

Orange County Public Schools

Rosemont Elementary



2015-16 School Improvement Plan

Rosemont Elementary

4650 POINT LOOK OUT RD, Orlando, FL 32808

www.ocps.net/lc/north/ero

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	79%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	96%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	C	C	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Environment

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

As a school, we will participate in various professional developments that will better equip teachers and staff to build and maintain a safe, trusting relationship with our students. Due to the large amount of students presenting significant learning and behavioral needs, we provide training on behaviors and poverty to teachers in order to engage all learners. These trainings give teachers the tools they need to better relate and understand their students' cultures and environments. Some of these trainings include Eric Jensen Poverty Awareness, Kagan, CHAMPS, and school based PD for engaged instruction and activities. We have an extensive mentorship and training program for new teachers to Rosemont and teachers who have just entered the education field. The mentors work very closely with their mentees throughout the school year to support teacher needs. Our school uses a Positive Behavior System with CHAMPS procedures throughout the campus. Rosemont staff realizes that our parents face numerous challenges related to low socioeconomic status, and we have catered to this need by developing an effective parent involvement program called Rosemont Parent University, and offer monthly family events and parenting classes to bridge the gap between home and school learning.

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

To help ensure safety on campus, there is constant supervision throughout the campus at all times. Several staff members are spread throughout the campus with a radio to keep communication open as we supervise the campus. This supervision goes on before school and at dismissal. While school is in session, students are required to walk in groups of two or three with a pass. We have also extensively trained our front office staff on being welcoming, catering to parents, and providing a positive first impression of our school. This school year we implemented a stricter policy on supervision with arrival and dismissal as an added precaution.

The leadership team is trained to use Crisis Prevention Intervention as a last resort and counseling as a first resort. When a student is being unsafe to himself or others, interventions and consequences are implemented as necessary to retrain behaviors. We are committed to preventing behaviors and offer the highest levels of support for teachers who deal with students who display high rates of problem behavior. Students are motivated to perform and behave well due to culture of success and incentives geared to increase number of behavior and academic high performing students. We make it a priority to acknowledge appropriate behaviors and frequently reward and reinforce these student behaviors. Rosemont has a zero tolerance policy for bullying, harassment, and fighting, and bullying campaigns, contracts, parent support, and training allow teachers and staff to reinforce this expectation for all students. Students receive weekly character education lessons as well as class meetings in order to reduce conflict and maintain a positive learning environment.

We added a security officer to ensure that students and staff feel safe and secure when on campus. We also have our School Resource officer on campus weekly. Additionally, security fencing enclosing the perimeter of all buildings and classes was installed as an added precaution. We also are piloting a new visitor sign in system that will check a 50 state database of offenders when our visitor IDs are scanned. The school is scheduled to receive a buzz in entry system in the fall of 2015.

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

We have developed an MTSS-B system with strong support and interventions for each student. Our school-wide behavior system ensures that every student is acknowledged for making good choices throughout the day. In every classroom, the teacher will have at least two interventions in place as a response to the behavior displayed. If the behavior continues after the two interventions in place, then a call for assistance is made. If the student has had repeated classroom interruptions or behavior issues, then the teacher and MTSS coach will review student behavioral and academic data and develop tier 2 interventions. Then the teacher will collect two weeks of ABC data to identify the antecedent. A tier 2 student will have three specific interventions in place. If the behaviors continue to increase, then the student will move into tier 3. The student will have four or more interventions used on a daily basis. The teacher will collect data using frequency charts on a daily basis. Students in tier 3 MTSS-B plan will receive weekly social skills lessons in a small group setting. The skills they will be learning will be following directions, being respectful, how to handle anger, how to cope with being bullied, and other skills that the student will need to be successful.

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

Students who are identified through tier 3, will be given social skills in a small group setting. We have a Lakeside/Aspire counselor on campus five days a week available to support students with parent approval. The counselor sees children in a small group setting or one on one weekly. We also have a social worker that we would refer families to in order to obtain services for their needs.

Early Warning Systems

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

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

Attendance below 90% - The classroom teacher contacts student's parents by phone after 3 absences. Attendance reports are monitored weekly and letters are sent home when 5 or more absences are noticed within a 90 day period. If attendance goes beyond 10 days in a 90 day period, the attendance clerk sends additional notices and holds a warning conference with parents via phone/office to discuss absences. When additional absences occur beyond the warning conference, the Child Study Team will hold a meeting to include the social worker and parents to discuss reasons for tardiness and absences. Interventions and attendance contract is created. If this contract is violated, the parents are in jeopardy of going to truancy court.

Suspension – Teachers must contact parents prior to writing a referral. Classroom interventions must be in place for a student that exhibits disruptive behavior frequently. Students that need additional behavioral support are included in the MTSS-B intervention model and behavior plans are created by the MTSS team, for students with multiple disciplinary concerns. These students receive social skills lessons four times a week with resource teachers as well as Lakeside counseling if approved by parent. These students are monitored weekly by classroom teacher, dean, and MTSS team/admin. Rosemont tries to prevent out of school suspensions by placing referral students in PASS. While

students are in PASS, they receive academic instruction from a highly qualified instructional teacher. If students receive a suspension, parents are highly encouraged to take students to elementary grade alternative to out of school suspension sites.

Students that are below grade level in ELA/Mathematics - All students receive core instruction for ELA and Mathematics. Students will receive differentiated instruction in a small group setting determined by their academic levels. Students that exhibit need for Tier 3 academic interventions are included in the MTSS intervention resource schedule and receive targeted instruction daily. Students that fall below grade level in ELA/Math are monitored weekly by admin. The MTSS team meets also weekly to review data and progress of these students needs and adjust interventions as needed. The classroom teacher (and resource teacher if applicable) monitors their progress and holds data chats with all students weekly. Parents are contacted to discuss their students progress as well as the MTSS process. Report card conferences are held after each nine weeks to discuss student progress with all parents. Students grades K-5 performing in the lowest quartile in reading and math are invited to after school tutoring that is held five days a week.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	33	31	28	32	7	8	139
One or more suspensions	5	1	10	13	7	6	42
Course failure in ELA or Math	24	62	51	99	28	11	275
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	8	13	15	28	4	1	69

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

Students exhibiting two or more warning signs are identified. This list is shared with the leadership team, front office; if it is an attendance problem, and the classroom teacher of the student. The leadership team along with classroom teacher meets to discuss the intervention monthly. Students' attendance below 90 percent are tracked for attendance. Phone calls are made home if students miss more than two days in a row. Rosemont's start time was moved forward by 30 minutes last year to assist in tardiness. Students that have frequent tardiness and absences are identified and an improvement plan is made and discussed with parents/students. Rosemont staff realizes that our parents face numerous challenges related to low SES and we have catered to this need by introducing "Rosemont Parent University" to provide parenting support and development for all parents.

Students in danger of suspension are counseled and checked up on daily by the Dean, the behavioral support team members, or Administration. Parent conferences are held frequently by dean, admin, and classroom teacher when repeated disruptive behavior occurs. Students placed in PASS receive grade level work while supervised by a highly qualified teacher.

All students' core instruction is being tracked and monitored heavily by classroom teachers and the academic leadership team. A majority of students in grades 3-5 fall in the following categories:

Course failure in ELA or Math and Level 1 on statewide assessment. These students' scores are progress monitored weekly, along with attending intervention group daily for reading and math and being invited to tutoring. Intervention groups are aligning their instruction to grade level standards to increase students grade level knowledge. Some of these students are also receiving one on one weekly instruction for additional grade level support.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/176152>.

Description

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

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

The process of a School and Community Partnership is to improve the educational outcomes of students. We will use the Community Partnership to involve the parents at Rosemont Elementary in many ways. School and Community Partnerships provide an opportunity to increase the attendance, engagement, and parent/student involvement in school activities. By working together, school, partnerships and families can increase their combined capacity to positively influence student outcomes. A School and Community Partnership commitment is based on shared responsibility for the education of Rosemont Elementary students. A partnership is negotiated between the school, the parents and the local community and it is a commitment to change the way the school and community work together. Rosemont offers a "Rosemont Parent University" (RPU) to provide parenting support and development for all parents. We use teacher volunteers as "Rosemont Nannies" to offer childcare to parents during these events. The introduction of a performing arts department (music, dance, and art) has allowed us to nourish our students with music and the Arts as well as welcome and increase the amount of parental involvement at these monthly events. Parents are encouraged to utilize our Tuesday night extended hours of media center as well as attend monthly SAC/PTO, RPU, and musical events. We also have a school Facebook page for the first time this year, in order to keep our parents informed of our events.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Harrelson, Patty	Principal
Nelson, Martha	Assistant Principal
Fortunat, Rachel	Instructional Coach
Anderson, Willie	Dean
Seyler, Lisa	Other
Jones , Kathryn	Instructional Coach
Jordan, Amanda	Assistant Principal
Zaidi, Sumbul	Psychologist

Duties

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

Patty Harrelson monitors the entire MTSS process and gives input to ensure that the MTSS process has been successfully implemented and is appropriate for the students and teachers. She holds monthly data meetings with all teachers to ensure that each child is being successfully taught the core and students academic needs are being met in small group instruction. She monitors the effectiveness and implementation of our core by daily classroom visits, accompanied by specific feedback. If she sees any concern, coaching and feedback are provided. She also sets guidance for weekly PLC team meetings.

Martha Nelson (AP) and Amanda Jordan (AP) assist Mrs. Harrelson (Principal) in ongoing progress monitoring of teachers and the MTSS process. They also monitor the effectiveness and implementation of the core by daily classroom visits and provide coaching feedback. They also are part of monthly data meets along with weekly PLC team meetings. Lesson plan feedback and coaching is also provided weekly.

Kathryn Jones (CRT) heads up our Eagle Pack (New to Rosemont) learning cadre, and works with our mentors to ensure a successful first year for these teachers. She also models lesson for teachers in need of support. Having the ability to see someone else deal with all the challenges you normally deal with, but approaching those issues in a different way, is a powerful and productive learning opportunity.

Rachel Fortunat (MTSS/ Instructional Coach) holds meetings with teachers and helps them track and graph their students' performance. Graphing performance affords the teacher the ability to visualize trends that are occurring within a student's data. Trends are utilized to determine MTSS academic and behavior support needs. She also heads the monitoring of our intervention program and groups students according to their ability. She works with teachers of students who are exhibiting extreme behavior needs and retrains/teaches positive behaviors. She also coordinates with the classroom teacher to create behavior intervention programs and models best practices for specific teachers.

Lisa Seyler (Staffing Specialist) holds meetings with parents to determine ESE eligibility and ensure that all components of 504 plans and IEPs are being satisfied.

Willie Anderson (Dean) supports the efforts of the behavior system and supports the staff in providing a safe learning environment for all. He spearheads the school-wide behavior plans.

Zaida Sumbul, our school psychologist, attends educational planning team meetings and consults with teachers and staff to identify appropriate evidence-based academic interventions, social-emotional behavioral strategies, reviews progress monitoring data and other methods of assessment utilized to maximize student achievement. Additionally, the School Psychologist provides data through psycho-educational evaluations and diagnostic assessments to help develop interventions and educational goals that may lead to eligibility for ESE services. Academic and behavior meetings are held weekly to discuss the progress of identified students.

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

Teachers at Rosemont ES collect and utilize current data to make daily/weekly instructional decisions; ex: to create small groups for reading and math. Each student on every grade level is progress monitored bi-weekly via common core formative assessments for current skill attainment in math and reading comprehension/fluency. Those skill attainment levels are utilized for small group creation. Additionally, students are tested quarterly using AIMS (K-2) for reading/math, STAR (K-5) for reading and, I-ready diagnostic (K-5) in reading/math. These assessment results, combined with available prior year summative data, are instrumental in determining students current performance levels and determining which students require tier two and three intervention services. Rachel Fortunat, MTSS coach holds MTSS data meetings with teachers and school administration monitors intervention student data during data meetings with teachers held monthly.

The Title One funds are used to supplement educational activities at Rosemont Elementary School. Our funds are used to hire additional instructional resource staff that intervene and provide additional learning opportunities for the most at-risk students (who are all working below grade level) in small groups for math and reading. Additional Title I funds are used to purchase supplemental curriculum to provide needed intervention. Student performance data from assessments is used to drive differentiated instruction for all. Title One funds are also used to provide curriculum writing hours, staff development, and lesson planning time that allows teachers to plan for rigor.

Additional Title One funds are spent on the Voluntary Pre-Kindergarten (VPK) class that is taught by a certified teacher and a paraprofessional. The VPK program affords our students one additional year of academic growth so that they are better prepared to enter kindergarten.

SAI funds will be utilized to pay the salaries of our tutoring teachers and the tutoring curriculum. This additional instructional opportunity is desperately needed to close the achievement gap that exists between our students and their counterparts from other socioeconomic strata. Rachel Fortunat manages the tutoring program while Katie Jones maintains the resources for the program. Student performance data is shared monthly at data meetings with administration.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Joslyn Vilabrera	Teacher
Patty Harrelson	Principal
Stephanie David	Teacher
Jeff Schwenneker	Business/Community
Scott Ross	Business/Community
Ashley Colon	Parent
Martha Nelson	Student
Amanda Jordan	Principal
Taryn Rukovitz	Business/Community
Jarvis Phillips	Parent
Pamela Aho	Parent
Rachel Fortunat	Teacher

Duties

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

Evaluation of last year's school improvement plan

The SAC committee met on September 1, 2015 and reviewed last year's SIP. We discussed student performance data and AdvancED trends. Plans for the 2015-16 year were initiated as well as barriers/strategies. Action steps for the coming year were listed. Rosemont is implementing an Advanced Academy consisting of advanced classes in grades K-3. Rosemont has also added KAGAN cooperative learning as well CHAMPS behavior model to ensure consistent procedures. These initiatives will help coach teachers in their instruction and engage students better. School based professional development along with coaching and feedback are largely how we plan to embed rigorous standard based instruction in lessons in order for all learners to be proficient. The intervention model was revised to meet more students needs, more effectively by adding additional intervention teachers. All students will complete the I-ready diagnostic assessment, STAR, and AIMS (K-2) to determine students that are below grade level and to identify their deficient skills. Those in need of additional instruction, will receive from intervention teachers using intervention materials from our core. This will also determine students that will be included in the after-school tutoring program scheduled to begin October.

Development of this school improvement plan

The School Advisory Council is responsible for final decision making at the school relating to the implementation of the provisions of the annual School Improvement Plan. The Rosemont School Advisory Council assists in the annual preparation and evaluation of the School Improvement Plan (SIP) and in the preparation/approval of the school's annual budget.

Preparation of the school's annual budget and plan

The SAC committee met to discuss funds. All SAC members present agree all SAI funds should be used for after school tutoring.

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

Rosemont plans to use SAI funds for after school tutors and tutoring curriculum used for tutoring.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Harrelson, Patty	Principal
Nelson, Martha	Assistant Principal
Fortunat, Rachel	Instructional Coach
Jordan, Amanda	Assistant Principal
Jones , Kathryn	Instructional Coach
Aho, Pamela	Other

Duties

Describe how the LLT promotes literacy within the school

The LLT first ensures that all reading teachers are trained in our core program: Journeys. Also, the LLT monitors that every single student receives instruction on their level and organic interventions are in place that can be changed to fit the need of each individual student. Some of the processes that have been put in place to ensure the program's success are: five ESE certified teachers that push into classrooms to work with targeted groups of students based upon current data, cross grade level intervention grouping based upon student performance on common assessments and having vertical planning meetings to ensure that PLCs are school-wide. Rosemont ES uses Accelerated Reader (AR) school wide. Students are assessed three to four times a year to find their appropriate reading level zone. The media center is open daily for student to check out books in their reading zone. Media night occurs each Tuesday allowing students to have additional time to read, check out books, and take AR tests. Students are allowed to take AR assessments when they are done reading their book. Teachers along with students set a reading goal for points earned from AR. Teachers monitor these points daily and have weekly data chats with each student. The principal meets monthly with teams to discuss students AR progress. The principal also meets quarterly to discuss AR points with students.

Public and Collaborative Teaching

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

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

Rosemont teachers hold weekly Professional Learning Community meetings weekly to analyze student data and their academic progress. Norms for meetings are agreed on at the beginning of the year and are stated at the beginning of all team PLC and meetings. Teams also have weekly uninterrupted meetings to discuss teams' needs; for example, planning, pacing, tests, etc. Teachers are strongly encouraged to work with peers positively and respectfully. This is demonstrated by administration at team data meetings and faculty meetings. Teachers are often given guiding questions and or data to collaboratively analyze and discuss leading to more impactful planning. Katie Jones, CRT and instructional coach for 3-5 and Rachel Fortunat, MTSS and instructional coach for K-2 utilize the coaching cycle in order to support teams and or teachers in need in areas of planning, delivering, and assessing either in PLC meetings or one on one.

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

Rosemont Elementary School only recruits highly qualified, certified, effective teachers through a strict screening process that involves: 1. calling references and dialogue with current/previous administration to ensure that individual would be a good fit for school, 2. interviewing said candidate with an interview committee composed of: principal, assistant principal and prospective grade level team members, to further determine best fit to fulfill the needs of our school, 3. only offering positions to those individuals

who have passed the first two steps in the recruitment process.

Rosemont Elementary School retains its highly qualified staff through proper team building, instructional coaching, feedback, and support, recognition, positive praise, validation, mentoring and ongoing professional development. The individuals who are responsible for these aspects are: assigned mentors, CRT, and entire administrative and resource teams.

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

Below are the mentor and mentee pairings. Mentees were paired with a mentor that has already been certified and has taught that grade level in the past. Anyone new to Rosemont is assigned to our monthly mentoring program, regardless of experience.

Otis- Samantha Bryant*

Shepherd-Lureen Russell** and Kelsey Sparkes**

Stanton-Kayla Schappacher**

Victor- Roberta Onore*

Plata- Samantha Hotchkiss*

Orlebeke- Emily McPhail**

Davis-Garland Schmidt*

Rose-Naomie Shakur**

Bardsley-Mark Beusse**

Evert- Chan Denise Budhoo** and Dawn Tay **

Cunningham-Alicia Gardinier*

Vilabrera-Craig Walls** and Samantha Young**

Jones- Paul Ratcliff*

* new to district, 2 or more years teaching

** 2nd year teaching, new to Rosemont

All mentors and mentees will attend monthly meetings where they will discuss challenges and successes that they are experiencing. Concordantly, the mentors will meet with their mentees daily, face to face informally, and weekly on a more formal basis.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

Instructional Strategies

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

Rosemont Elementary School uses AIMS Web (K-2 only), STAR, I-ready diagnostic for progress monitoring. Each teacher progress monitors their ESE students, as well as any student in the tier 2 MTSS phase weekly. Principal, Assistant Principals, and MTSS coach monitor this data bi-weekly. During the monthly monitoring meeting; the third week of each month, each teacher meets with the

principal, Assistant Principals, and MTSS coordinator to discuss each student, and examine data and discuss changes if needed.

AIMS Web(K-2), STAR, and intervention program assessments are used to determine which students need to move to Tier 2 or 3 of MTSS. GoMath! and Journeys unit common formative assessments are also considered to determine skill attainment levels of these students. Teachers are expected to differentiate whole group and small group instruction including their presentation and response. Factors such as setting, task completion, study skills, classroom management and behavior strategies will be implemented to meet the needs of students having difficulty attaining the proficiency. Some students requiring Tier 2 or Tier 3 support are added into the intense intervention schedule provided by one of our ESE certified instructors daily or weekly (depending upon need).

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

Strategy: After School Program

Minutes added to school year: 3,000

K-5 students in lowest quartile in reading and math will be offered after school tutoring offered through 21st Century afterschool tutoring and enrichment program. Students will receive both reading and math instruction during tutoring. Additionally, selected students in 5th grade will receive accelerated tutoring in math. Previous FSA and IOWA scores as well as current AIMS testing data, STAR data and the iReady diagnostic assessment will provide tutors with specific areas of strength and weakness so they can group students for instruction and target reading and math skill deficits. The Florida Ready consumable curriculum will be used to instruct, along with supplemental and hands-on materials. Afternoon tutoring will take five days a week in 75 minute sessions. Tutoring will begin October 5 and will resume until June 2016.

Strategy Rationale

Instruction in core academic subjects and enrichment activities are planned to contribute to a well-rounded education. Rich teacher collaboration and common planning as well as professional development with use of the iReady curriculum are utilized. Students selected for the accelerated math tutoring will be students identified as "bubble students" on FSA performance assessment.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Fortunat, Rachel, rachel.fortunat@ocps.net

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

Teachers will use iReady as well as benchmark, mini assessments, MAP, and AIMS (K-2) progress monitoring data to diagnose reading and math strengths and weaknesses for every student involved in tutoring.

The students will be progress monitored weekly using the iReady system. The progress monitoring data will be graphed and reported to school and district administration. Quarterly benchmark assessments will be administered using iReady to help teachers plan instruction.

Student Transition and Readiness

PreK-12 Transition

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

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

All incoming kindergartners are screened with FLKRS and the appropriate interventions and class settings are enacted based upon data. All students in K-2 are AIMSweb and STAR assessed four times a year. This data is analyzed by administration, intervention coach and classroom teachers. Students are grouped according to this data, and moved based on their academic progress. Students in grades K-2 are also given the MAP assessment. Students that score below grade level on the screening, then go through a diagnostic assessment which identifies their deficiency. We will then target that deficient skill in tier 2 interventions. Additionally, the tutoring program was expanded to include students from Kindergarten all the way to 5th grade.

Rosemont also communicates with surrounding schools, which our student frequently transfer to. MTSS data is forwarded to new schools when students transfer and requested when incoming. We also use the same instructional software to ensure a smooth transition from school to school. Middle school partnership with Lee Middle school includes orientation, field trip to school, course selection in small group settings, and selection of IB students based on performance data.

College and Career Readiness

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

Rosemont initiates its STRONG program each year in an effort to boost positive thinking, character, and goal setting. This includes implementation of CHAMPS strategies to build positive morale and community. We also embed speaking, writing, and listening skills by use of KAGAN collaborative structures. Additionally, we motivate students in fourth and fifth grade towards college and career planning by advertising school staff's college and career institutions. These students are also encouraged to participate in dress for success days that occur monthly in order to instill experiences with professionalism and offer students a focus of success geared towards college and career awareness. Students will be exposed to goal setting, job sharing, and mentoring from our partnership with HYATT, Schwenn Services, and Love Pantry. Teach-IN annual event also exposes all students to career choices and opportunities. Each spring, selected students are invited to HYATT for job shadowing experiences. In addition, we are preparing to become a Primary Years IB school.

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

Students in grades 3-5 will receive technology based learning based on district's digital curriculum program and will gain exposure to word processing, workbook creation, and Powerpoint presentation applications. Students will begin with a practice test in order to determine level of skill and will use the IC3 Spark web program minimally three times a week during ELA block and scheduled computer lab times. Students in grade 5 will be expected to complete the CAPE digital tools certificate by June 8, 2016.

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

Beyond the digital CAPE certificate, Rosemont hosts a Science Fair for all grades in the spring. This school-wide initiative exposes students to the scientific inquiry learning process. All classes participate and selected students are chosen to represent the school at the district science fair. Students in grades K-3 that have performed above grade level on performance measures are included in Advanced classes. These classes are designed for students to receive grade level instruction at an enriched and rigorous pace. These classes include project based learning and themes that are geared to boost problem solving and independent thinking skills. Students in grades 3-5 have exposure to STEM curriculum and learning opportunities. We also have an afterschool STEM club as well as a CHESS club.

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

Rosemont continues to strive to increase students performing at or above grade level. We contribute these gains to many improvements that have occurred in the most recent years. We take great pride in enriching our teacher and staff understanding. As a school, we continue to participate in various professional developments to better equip teachers and staff to build their knowledge base and improve teaching practices. This includes planning, using effective research based strategies, and engaging and motivating learners. Instructors participate in PLC's (Professional Learning Community) to plan rigorous lessons that align with the district's measurement topic plans and scope and sequence. A major focus in the past years has been a shift towards improving the rigor of lessons, instruction, and student practice. To meet this challenge we enlisted teachers in summer common planning sessions "Rosemont University" where they collaboratively unpacked standards, reviewed MTPs, and discovered how to use the new lesson plan templates to their advantage.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** We will target all sub-groups for increased achievement by offering intervention and enrichment opportunities tailored to their needs (accelerate student performance).
- G2.** Teachers will implement rigorous standards based instruction in order to increase reading and math literacy for all students (accelerate student performance, invest in human capital, provide empowering environments).

Strategic Goals Detail

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

G1. We will target all sub-groups for increased achievement by offering intervention and enrichment opportunities tailored to their needs (accelerate student performance). 1a

G072884

Targets Supported 1b

Indicator	Annual Target
Math Gains	
Math Lowest 25% Gains	
ELA/Reading Lowest 25% Gains	
AMO Reading - ELL	
ELA/Reading Gains	
AMO Math - ELL	
AMO Math - SWD	
AMO Reading - SWD	

Resources Available to Support the Goal 2

- Employ MTSS model to include small data-driven small groups Progress Monitoring: Curriculum Benchmark Tests, AIMS WEB K-2, STAR, I-ready Diagnostic, Core Connections Writing, MAP K-2, Advanced Classes K-3 Provide targeted tutoring for K-5th grade students Acceleration tutoring funded by MAO for targeted 5th grade students Rosemont Parent University Academic Incentive Programs Truancy Monitoring ETI Meetings/Plans for Families

Targeted Barriers to Achieving the Goal 3

- Students lack basic foundational and problem solving skills attributed to deficiencies in vocabulary, reasoning, and fluency.

Plan to Monitor Progress Toward G1. 8

Student Data Progress Monitoring

Person Responsible

Patty Harrelson

Schedule

Biweekly, from 9/4/2015 to 6/3/2016

Evidence of Completion

Progress Monitoring: Curriculum Benchmark Tests, AIMS WEB K-2, STAR, I-ready Diagnostic, Core Connections Writing, MAP K-2,

G2. Teachers will implement rigorous standards based instruction in order to increase reading and math literacy for all students (accelerate student performance, invest in human capital, provide empowering environments). 1a

 G072885

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
FCAT 2.0 Science Proficiency	
Writing Gains District Assessment	

Resources Available to Support the Goal 2

- District-Offered PD : Core Connections, Common Assessments, Marzano Courses, CHAMPS, KAGAN cooperative learning School Based PD: Marzano Deliberate Practice, Classroom Community, CHAMPS follow up, KAGAN follow up, High Order Thinking Questioning/Item Specs, Engaging Learners of Poverty Book Study, Marzano Elements Book Study Grade Level Common Planning/PLCs Leadership Development PLC Progress Monitoring: Curriculum Benchmark Tests, AIMS WEB K-2, STAR, I-ready Diagnostic, Core Connections Writing, MAP K-2,

Targeted Barriers to Achieving the Goal 3

- Teachers lack sufficient knowledge of standards and how to plan rigorous and engaging lessons using appropriate resources to support instruction of standards.

Plan to Monitor Progress Toward G2. 8

Student Data Progress Monitoring

Person Responsible

Patty Harrelson

Schedule

Biweekly, from 9/4/2015 to 6/8/2016

Evidence of Completion

Progress Monitoring: Curriculum Benchmark Tests, AIMS WEB K-2, STAR, I-ready Diagnostic, Core Connections Writing, MAP K-2,

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. We will target all sub-groups for increased achievement by offering intervention and enrichment opportunities tailored to their needs (accelerate student performance). **1**

 G072884

G1.B1 Students lack basic foundational and problem solving skills attributed to deficiencies in vocabulary, reasoning, and fluency. **2**

 B190290

G1.B1.S1 Implement enrichment and intervention based on data to form fluid groups and provide differentiated instruction using research based strategies. **4**

 S201672

Strategy Rationale

Action Step 1 **5**

Tier 2, ELL, ESE, will experience small group pull-out/push-in interventions, small group instruction and classroom interventions/accommodations. ELL and Ex Ed para were added to support ELL/ ESE students.

Person Responsible

Rachel Fortunat

Schedule

Biweekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Student assessment results

Action Step 2 5

Students will have weekly data chats with their classroom teacher (and resource teacher if applicable) to goal set and discuss their performance on current skills based on common formative assessments and review their progress monitoring data.

Person Responsible

Patty Harrelson

Schedule

Weekly, from 9/11/2015 to 6/3/2016

Evidence of Completion

Teachers will bring student data chat notes and binders to monthly data meetings with admin/MTSS team

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Progress Monitoring, Unit Plan Review, Classroom Observation, Student Data Chats

Person Responsible

Patty Harrelson

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Student academic assessment data and classroom walk-throughs/evaluations, lesson plan feedback

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Student's ongoing data will be reviewed in weekly data chats with teachers. Additionally data meetings with admin will be scheduled to monitor formative assessments such as MTPs, diagnostic scores, and grades.

Person Responsible

Patty Harrelson

Schedule

Biweekly, from 9/4/2015 to 6/3/2016

Evidence of Completion

Student growth as measured by increasing in performance shown on assessment scores

G1.B1.S2 Offer tutoring and extra curricular programs for targeted students in grades K-5 to increase achievement in all areas. 4

 S201673

Strategy Rationale

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Person Responsible


Schedule

Evidence of Completion

G2. Teachers will implement rigorous standards based instruction in order to increase reading and math literacy for all students (accelerate student performance, invest in human capital, provide empowering environments). **1**

 G072885

G2.B1 Teachers lack sufficient knowledge of standards and how to plan rigorous and engaging lessons using appropriate resources to support instruction of standards. **2**

 B190292

G2.B1.S1 Teachers are given differentiated PD based on needs as observed in instruction, classroom management, and aligning lessons to the standards. **4**

 S201675

Strategy Rationale

Action Step 1 **5**

School based PD will be ongoing and differentiated based on needs of teachers.

Person Responsible

Patty Harrelson

Schedule

Biweekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Mentor logs, Coaching Cycle Notes, Classroom Walk through notes and I-observation data, and lesson plan feedback. Student performance data.

Action Step 2 **5**

New teachers are invited to monthly Eagle Pack PLC and given a mentor that they meet with weekly.

Person Responsible

Kathryn Jones

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Mentor logs, Eagle Pack exit slips, classroom walkthrough data, I-observation reports. Student performance data.

Action Step 3 5

Coaching cycle is implemented based on needs determined from classroom walkthrough data. Those teachers are given opportunities to observe high performing teachers and coaches model and instruct using effective strategies and high yield instruction.

Person Responsible

Patty Harrelson

Schedule

Biweekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Mentor logs, Coaching Cycle Notes, Classroom Walk through notes and I-observation data, and lesson plan feedback. Student performance data.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Coaching Cycle, Mentor Logs, and Classroom observation data will be monitored and reviewed in order to assess status scores and instructional needs of teachers.

Person Responsible

Patty Harrelson

Schedule

Monthly, from 8/31/2015 to 6/8/2016

Evidence of Completion

The mentors' logs, coaching cycle logs and notes, I-observation data and classroom walkthrough feedback, Leadership Team Meeting Notes, Progress Monitoring: Curriculum Benchmark Tests, AIMS WEB K-2, STAR, I-ready Diagnostic, Core Connections Writing, MAP K-2,

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

As teachers improve in their instructional practices, students will in turn improve in their performance.

Person Responsible

Patty Harrelson


Schedule

Daily, from 8/24/2015 to 8/24/2015

Evidence of Completion

I-observation data and classroom walkthrough feedback, Progress Monitoring: Curriculum Benchmark Tests, AIMS WEB K-2, STAR, I-ready Diagnostic, Core Connections Writing, MAP K-2,

G2.B1.S2 Implement weekly PLCs in which grade level teachers have opportunities to common plan using data and standards based resources. 4

 S201676

Strategy Rationale

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Tier 2, ELL, ESE, will experience small group pull-out/push-in interventions, small group instruction and classroom interventions/accommodations. ELL and Ex Ed para were added to support ELL/ ESE students.	Fortunat, Rachel	8/24/2015	Student assessment results	6/8/2016 biweekly
G1.B1.S2.A1	[no content entered]			one-time	
G2.B1.S1.A1	School based PD will be ongoing and differentiated based on needs of teachers.	Harrelson, Patty	8/24/2015	Mentor logs, Coaching Cycle Notes, Classroom Walk through notes and I-	5/27/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				observation data, and lesson plan feedback. Student performance data.	
G2.B1.S2.A1	[no content entered]			one-time	
G1.B1.S1.A2	Students will have weekly data chats with their classroom teacher (and resource teacher if applicable) to goal set and discuss their performance on current skills based on common formative assessments and review their progress monitoring data.	Harrelson, Patty	9/11/2015	Teachers will bring student data chat notes and binders to monthly data meetings with admin/MTSS team	6/3/2016 weekly
G2.B1.S1.A2	New teachers are invited to monthly Eagle Pack PLC and given a mentor that they meet with weekly.	Jones , Kathryn	8/24/2015	Mentor logs, Eagle Pack exit slips, classroom walkthrough data, I-observation reports. Student performance data.	6/3/2016 monthly
G2.B1.S1.A3	Coaching cycle is implemented based on needs determined from classroom walkthrough data. Those teachers are given opportunities to observe high performing teachers and coaches model and instruct using effective strategies and high yield instruction.	Harrelson, Patty	8/31/2015	Mentor logs, Coaching Cycle Notes, Classroom Walk through notes and I-observation data, and lesson plan feedback. Student performance data.	6/3/2016 biweekly
G1.MA1	Student Data Progress Monitoring	Harrelson, Patty	9/4/2015	Progress Monitoring: Curriculum Benchmark Tests, AIMS WEB K-2, STAR, I-ready Diagnostic, Core Connections Writing, MAP K-2,	6/3/2016 biweekly
G1.B1.S1.MA1	Student's ongoing data will be reviewed in weekly data chats with teachers. Additionally data meetings with admin will be scheduled to monitor formative assessments such as MTPs, diagnostic scores, and grades.	Harrelson, Patty	9/4/2015	Student growth as measured by increasing in performance shown on assessment scores	6/3/2016 biweekly
G1.B1.S1.MA1	Progress Monitoring, Unit Plan Review, Classroom Observation, Student Data Chats	Harrelson, Patty	8/24/2015	Student academic assessment data and classroom walk-throughs/evaluations, lesson plan feedback	6/8/2016 weekly
G1.B1.S2.MA1	[no content entered]			one-time	
G1.B1.S2.MA1	[no content entered]			one-time	
G2.MA1	Student Data Progress Monitoring	Harrelson, Patty	9/4/2015	Progress Monitoring: Curriculum Benchmark Tests, AIMS WEB K-2, STAR, I-ready Diagnostic, Core Connections Writing, MAP K-2,	6/8/2016 biweekly
G2.B1.S1.MA1	As teachers improve in their instructional practices, students will in turn improve in their performance.	Harrelson, Patty	8/24/2015	I-observation data and classroom walkthrough feedback, Progress Monitoring: Curriculum Benchmark Tests, AIMS WEB K-2, STAR, I-ready Diagnostic, Core Connections Writing, MAP K-2,	8/24/2015 daily
G2.B1.S1.MA1	Coaching Cycle, Mentor Logs, and Classroom observation data will be monitored and reviewed in order to assess status scores and instructional needs of teachers.	Harrelson, Patty	8/31/2015	The mentors' logs, coaching cycle logs and notes, I-observation data and classroom walkthrough feedback, Leadership Team Meeting Notes, Progress Monitoring: Curriculum Benchmark Tests, AIMS WEB K-2, STAR, I-ready Diagnostic, Core Connections Writing, MAP K-2,	6/8/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. We will target all sub-groups for increased achievement by offering intervention and enrichment opportunities tailored to their needs (accelerate student performance).

G1.B1 Students lack basic foundational and problem solving skills attributed to deficiencies in vocabulary, reasoning, and fluency.

G1.B1.S1 Implement enrichment and intervention based on data to form fluid groups and provide differentiated instruction using research based strategies.

PD Opportunity 1

Tier 2, ELL, ESE, will experience small group pull-out/push-in interventions, small group instruction and classroom interventions/accommodations. ELL and Ex Ed para were added to support ELL/ESE students.

Facilitator

School Administration/Rachel Fortunat

Participants

Instructional Staff

Schedule

Biweekly, from 8/24/2015 to 6/8/2016

G2. Teachers will implement rigorous standards based instruction in order to increase reading and math literacy for all students (accelerate student performance, invest in human capital, provide empowering environments).

G2.B1 Teachers lack sufficient knowledge of standards and how to plan rigorous and engaging lessons using appropriate resources to support instruction of standards.

G2.B1.S1 Teachers are given differentiated PD based on needs as observed in instruction, classroom management, and aligning lessons to the standards.

PD Opportunity 1

School based PD will be ongoing and differentiated based on needs of teachers.

Facilitator

Administration/Instructional Coaches

Participants

Instructional Staff

Schedule

Biweekly, from 8/24/2015 to 5/27/2016

PD Opportunity 2

New teachers are invited to monthly Eagle Pack PLC and given a mentor that they meet with weekly.

Facilitator

Administration/Instructional Coaches

Participants

Selected Teachers

Schedule

Monthly, from 8/24/2015 to 6/3/2016

PD Opportunity 3

Coaching cycle is implemented based on needs determined from classroom walkthrough data. Those teachers are given opportunities to observe high performing teachers and coaches model and instruct using effective strategies and high yield instruction.

Facilitator

Administration/Instructional Coaches

Participants

Selected Teachers

Schedule

Biweekly, from 8/31/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Tier 2, ELL, ESE, will experience small group pull-out/push-in interventions, small group instruction and classroom interventions/accommodations. ELL and Ex Ed para were added to support ELL/ESE students.				\$45,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	100-Salaries	1271 - Rosemont Elementary	General Fund		\$45,000.00
Notes: Purchased ESE and ELL para to support our high risk students.						
2	G1.B1.S1.A2	Students will have weekly data chats with their classroom teacher (and resource teacher if applicable) to goal set and discuss their performance on current skills based on common formative assessments and review their progress monitoring data.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	239-Other	1271 - Rosemont Elementary	Title I Part A		\$5,000.00
Notes: Common Assessment planning days for all teachers						
3	G1.B1.S2.A1					\$0.00
4	G2.B1.S1.A1	School based PD will be ongoing and differentiated based on needs of teachers.				\$60,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1271 - Rosemont Elementary	Title I Part A		\$60,000.00
Notes: General Fund 30,000 Professional Development						
5	G2.B1.S1.A2	New teachers are invited to monthly Eagle Pack PLC and given a mentor that they meet with weekly.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3376		1271 - Rosemont Elementary	Title I Part A		\$10,000.00
Notes: Eagle Pack coaching for new hires						
6	G2.B1.S1.A3	Coaching cycle is implemented based on needs determined from classroom walkthrough data. Those teachers are given opportunities to observe high performing teachers and coaches model and instruct using effective strategies and high yield instruction.				\$67,500.00

Budget Data						
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	110-Administrators	1271 - Rosemont Elementary	General Fund		\$67,500.00
			Notes: Added 2nd Assistant Principal to assist with coaching cycle for new and veteran staff.			
7	G2.B1.S2.A1					\$0.00
					Total:	\$187,500.00