. Activity #1

- Name of Activity

Roots and Wings provide tutorial support to grow readers in grades 1-4

- Brief Description

Using data, students who are invited to afternoon tutorials 3 days per week for 9 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

STEAM Club

- Brief Description

Students will be invited to participate in the after-school STEAM Club. Students will learn more about Science, Technology, Engineering, Art, and Technology.

Building Non-Academic Skills

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. The 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. School Counselors and our Behavioral 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

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 tiered 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 of reading blocks have 2 teachers in the classrooms providing small group instruction for 30 minutes.

Provision of a Well-Rounded Education

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, ESOL, SLL, 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. Students are also engaged in using math and science to make rockets and cars. Other opportunities to extend learning through clubs are offered after school. The following clubs are offered: Music Enrichment, 3 days per week, with artists in residence to teach students. Science Club, Cheerleading Club, Student Council, 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

1. Post-Secondary Opportunities and Workforce Readiness

Our goal is to 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 are 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 and are invited 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, and vocational workers share information about their jobs. The 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

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. 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, the 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 Learning

1. Professional Learning

Teachers participate in weekly Professional Learning Communities (PLC), where the 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 conduct 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 an 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 languages learn English. Students are immediately immersed into the English classes with support from teachers 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

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: 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. 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 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 the school, which leaves a positive impact on the staff. Rolling Green provides new teachers an ongoing professional development, learning team meetings, 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, and 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 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 the designated recruiter to improve talent acquisition effectiveness.