

Orange County Public Schools

Rosemont Elementary



2016-17 Schoolwide Improvement Plan

Rosemont Elementary

4650 POINT LOOK OUT RD, Orlando, FL 32808

<https://rosemontes.ocps.net/>

School Demographics

| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--------------------------------------------------|------------------------|-------------------------------------------------------------------------------|
| Elementary School PK-5 | Yes | 100% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 97% |

School Grades History

| Year | 2017-18 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | D | D* | C | C |

**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 a monitoring status of "Former F" (see page 4). 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>.

Table of Contents

| | |
|-------------------------------------------------------------------------------|-----------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Current School Status | 6 |
| Supportive Environment | 6 |
| Family and Community Engagement | 9 |
| Effective Leadership | 10 |
| Public and Collaborative Teaching | 14 |
| Ambitious Instruction and Learning | 15 |
| 8-Step Planning and Problem Solving Implementation | 20 |
| Goals Summary | 20 |
| Goals Detail | 20 |
| Action Plan for Improvement | 23 |
| Appendix 1: Implementation Timeline | 35 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 37 |
| Professional Development Opportunities | 37 |
| Technical Assistance Items | 40 |
| Appendix 3: Budget to Support Goals | 40 |

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Rosemont Elementary

| DA Region and RED | DA Category and Turnaround Status |
|------------------------------------------------------|-------------------------------------------------------------------|
| Southeast - LaShawn Russ-Porterfield | Comprehensive Support & Improvement - Implementing Cycle 1 Dmt |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

a. 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 to teachers on teaching with poverty in mind. 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, 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, offering monthly family events as well as parenting classes to bridge the gap between home and school learning.

b. 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 are maintaining our strict policies for supervision with special attention to dismissal as an added precaution.

Schoolwide we use positive interventions and counseling as a first resort to misbehavior. When a student is being unsafe to himself or others interventions 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 a strong culture of success. We make it a priority to acknowledge appropriate behaviors and frequently reward and reinforce these student behaviors. These incentives motivate students to become high performing behavior and academic stars.

Rosemont has a zero tolerance policy for bullying, harassment, and fighting. We utilize mentoring, kindness campaigns, no bullying contracts, Super Kids, parent education and support, and CHAMPS trainings to reinforce this expectation for all students. Students receive weekly character education

lessons during mandated class meetings in order to reduce conflict and maintain a positive learning environment.

Our security officer ensures that students and staff feel safe and secure when on campus. We also have a School Resource officer on campus weekly. Additionally, security fencing enclosing the perimeter of all buildings and classes was installed as well as the new buzz in entry system. We also use the Raptor visitor sign in system that checks offenders statewide when IDs are scanned.

c. 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.

d. 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 using district approved Social Skills curriculum. 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.

3. Early Warning Systems

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

a. 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 Aspire counseling if approved by parent. They are monitored weekly by classroom teacher, deans, 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/dean. If students in grades 4-5 receive an out of school 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 the MTSS team. The MTSS team also meets 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.

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 37 | 45 | 30 | 30 | 29 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 185 |
| One or more suspensions | 13 | 24 | 39 | 32 | 33 | 39 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 180 |
| Course failure in ELA or Math | 29 | 58 | 49 | 56 | 68 | 57 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 317 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 74 | 90 | 72 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 236 |

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 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 12 | 28 | 27 | 63 | 71 | 57 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 258 |

c. 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. 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.

Core instruction is being tracked and monitored heavily, for all students, by classroom teachers and the academic leadership team through the MTP entry and bi-weekly data meetings. Students are identified for Tier 2 intervention through analyzing progress monitoring data at weekly MTSS meetings. Intervention teachers/members of the leadership team are targeting deficient skills in tier 2 group using Voyager's Passport Program, The Comprehension Toolkit, Reading Mastery, and Early Interventions in Reading. Students who have been identified as Tier 3 through the MTSS process will also be receiving one on one weekly instruction.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/306660>.

2. Description

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

2. 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 monthly school newsletter sent home with each student as well as an active school Facebook page, in order to keep our parents informed of our events.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

| Name | Title |
|--------------------|---------------------|
| Harrelson, Patty | Principal |
| Nelson, Martha | Assistant Principal |
| Fortunat, Rachel | Instructional Coach |
| Aho, Pamela | Instructional Media |
| Bardsley, Kim | Instructional Coach |
| Cunningham, Latoya | Dean |
| Oliver , Rodney | Dean |
| Hillsamer, Camille | School Counselor |
| Harrington, Wendy | Instructional Coach |

b. Duties

1. 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) assists Mrs. Harrelson (Principal) in ongoing progress monitoring of teachers and the MTSS process. She also monitors the effectiveness and implementation of the core with daily classroom visits and provides coaching feedback. She is also are part of monthly data meets along with weekly PLC team meetings. Lesson plan feedback and coaching is also provided weekly.

Rachel Fortunat (Interim CRT/Reading Coach) heads up our Eagle Pack (New teachers 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. As reading coach, she is to Research and provide information and guidance regarding a range of effective and innovative math practices through various activities such as: individual discussions (informal and formal),coaching sessions, demonstration lessons with pre- and post- discussion/analysis, study groups, staff meetings, and professional development. Assists teachers in building an interactive classroom and assures that recommendations for improvement are implemented.

Kimberly Bardsley (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.

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

Rodney Oliver and Latoya Cunningham (Deans) supports the efforts of the behavior system and supports the staff in providing a safe learning environment for all. They spearhead our school-wide behavior plans and ensure that classrooms are following CHAMPS and interventions. They model and train teachers on how to implement effective interventions to improve student behaviors and/or class dynamics. They also ensure that classrooms are hosting weekly meetings to maintain structure and community. When necessary, the deans contact parents and act as liaison to support student further with a MTSS-B plan and or counseling.

Archna Randall 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.

Wendy Harrington (Math Coach) Research and provide information and guidance regarding a range of effective and innovative math practices through various activities such as: individual discussions (informal and formal), coaching sessions, demonstration lessons with pre- and post- discussion/analysis, study groups, staff meetings, and professional development. Assists teachers in building an interactive classroom and assures that recommendations for improvement are implemented.

2. 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, Success Maker (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. Kim Bardsley, 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 and Latoya Cunningham manage the tutoring programs and maintain the resources for the program. Student performance data is shared monthly at data meetings with administration.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|------------------|--------------------|
| Stephanie David | Teacher |
| Patty Harrelson | Principal |
| Stephanie David | Teacher |
| Jeff Schwenneker | Business/Community |
| Martha Nelson | Student |
| Pamela Aho | Parent |
| Rachel Fortunat | Teacher |
| Wendy Gilcrease | Parent |

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC committee met on September 13, 2016 and reviewed last year's SIP and school grade performance data. We discussed trends and AdvancED survey results. Plans for the 2016-17 school year were initiated as well as barriers/strategies. Action steps were listed. 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 instructional software was revised to meet more students needs and provide more effective data monitoring. All students will complete the Success Maker initial assessment, STAR, and AIMS (K-2) to determine their learning levels and to identify their deficient skills. Those in need of additional instruction, will receive from intervention teachers using intervention materials. This school year we will be using new intervention material: Comprehension Toolkit for ESE students, and Passport Voyager for Tier 2/3 support. Some students will use Reading Mastery, Read Naturally, and FASTT Math if fluency deficits are present. This data will also determine students that will be included in the after-school tutoring program scheduled to begin September.

b. 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.

c. 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.

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

Rosemont used SAI funds for after school tutoring and tutoring curriculum. Tutoring was twice a week and supported approximately 120 students that were deficient in reading and math. Teachers were paid for planning and delivery of lessons. New curriculum purchased for tutoring included STEM materials, Lego kits, and reading material (Sunshine State Books).

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|------------------|---------------------|
| Harrelson, Patty | Principal |
| Nelson, Martha | Assistant Principal |
| Fortunat, Rachel | Instructional Coach |
| Aho, Pamela | Other |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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: two 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 common planning meetings (with support from our Reading Coach) to ensure that teachers are uniform in instruction 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. This year we purchased AR 360, that offers leveled nonfiction articles searchable by topic and skill to assist with standards alignment and close reading.

D. Public and Collaborative Teaching

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

1. 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 common plan in reading, math, and science. These meetings are formatted to allow teachers to build units and set daily learning targets using district approved resources with the support of our reading and math coaches. Rachel Fortunat, CRT and instructional coach and Wendy Harrington, Math coach 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. Teams also have weekly MTSS meetings with Kim Bardsley, MTSS coach to analyze Tier 2/3 student data and academic progress. Finally, data analysis meetings with administration are held monthly to discuss all student performance and trends. Norms for meetings are agreed on at the beginning of the year and are stated at the beginning of all team PLC and meetings. 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.

2. 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.

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

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. This year Rosemont will take part in the newly added OCPs mentoring component for 2nd and 3rd year teachers.

First year teachers

Richardson- Barbara Davis

Morris- Kevine McMillan

Schneider- Barbara Davis

Breland- Sara Ann Rose

Smith- Kevine McMillan

Wagner- Ashley Smith

Laster – Merrill Stanton

Two years teaching experience, new to Rosemont
Lineberger – Katesia Otis

Second/Third year teachers at Rosemont returning to Rosemont
Schappacher- Elizabeth Kent
Bradley- Katesia Otis
David- Merrill Stanton

Three or more years teaching experience, new to Rosemont
Rego – Chan Denise Budhoo / Rachel Fortunat
McCaskill – Chan Denise Budhoo / Rachel Fortunat
Duran- Katesia Otis / Rachel Fortunat
Gill – Katesia Otis / Rachel Fortunat
Neal – Megan Nelson / Rachel Fortunat
Floyd – Alicia Gardiner / Rachel Fortunat
Comment – Alicia Gardiner / Rachel Fortunat
Milton – Alicia Gardiner / Rachel Fortunat
Kent – Alison Hiralal / Rachel Fortunat
Russell – Katesia Otis / Rachel Fortunat

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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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, & Success Maker diagnostic for progress monitoring. Each teacher progress monitors their ESE students, as well as any student in the tier 2/3 MTSS phase weekly. Administration and MTSS coach monitor this data bi-weekly during MTSS meetings. During the bi-weekly monitoring meetings each teacher meets with Admin and Kim Bardsley, MTSS coach 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. I-Ready common formative assessments are used in grades 2-5 and data is submitted to the area learning community for monitoring. Grades K-1 use teacher created common assessments are to determine skill attainment levels of these students.

District provided MMLs are also used in grades 3-5. Teachers are expected to differentiate whole group and small group instruction including their presentation and response. Factors such as setting, task completion, 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).

2. 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 and enrichment. Students will receive both reading and math instruction during tutoring using Voyagers and Success Maker. 21st century tutoring will take place five days a week in 75 minute sessions. Tutoring began August 29 and will resume until June 2017.

Additionally, selected students in 3rd grade will receive accelerated tutoring in reading and selected students in 5th grade will receive accelerated tutoring in math through MAO. Students will receive pre-teaching of standards. MAO tutoring will take place two times a week in 120 minute sessions. MAO tutoring begins in September and will continue until April 2017.

With Title 1 funding, we also provide tutoring to fragile, retained 3rd grade students completing portfolio. CHAMPions tutoring uses Voyagers and Success Maker in a small group setting. CHAMPions tutoring will take place two times a week in 120 minute sessions. Tutoring began August 30 and will resume until May 2017.

With this funding, we also provide after school enrichment to selected 3rd and 4th grade students in the highest quartile using STEM activities and rich-literature activities such as novels and AR 360. Advanced tutoring will take place two times a week in 120 minute sessions. Advanced tutoring began August 30 and will resume until May 2017.

On Mondays, all tutoring are invited to participate in Rosemont Clubs where they can participate in engaging enrichment activities such as STEM, Chess club, Robotics, Running Club, Dance Club, or Basketball. This club day is an incentive for those that attend tutoring the week prior.

We also have Saturday school for students in grades 2-5 and offer STEM, chess, and book club. These clubs are hosted by teachers and monitored by administration.

Previous FSA scores as well as current AIMS testing data, STAR data and the Success Maker 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. Curriculum will be used to instruct, along with supplemental, and hands-on materials.

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 Success Maker are utilized.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

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 Success Maker, common assessments including MMLs, MAP, STAR, and AIMS (K-2), and program data to progress monitor data to diagnose reading and math strengths

and weaknesses for every student involved in tutoring. The progress monitoring data will be graphed and reported to school and district administration.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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-3 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.

MTSS data is forwarded to new schools when students transfer and requested when incoming and we communicate often with schools when at-risk students register and enroll. We developed a successful partnership with Lee Middle school and invited them to provide students with orientation and information on course selection. We also identify potential IB students based on performance data.

b. College and Career Readiness

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

Rosemont implements a structured school-wide behavioral system 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 with use of collaborative structures. Additionally, we motivate students in fourth and fifth grade towards college and career planning by promoting college and career institutions. All 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. Our advanced classes in each grade are also provided with further career opportunities to expand college/career with their project based learning opportunities.

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

Students in all grades receive technology based learning based and follow the district's digital curriculum guidelines. Students in grades 3-5 will begin CAPE initiatives 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 2017.

3. 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 and 5th grade 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 Saturday school for students in grades 2-5 and offer STEM, chess, and book club. These clubs are hosted by teachers and monitored by administration.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** To improve our delivery and monitoring of standards based instruction in order to improve student achievement (Accelerate Student Performance).
- G2.** We will increase positive behaviors demonstrated by students (Provide Empowering Environments).

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. To improve our delivery and monitoring of standards based instruction in order to improve student achievement (Accelerate Student Performance). 1a

G086157

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------------------|---------------|
| ELA Achievement District Assessment | 45.0 |
| Math Achievement District Assessment | 45.0 |
| ELA/Reading Gains | 50.0 |
| Math Gains | 60.0 |
| ELA/Reading Lowest 25% Gains | 55.0 |
| Statewide Science Assessment Achievement | 40.0 |
| Math Lowest 25% Gains | 60.0 |

Targeted Barriers to Achieving the Goal 3

- Teachers lack knowledge of rigorous instruction and task alignment to standards.
- Teachers are hesitant to common plan and deliver standards based math instruction due to lack of knowledge and confidence.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Structured Common Planning PLCs with facilitative support from Math & Reading Instructional coaches District provided resources on IMS: MTPs, MMLs, Scope & Sequence, Unit Plan template, FSA Item Specs Professional Development Opportunities on standards based planning and delivery Progress Monitoring: unit common assessments, AIMS WEB K-2, STAR, Success Maker, Core Connections Writing, MAP K-3,

Plan to Monitor Progress Toward G1. 8

Student Data Progress Monitoring

Person Responsible

Patty Harrelson

Schedule

Biweekly, from 8/15/2016 to 5/29/2017

Evidence of Completion

Progress Monitoring Data: Curriculum Benchmark Tests, AIMS WEB K-2, STAR, Success Maker, Core Connections Writing, MAP K-3

G2. We will increase positive behaviors demonstrated by students (Provide Empowering Environments).

1a

 G086158

Targets Supported 1b

| Indicator | Annual Target |
|--------------------------------|---------------|
| Discipline incidents | 250.0 |
| One or More Suspensions | 100.0 |
| School Climate Survey - Parent | 70.0 |

Targeted Barriers to Achieving the Goal 3

- Teachers are concerned about how to include class meetings into schedule and lack knowledge on building/maintaining positive class climates.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Support Staff: Deans Rodney Oliver & Latoya Cunningham, MTSS Coach Kim Bardsley, & Parent Involvement Coordinator: Martha Nelson Professional Development: MTSS-B, Building Classroom Community, CHAMPS, Poor Students, Richer Teaching: Mindsets that Raise Student Achievement book study AdvancED parent surveys

Plan to Monitor Progress Toward G2. 8

Student Behavior

Person Responsible

Rodney Oliver

Schedule

Biweekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Student discipline data, MTSS-B behavioral data

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

 = Problem Solving Step  S123456 = Quick Key

G1. To improve our delivery and monitoring of standards based instruction in order to improve student achievement (Accelerate Student Performance). 1

G086157

G1.B1 Teachers lack knowledge of rigorous instruction and task alignment to standards. 2

B228883

G1.B1.S1 Teachers will collaboratively plan units and create common assessments 4

S241338

Strategy Rationale

Seasoned math and reading coach were added with once a week structured common planning sessions scheduled with each team. PLCs will focus on the alignment of daily tasks to the rigor of the standard. In addition, backward design will be utilized to create common assessments.

Action Step 1 5

Math coach/CRT will provide support to teachers on rigorous instruction and utilize resources to appropriately address standards.

Person Responsible

Wendy Harrington

Schedule

Weekly, from 8/1/2016 to 5/22/2017

Evidence of Completion

Classroom Walkthrough Data

Action Step 2 5

Admin and Instructional coaches will monitor instruction and data through data meetings

Person Responsible

Patty Harrelson

Schedule

Biweekly, from 8/29/2016 to 5/22/2017

Evidence of Completion

Student performance data

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

Ensure standards based instruction is planned and delivered

Person Responsible

Patty Harrelson

Schedule

Daily, from 8/22/2016 to 5/22/2017

Evidence of Completion

Lesson plan feedback & Classroom walk-throughs/evaluations

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

Student's ongoing data will be reviewed.

Person Responsible

Patty Harrelson

Schedule

Biweekly, from 8/22/2016 to 5/29/2017

Evidence of Completion

Student performance data

G1.B1.S2 School based PD will be ongoing and differentiated based on needs of teachers. 4

 S241339

Strategy Rationale

The amount of beginning teachers that we have requires focused and intentionally planned PD.

Action Step 1 5

PD will be provided to increase teacher knowledge and confidence when planning and delivering rigorous instruction.

Person Responsible

Patty Harrelson

Schedule

Weekly, from 8/1/2016 to 5/22/2017

Evidence of Completion

Lesson plan feedback, Classroom observations, Student performance data.

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

Classroom observation data will be monitored and reviewed in order to assess status scores and instructional needs of teachers.

Person Responsible

Patty Harrelson

Schedule

Daily, from 8/29/2016 to 5/1/2017

Evidence of Completion

I-observation data and classroom walkthrough feedback

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

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

Person Responsible

Patty Harrelson

Schedule

Daily, from 8/15/2016 to 5/22/2017

Evidence of Completion

I-observation data and classroom walkthrough feedback, Student performance data

G1.B2 Teachers are hesitant to common plan and deliver standards based math instruction due to lack of knowledge and confidence. 2

 B228884

G1.B2.S1 Math PD will be provided to increase teacher knowledge and confidence when planning and delivering rigorous instruction. 4

 S241340

Strategy Rationale

Action Step 1 5

Math coach/CRT will provide PD and utilize resources on student centered learning practices.

Person Responsible

Wendy Harrington

Schedule

On 5/22/2017

Evidence of Completion

Classroom observations of accountable talk, Student work products

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Classroom observation data will be monitored and reviewed in order to assess status scores and instructional needs of teachers.

Person Responsible

Patty Harrelson

Schedule

Daily, from 8/29/2016 to 5/1/2017

Evidence of Completion

I-observation data and classroom walkthrough feedback

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Classroom observation data will be monitored and reviewed in order to assess status scores and instructional needs of teachers.

Person Responsible

Patty Harrelson

Schedule

Daily, from 8/29/2016 to 5/1/2017

Evidence of Completion

I-observation data and classroom walkthrough feedback


G2. We will increase positive behaviors demonstrated by students (Provide Empowering Environments). 1

 G086158

G2.B2 Teachers are concerned about how to include class meetings into schedule and lack knowledge on building/maintaining positive class climates. 2

 B228886

G2.B2.S1 Provide differentiated PD to teachers on CHAMPS, MTSS-B, and classroom community. 4

 S241343

Strategy Rationale

Teachers need support on building classroom community, setting structure and expectations, and using targeted interventions to improve behaviors.

Action Step 1 5

Provide differentiated PD to staff on CHAMPS, positive class communities, and verbal deescalation

Person Responsible

Rodney Oliver

Schedule

Monthly, from 8/1/2016 to 5/29/2017

Evidence of Completion

CHAMPS classroom observation checklists

Action Step 2 5

Mandate class meetings to monitor implementation by providing social skills/conflict resolution curriculum and PD.

Person Responsible

Latoya Cunningham

Schedule

Weekly, from 8/22/2016 to 5/29/2017

Evidence of Completion

Class meeting checklists

Action Step 3 5

Increase recognition of behaviors in common areas

Person Responsible

Latoya Cunningham

Schedule

Daily, from 8/15/2016 to 5/29/2017

Evidence of Completion

CHAMPS common area observation checklists

Action Step 4 5

Identify MTSS-B students and monitor intervention plans

Person Responsible

Kim Bardsley

Schedule

Weekly, from 8/15/2016 to 5/29/2017

Evidence of Completion

MTSS-B student behavioral data

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

CHAMPS usage in classroom/common areas will be monitored daily

Person Responsible

Rodney Oliver

Schedule

On 5/29/2017

Evidence of Completion

Champs observation checklists

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Recognition of positive behaviors in common areas

Person Responsible

Latoya Cunningham

Schedule

Daily, from 8/15/2016 to 5/29/2017

Evidence of Completion

Behavior observations, CHAMPS bucks monitoring

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Students in MTSS-B behavioral data will be monitored bi-weekly.

Person Responsible

Kim Bardsley

Schedule

Biweekly, from 8/15/2016 to 5/29/2017

Evidence of Completion

MTSS-B behavioral data and graphs

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Implementation of mandated classroom meetings will be monitored.

Person Responsible

Rodney Oliver

Schedule

Weekly, from 8/22/2016 to 5/29/2017

Evidence of Completion

Classroom meetings observation checklists

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Student discipline data will be monitored weekly to determine effectiveness of CHAMPS systems.

Person Responsible

Rodney Oliver

Schedule

On 5/31/2017

Evidence of Completion

Student discipline data

G2.B2.S2 Improve parental support through parent education program. 4

 S241344

Strategy Rationale

Rosemont staff realizes that our parents face numerous challenges related to low socioeconomic status, and need support. We developed a parent involvement program called Rosemont Parent University, offering monthly family events and parenting classes to bridge the gap between home and school learning. Childcare is provided as well as flexible scheduling.

Action Step 1 5

We will provide differentiated instruction to parents during Rosemont Parent University monthly meetings

Person Responsible

Martha Nelson

Schedule

Monthly, from 9/12/2016 to 5/22/2017

Evidence of Completion

AdvancED parent survey

Action Step 2 5

Improve teacher/parent communication

Person Responsible

Martha Nelson

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

AdvancED parent surveys

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Parent Involvement Improvement

Person Responsible

Martha Nelson

Schedule

Monthly, from 9/12/2016 to 5/22/2017

Evidence of Completion

Increase in attendance of monthly parent events/trainings

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

RPU attendance and parent satisfaction

Person Responsible

Martha Nelson

Schedule

Monthly, from 9/12/2016 to 5/22/2017







Evidence of Completion

RPU attendance sheets and AdvancED survey data

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|-----------------------------------------------------------------------------------------------------|--------------------|-------------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------|
| 2017 | | | | | |
| G1.B2.S1.MA1 M321655 | Classroom observation data will be monitored and reviewed in order to assess status scores and... | Harrelson, Patty | 8/29/2016 | I-observation data and classroom walkthrough feedback | 5/1/2017 daily |
| G1.B2.S1.MA1 M321656 | Classroom observation data will be monitored and reviewed in order to assess status scores and... | Harrelson, Patty | 8/29/2016 | I-observation data and classroom walkthrough feedback | 5/1/2017 daily |
| G1.B1.S2.MA1 M321654 | Classroom observation data will be monitored and reviewed in order to assess status scores and... | Harrelson, Patty | 8/29/2016 | I-observation data and classroom walkthrough feedback | 5/1/2017 daily |
| G1.B1.S1.MA1 M321652 | Ensure standards based instruction is planned and delivered | Harrelson, Patty | 8/22/2016 | Lesson plan feedback & Classroom walk-throughs/evaluations | 5/22/2017 daily |
| G1.B1.S1.A1 A312337 | Math coach/CRT will provide support to teachers on rigorous instruction and utilize resources to... | Harrington, Wendy | 8/1/2016 | Classroom Walkthrough Data | 5/22/2017 weekly |
| G1.B1.S1.A2 A312338 | Admin and Instructional coaches will monitor instruction and data through data meetings | Harrelson, Patty | 8/29/2016 | Student performance data | 5/22/2017 biweekly |
| G1.B2.S1.A1 A312340 | Math coach/CRT will provide PD and utilize resources on student centered learning practices. | Harrington, Wendy | 8/15/2016 | Classroom observations of accountable talk, Student work products | 5/22/2017 one-time |
| G1.B1.S2.MA1 M321653 | As teachers improve in their instructional practices, students will in turn improve in their... | Harrelson, Patty | 8/15/2016 | I-observation data and classroom walkthrough feedback, Student performance data | 5/22/2017 daily |
| G1.B1.S2.A1 A312339 | PD will be provided to increase teacher knowledge and confidence when planning and delivering... | Harrelson, Patty | 8/1/2016 | Lesson plan feedback, Classroom observations, Student performance data. | 5/22/2017 weekly |
| G2.B2.S2.MA1 M321663 | RPU attendance and parent satisfaction | Nelson, Martha | 9/12/2016 | RPU attendance sheets and AdvancED survey data | 5/22/2017 monthly |
| G2.B2.S2.MA1 M321664 | Parent Involvement Improvement | Nelson, Martha | 9/12/2016 | Increase in attendance of monthly parent events/trainings | 5/22/2017 monthly |
| G2.B2.S2.A1 A312345 | We will provide differentiated instruction to parents during Rosemont Parent University monthly... | Nelson, Martha | 9/12/2016 | AdvancED parent survey | 5/22/2017 monthly |
| G1.MA1 M321657 | Student Data Progress Monitoring | Harrelson, Patty | 8/15/2016 | Progress Monitoring Data: Curriculum Benchmark Tests, AIMS WEB K-2, STAR, Success Maker, Core Connections Writing, MAP K-3 | 5/29/2017 biweekly |
| G1.B1.S1.MA1 M321651 | Student's ongoing data will be reviewed. | Harrelson, Patty | 8/22/2016 | Student performance data | 5/29/2017 biweekly |
| G2.B2.S1.MA1 M321659 | CHAMPS usage in classroom/common areas will be monitored daily | Oliver , Rodney | 8/15/2016 | Champs observation checklists | 5/29/2017 one-time |
| G2.B2.S1.MA3 M321660 | Recognition of positive behaviors in common areas | Cunningham, Latoya | 8/15/2016 | Behavior observations, CHAMPS bucks monitoring | 5/29/2017 daily |
| G2.B2.S1.MA4 M321661 | Students in MTSS-B behavioral data will be monitored bi-weekly. | Bardsley, Kim | 8/15/2016 | MTSS-B behavioral data and graphs | 5/29/2017 biweekly |
| G2.B2.S1.MA5 M321662 | Implementation of mandated classroom meetings will be monitored. | Oliver , Rodney | 8/22/2016 | Classroom meetings observation checklists | 5/29/2017 weekly |
| G2.B2.S1.A1 A312341 | Provide differentiated PD to staff on CHAMPS, positive class communities, and verbal deescalation | Oliver , Rodney | 8/1/2016 | CHAMPS classroom observation checklists | 5/29/2017 monthly |

Orange - 1271 - Rosemont Elementary - 2016-17 SIP
Rosemont Elementary

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------|-------------------------------|-------------------------------------------------|--------------------|
| G2.B2.S1.A2  A312342 | Mandate class meetings to monitor implementation by providing social skills/conflict resolution... | Cunningham, Latoya | 8/22/2016 | Class meeting checklists | 5/29/2017 weekly |
| G2.B2.S1.A3  A312343 | Increase recognition of behaviors in common areas | Cunningham, Latoya | 8/15/2016 | CHAMPS common area observation checklists | 5/29/2017 daily |
| G2.B2.S1.A4  A312344 | Identify MTSS-B students and monitor intervention plans | Bardsley, Kim | 8/15/2016 | MTSS-B student behavioral data | 5/29/2017 weekly |
| G2.MA1  M321665 | Student Behavior | Oliver , Rodney | 8/15/2016 | Student discipline data, MTSS-B behavioral data | 5/31/2017 biweekly |
| G2.B2.S1.MA1  M321658 | Student discipline data will be monitored weekly to determine effectiveness of CHAMPS systems. | Oliver , Rodney | 8/15/2016 | Student discipline data | 5/31/2017 one-time |
| G2.B2.S2.A2  A312346 | Improve teacher/parent communication | Nelson, Martha | 8/15/2016 | AdvancED parent surveys | 5/31/2017 weekly |

V. Professional Development Opportunities

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

G1. To improve our delivery and monitoring of standards based instruction in order to improve student achievement (Accelerate Student Performance).

G1.B1 Teachers lack knowledge of rigorous instruction and task alignment to standards.

G1.B1.S1 Teachers will collaboratively plan units and create common assessments

PD Opportunity 1

Math coach/CRT will provide support to teachers on rigorous instruction and utilize resources to appropriately address standards.

Facilitator

Wendy Harrington & Rachel Fortunat

Participants

Instructional Staff

Schedule

Weekly, from 8/1/2016 to 5/22/2017

G1.B1.S2 School based PD will be ongoing and differentiated based on needs of teachers.

PD Opportunity 1

PD will be provided to increase teacher knowledge and confidence when planning and delivering rigorous instruction.

Facilitator

Administration/Instructional Coaches

Participants

Instructional Staff

Schedule

Weekly, from 8/1/2016 to 5/22/2017

G1.B2 Teachers are hesitant to common plan and deliver standards based math instruction due to lack of knowledge and confidence.

G1.B2.S1 Math PD will be provided to increase teacher knowledge and confidence when planning and delivering rigorous instruction.

PD Opportunity 1

Math coach/CRT will provide PD and utilize resources on student centered learning practices.

Facilitator

Wendy Harrington, Rachel Fortunat

Participants

Instructional staff

Schedule

On 5/22/2017

G2. We will increase positive behaviors demonstrated by students (Provide Empowering Environments).

G2.B2 Teachers are concerned about how to include class meetings into schedule and lack knowledge on building/maintaining positive class climates.

G2.B2.S1 Provide differentiated PD to teachers on CHAMPS, MTSS-B, and classroom community.

PD Opportunity 1

Provide differentiated PD to staff on CHAMPS, positive class communities, and verbal deescalation

Facilitator

Rodney Oliver/Latoya Cunningham/Kim Bardsley/Martha Nelson

Participants

All Staff

Schedule

Monthly, from 8/1/2016 to 5/29/2017

PD Opportunity 2

Mandate class meetings to monitor implementation by providing social skills/conflict resolution curriculum and PD.

Facilitator

Rodney Oliver/Latoya Cunningham/Kim Bardsley/Martha Nelson

Participants

All staff

Schedule

Weekly, from 8/22/2016 to 5/29/2017

PD Opportunity 3

Identify MTSS-B students and monitor intervention plans

Facilitator

Kimberly Bardsley/Rodney Oliver

Participants

Instructional Staff

Schedule

Weekly, from 8/15/2016 to 5/29/2017

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|---|-------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|-----------------|-----|-------------|
| 1 | G1.B1.S1.A1 | Math coach/CRT will provide support to teachers on rigorous instruction and utilize resources to appropriately address standards. | | | | \$75,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 1141 | 100-Salaries | 1271 - Rosemont Elementary | General Fund | | \$75,000.00 |
| | | | Notes: Purchased math coach to support math planning. | | | |
| 2 | G1.B1.S1.A2 | Admin and Instructional coaches will monitor instruction and data through data meetings | | | | \$0.00 |
| 3 | G1.B1.S2.A1 | PD will be provided to increase teacher knowledge and confidence when planning and delivering rigorous instruction. | | | | \$50,156.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 5100 | | 1271 - Rosemont Elementary | Title I, Part A | | \$11,000.00 |
| | | | Notes: Success Maker PD \$11,000 | | | |
| | 5100 | | 1271 - Rosemont Elementary | Title I, Part A | | \$10,279.00 |
| | | | Notes: STAR/AR 360 \$10,279 | | | |
| | 5100 | | 1271 - Rosemont Elementary | Title I, Part A | | \$6,100.00 |
| | | | Notes: AIMS Web \$2500 Comprehension Toolkits \$3600 | | | |
| | 5100 | | 1271 - Rosemont Elementary | Title I, Part A | | \$11,500.00 |
| | | | Notes: Core Connections PD \$11, 500 | | | |
| | 5100 | | 1271 - Rosemont Elementary | Title I, Part A | | \$11,277.00 |
| | | | Notes: Voyager Passport \$11, 277 | | | |
| 4 | G1.B2.S1.A1 | Math coach/CRT will provide PD and utilize resources on student centered learning practices. | | | | \$0.00 |
| 5 | G2.B2.S1.A1 | Provide differentiated PD to staff on CHAMPS, positive class communities, and verbal deescalation | | | | \$0.00 |
| 6 | G2.B2.S1.A2 | Mandate class meetings to monitor implementation by providing social skills/ conflict resolution curriculum and PD. | | | | \$0.00 |
| 7 | G2.B2.S1.A3 | Increase recognition of behaviors in common areas | | | | \$0.00 |
| 8 | G2.B2.S1.A4 | Identify MTSS-B students and monitor intervention plans | | | | \$0.00 |

Orange - 1271 - Rosemont Elementary - 2016-17 SIP
Rosemont Elementary

| | | | | | | |
|---------------|--------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------|-----------------|-----|---------------------|
| 9 | G2.B2.S2.A1 | We will provide differentiated instruction to parents during Rosemont Parent University monthly meetings | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 5100 | | 1271 - Rosemont Elementary | Title I, Part A | | \$0.00 |
| | | | <i>Notes: RPU event supplies Book study</i> | | | |
| 10 | G2.B2.S2.A2 | Improve teacher/parent communication | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 5100 | | 1271 - Rosemont Elementary | Title I, Part A | | \$0.00 |
| | | | <i>Notes: Media Night Student Planners</i> | | | |
| Total: | | | | | | \$125,156.00 |