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

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# ELA

## 1. List prioritized needs statements.

3rd-grade proficiency levels are very low as they enter 3rd grade, not on grade level. Incoming 3rd graders in FY25 were at 29% ELA proficiency, and in FY26, the incoming 3rd graders were at 17% ELA proficiency, 12% decrease in proficiency. 3rd Grade ELA FY25 PM2 data was 19%, 3rd Grade ELA FY26 data was 10%, 9% decrease in proficiency. 3rd Grade SWD subgroup ELA FY25 PM2 data was 16%, and FY26 PM2 data was 0%, 16% decrease in proficiency. More teacher support and training around the small group instructional framework (PBELI). Student absenteeism continues to be a problem, which causes a loss of instructional time. Teachers need support in effectively integrating engagement strategies into instructional content, as difficulty doing so leads to decreased student engagement. Teachers continue to need support around the SBT process.

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

Teachers are currently only implementing 4/5 steps of the small group instructional framework (PBELI) with fidelity. Due to many teachers needing continual training and modeling, the steps were rolled out 1 step at a time. Proficiency levels remain very low, and we remain on the state list of low-performing schools, FY24: 29%, FY25:26%, projecting 29% for FY26. Absence rate in days missed: 5+ 36%, 10+ 12%, 15+ 6% Lack of student engagement in the ELA content has been observed by teachers and staff across K-5. Teachers still struggle to implement the SBT process with fidelity; the data collection process needs the most support.

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

Professional Development through PLCs, team planning through common planning, classroom walks with implementation feedback from coaches and admin. Professional Development through PDD days to provide training around phonics instruction, and training around explicit curriculum instruction, and training around engagement strategies. Continue to extend data chats to deep dive into the data to make adjustments to small group plans and push in support. Use SwPBS (PBIS) to offer incentives and student engagement strategies to increase student attendance and engagement. Provide an SBT leader to lead PDD to build the capacity around the SBT data collection process.

## 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, X, Weekly Emails. In our weekly communications, we will add literacy components to support ELA work for parents to do with students. Host an annual Title I meeting (in-person and virtual option) to explain Title I services, funding, and parent rights. Send home individual student score reports with explanations of performance levels. Offer parent-teacher conferences each quarter and upon request. Utilize progress reports, report cards, and SIS for real-time updates. Share proficiency expectations during Open House, Curriculum Nights, and parent workshops. Invite parents to serve on the School Advisory Council (SAC). Conduct parent surveys to gather input on school improvement, budgeting, and family engagement activities.

- Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (ELA) Literacy Nights, make-and-take activities, and ELA strategies that can be implemented 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 to address phonics skills, ELA strategies for students with disabilities, and building reading comprehension throughout the year. Teachers will encourage students to read for 20 minutes Monday-Thursday at home. Teachers will actively strengthen the School-Parent Compact by holding purposeful parent-teacher conferences that are guided by student performance data, including reading levels, assessment results, writing samples, and classroom observations.

- Students

The students will follow our R.O.A.R expectations and be active participants in their learning by asking questions and engaging in their work. They will read for 20 minutes at home to enforce literacy.

- Parents

The parents will commit to implementing learning strategies taught to reinforce learning at home and commit to having students in school.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA) Data chats, Professional Development, how to collect SBT data with fidelity, engagement strategies

- **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**

### **1. List prioritized needs statements.**

• Overall 14% drop in Math Learning gains across 3-5 in FY25, 3rd: 17% drop, 4th: 8% drop, 5th : 22% drop. • Teachers need support and coaching of the new math block and instructional materials. • Teachers need PD and modeling of math instructional practices. • More small group instructional support is needed.

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

Data shows that teachers need extra support in implementing instructional practices for struggling math students. Lack of support and modeling of instructional practices. Teacher absences and vacancies led to the math coach covering and teaching classes throughout the day. Not enough small group support in the math block from support staff to remediate math skills for struggling students. Lack of time and personnel to provide additional interventions to meet the needs of students (social, emotional, academic). Lack of parent capacity and knowledge of how to support learning at home.

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

Designate a coach to focus on math only PLC's weekly to model the implementation of math instructional strategies Implement the new math framework of daily spiral review with fidelity. Focus on the most struggling math students in a 20-minute foundational basic skills group, daily Professional Development on PDD days to train teachers around explicit math curriculum instruction.

#### 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, X, Weekly Emails. In our weekly communications, we will add a fun Math Facts for parents to work on with students. Host an annual Title I meeting (in-person and virtual option) to explain Title I services, funding, and parent rights. Send home individual student score reports with explanations of performance levels. Offer parent-teacher conferences each quarter and upon request. Utilize progress reports, report cards, and SIS for real-time updates. Share proficiency expectations during Open House, Curriculum Nights, and parent workshops. Invite parents to serve on the School Advisory Council (SAC). Conduct parent surveys to gather input on school improvement, budgeting, and family engagement activities.

- Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Math) Math Night, make-and-take activities for implementation at home, and manipulatives to support students' needs.

#### 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. We will hold Math nights and parent training nights throughout the year. Teachers will have daily math fluency practice to help strengthen math skills.

- Students

The students will follow our R.O.A.R expectations and be active participants in their learning. Students will complete 10 minutes of Math facts at home to reinforce learning at home.

- Parents

The parents will commit to implementing learning strategies taught to reinforce learning at home and commit to having students in school.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to engage better and support parents/families as they work with their students at home (Math) PD, modeling, math instructional strategies to support students who struggle in math, and training on how to use manipulatives in the classroom to support learning.

- **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**

### **1. List prioritized needs statements.**

FY24 TO FY25 data shows a 9% decrease in Science proficiency. Teachers are new to teaching Science. Continue to work on the foundational skill of science vocabulary and comprehension to improve student achievement.

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

Reading proficiency is low, which makes reading the science test difficult. Science is not taught with fidelity in 3rd and 4th grade, causing the 5th-grade science teacher to constantly play catch up. Lack of support from instructional support staff within the science block. Lack of time and personnel to provide additional interventions for students.

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

Reading and science tutorial offered two times a school year (Fall and Spring). Spring Break Science Bootcamp for students (hands-on activities). Weekly Science PLCs in 4th and 5th grade. Protect science time in 3rd and 4th grade to ensure fidelity of instruction. District trainings in science to support instructional implementation for teachers.

#### 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, X, Weekly Emails. In our weekly communications, we will add Science vocabulary for parents to work on with students. The school will use the following items to communicate with the school families: Host an annual Title I meeting (in-person and virtual option) to explain Title I services, funding, and parent rights. Send home individual student score reports with explanations of performance levels. Offer parent-teacher conferences each quarter and upon request. Utilize progress reports, report cards, and SIS for real-time updates. Share proficiency expectations during Open House, Curriculum Nights, and parent workshops. Invite parents to serve on the School Advisory Council (SAC). Conduct parent surveys to gather input on school improvement, budgeting, and family engagement activities.

- Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Science), Science and STEM Night, science make and takes/manipulatives 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.

- Students

The students will follow our R.O.A.R expectations and be active participants in their learning. Students will be able to retain and apply science vocabulary within the scope and sequence of the science lesson.

• Parents

The parents will commit to implementing learning strategies taught to reinforce learning at home and commit to having students in school.

• Staff Training

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Science), PD, modeling of instructional implementation, training around infusion of science vocabulary across content areas.

• 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.

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: \$186,620.65

| Acct Description    | Description                                                                                                                                                                                 |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Resource Teacher    | The 0.5 Reading Resource will provide small group literacy instruction by push-in/pull-out format of small groups for targeted students in grades 3-5 who are performing below grade level. |
| Supplies            | Supplies                                                                                                                                                                                    |
| Online subscription | Online subscription                                                                                                                                                                         |

| Acct Description        | Description                                                                                                                                                                                                                                                 |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Resource Teacher        | RTI/Support - Resources teacher will lead the SBT team in 1-3 tier support for ELA and Math. Resource teacher will receive, review, and analyze data prepared by teachers to ensure students in grades K-5 will receive the supplemental support they need. |
| Resource Teacher        | The Resource Teacher will provide small group math instruction by push in/pull out format targeting students in grades 3-5 that are performing below grade level and model science strategies for teachers.                                                 |
| Certified Tutorial      | Certified Tutorial                                                                                                                                                                                                                                          |
| Computer HW;<br>non-cap | Computer HW; non-cap                                                                                                                                                                                                                                        |

## 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: \$119,451.55**

| Acct Description                  | Description                                                                                                                                                                                                                                                             |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Supplies                          | Supplies                                                                                                                                                                                                                                                                |
| Single School Culture Coordinator | This 216 Day Single School Culture Coordinator will support teachers in data analysis, lesson planning, implementation of strategies for ESE and ELL students, content knowledge development, and schoolwide behavior initiatives through PLCs, coaching, and modeling. |
| Teacher Collaboration             | Teacher Collaboration                                                                                                                                                                                                                                                   |

| Acct Description      | Description           |
|-----------------------|-----------------------|
| Out-of-system PL Subs | Out-of-system PL Subs |
| Computer HW; non-cap  | Computer HW; non-cap  |

## 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: \$10,700.80

| Acct Description                             | Description                                  |
|----------------------------------------------|----------------------------------------------|
| Supplies                                     | Supplies                                     |
| Parent Support by Comm Language Facilitator  | Parent Support by Comm Language Facilitator  |
| Non-Certified Parent Support by School Staff | Non-Certified Parent Support by School Staff |

## Mission Statement

1. Mission Statement

Our mission is to empower every student to become a confident, lifelong learner by fostering a nurturing and inclusive environment where academic growth, character development, and resilience are valued. We are committed to teaching the whole child by providing equitable opportunities, high expectations, and unwavering support, ensuring that every child is encouraged to reach their full potential and never gives up. Our goal is to create a welcoming and inclusive learning environment for students, parents, and staff.

Involvement of Stakeholders

| Name              | Title                      |
|-------------------|----------------------------|
| Shaquala Walls    | Principal                  |
| Nikki Christensen | Assistant Principal        |
| Megan Early       | SBT Leader                 |
| Sony Joseph       | SAC Chair                  |
| Judith Jean-Noel  | Teacher/CCLC 21st Director |
| Sara Demar        | After Care Director        |
| Katira Mateo      | Parent                     |
| Jennifer Martinez | Administrative Assistant   |
| Tanzareka Redden  | Reading Coach              |
| Ralph Santana     | Math 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. Meeting dates are also posted on the school's marquee, monthly activities calendar, monthly newsletter, and by text messaging. Weekly emails can be translated into over 100 languages. At the beginning of the year, we invite all stakeholders to the SAC meeting and conduct member elections. The SAC, along with parents, develops and approves 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 FY27 CNA/SWP/PFEP meeting to jointly develop the schoolwide plan. The Staff CNA meeting took place on January 12, 2026, and the Stakeholder meeting with parents took place on January 27, 2026. 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 5 p.m., and parents will be sent an invitation a week before. Meeting #1 08/25/2026 Meeting #2 09/22/2026 Meeting #3 10/27/2026 Meeting #4 01/26/2027 Meeting #5 02/23/2027 Meeting #6 04/27/2027

**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 parents' and stakeholders' input, funds will be used to purchase materials based on feedback from parents. These funds will be used to provide parent training that will impact student achievement. In addition, these funds will purchase materials for parent trainings.

| Name                     | Title                    |
|--------------------------|--------------------------|
| Shaquala Coleman         | Principal                |
| Nikki Christensen        | Assistant Principal      |
| Jennifer Martinez        | Administrative Assistant |
| Majorie Gustama-Simon    | Parent                   |
| Angelica Diego Francisco | Parent                   |
| Roots and Wings          | Business Partner         |

# Annual Parent Meeting

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

September 17, 2026, 5 pm, in the 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, Flyer Invitations, School website, call-out, weekly email reminders. All communications will be sent in all applicable languages.

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 FY27 PFEP FY27 Compact

# Staff Trainings

## 1. Staff Training for Parent and Family Engagement #1

- Name of Training

Parent and Family Engagement

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

Structured Two-Way Communication System, What staff will learn, How to consistently use a schoolwide communication platform, Class Dojo. How to create weekly class updates and reminders and direct messaging with families. Implementation with families can include: Weekly class updates and reminders, Direct messaging with families, logging parent contacts, and using the agenda to support home-to-school connections

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

The implementation of this staff training is expected to significantly strengthen family engagement by building staff capacity to develop meaningful, consistent, and culturally responsive partnerships with families. As a result of this training: 1. Increased Family Participation, Families will participate more frequently in school events, workshops, and conferences due to improved communication, flexible opportunities, and more relevant, engaging activities. 2. Stronger Two-Way Communication, Communication between school and home will become more consistent and reciprocal, with families feeling more comfortable asking questions, sharing concerns, and engaging in their child's education. 3. Improved Family Confidence in Supporting Learning. Families will gain a better understanding of academic expectations, curriculum, and strategies to support learning at home, leading to increased confidence and involvement in their child's academic progress. 4. More Equitable Engagement, Schools will reduce barriers to participation by implementing inclusive and culturally responsive practices, resulting in increased engagement from historically underrepresented families. 5. Stronger School-Family Relationships, Trust, and collaboration between staff and families will improve, fostering a welcoming school environment where families feel valued as partners. 6. Data-Driven Improvements, Family engagement efforts will become more targeted and effective through the use of parent feedback and participation data to guide decision-making. 7. Positive Impact on Student Achievement

- What will teachers submit as evidence of implementation?

Communication Artifacts from Class Dojo Family Conference Documentation Data Shared during a conference (when applicable)

- Month of Training

September 2026

- Responsible Person(s)

Nikki Christensen

### 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.

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

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. This training will build teacher capacity to work with supporting parents.

- What will teachers submit as evidence of implementation?

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

- Month of Training

November 2026

- Responsible Person(s)

Nikki Christensen

# 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 different math manipulatives to teach parents how to support math learning at home in a fun, engaging, and educational way.

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

Parents will be able to use the tools and resources to help students at home work through Math facts. This at-home learning will help to increase math proficiency.

- Date of Training

October 22, 2026

- Responsible Person(s)

Ralph Santana

- Resources and Materials

Paper, iReady Math worksheets, dice, playing cards, flash cards, teacher-created math fact sheets, anchor chart paper, post-it notes, and index cards.

- Amount (e.g. \$10.00)

300.00

### 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 15%

- Date of Training

January 21, 2027

- Responsible Person(s)

Tanzareka Redden

- Resources and Materials

Post-it notes pencils sentence strips note cards expo markers crayons

- Amount (e.g. \$10.00)

300.00

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

- Name of Training

Family STEM 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 be participate in various hands-on STEM activities through a rotating tabel system. Parents and students will use adaptive technology to complete phonics 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 11, 2027

- Responsible Person(s)

Megan Early

- Resources and Materials

Books Science Reading Passages Chromebooks STEM Activities Smartboards STEM building stations provided by the COX Science Center

- Amount (e.g. \$10.00)

300.00

## 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. Parent participation in annual IEP, 504, and LEP meetings

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

Agenda SAC meeting invitations SAC Meeting Minutes Parent conference notes LEP/ESOL/IEP/504 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 if applicable

## 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.

FY27 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

Parents are given backpacks with books for reading (10) and books for math and science. Strategies for using these books at home are translated into native language and CLFs are available to help explain how these books can be used at home. Parents are given brochures with websites addresses for students to participate in online activities. 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 if applicable Translated letters CLF/sign-in on conference sheets when applicable

- 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

Exempted

- Brief Description

Exempted

## 2. Activity #2

- Name of Activity

Exempted

- Brief Description

Exempted

## 3. Activity #3

- Name of Activity

Exempted

- Brief Description

Exempted

## 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 resolution and problem-solving, and more. Students have a growth mindset not only for academics but also for how to have a 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 services 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. Extracurricular instructional program, starting in October, 21st 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, SPIRE and Voyager, 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, and 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 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. 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 project-based learning opportunities. Furthermore, high-achieving third and fifth-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 learning/development, 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 learning. 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 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.