Orange County Public Schools

# Rosemont Elementary



# 2017-18 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) | **2016-17 Title I School** | **2016-17 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 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| Grade | D | D | D* | 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

## Table of Contents

# 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 <u>section 1008.33, Florida Statutes,</u> 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 two 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 <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

## DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- <u>Implementing</u> - 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.

## 2017-18 DA Category and Statuses for Rosemont Elementary

| DA Region and RED | DA Category and Turnaround Status |
|---|---|
| Southeast - <u>LaShawn Russ-Porterfield</u> | - N/A |

# 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.

Rosemont Elementary School analyzed multiple data sources to determine that multiple areas are in need of strategic and targeted support in order to increase student achievement. Using the district-managed turnaround option, Rosemont Elementary School will be provided with support from various district departments collaborating and aligning district initiatives to support school improvement. The district will provide the school with a systematic approach to reduce and eliminate barriers impeding expected growth through the district's Corrective Programs department. This department works with schools identified by the Superintendent, Deputy Superintendent, Area Superintendent and Chief Academic Officer in need of support based on school grade trends, school leadership experience, and other student data points (e.g., attendance, behavior, etc.). This targeted support uses improvement science to develop processes and systems that support sustainable school improvement. This targeted support includes district staff experienced in working with turnaround schools. The district provides guidance on the use of resources to maximize effectiveness as well as develop leadership and build capacity at the school site.

The description of the needs assessment methodology and summary include the AdvancED survey results, Florida Standards Assessment (FSA) data results, student discipline data and teacher attendance data. These data points were utilized to identify the 5 domains inspired by the 5 Essentials Framework.

Rosemont Elementary School will participate in multiple professional developments that will better equip teachers and staff to foster safe, trusting relationships with our students. To help achieve this goal, Rosemont Elementary School will be implementing Positive Behavior Incentives and Supports during the 2017/2018 school year, with a heavy focus on teaching students appropriate behaviors and social interactions. In addition, teachers will be taught strategies to build skills to more appropriately handle situations in a proactive manner. These trainings will give teachers the tools they need to better relate and understand their students' cultures and environments. During preplanning, Rosemont teachers participated in the verbal training of CPI, which was centered on relationship building. This training provided teachers with early verbal intervention strategies, focused on deterring unwanted behaviors, while promoting and maintaining a positive student-teacher relationship. We have an extensive mentorship and training program for teachers new to Rosemont Elementary School and teachers who have just entered the education field. Rosemont participated in the OCPS Teacher Extravaganza welcoming new teachers to the school and building solid relationships, with the emphasis that they are our students' "heroes".

In addition, Rosemont Elementary School hired a Parenting Engagement Liaison (PEL) to support the students, families and community. The PEL works directly with neighboring businesses and faith based organization to develop partnerships to meet the needs of the students and families of Rosemont. The PEL is responsible for meeting with parents/families to determine needs and finding the appropriate community resources to support.

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

To help ensure safety, staff members are strategically positioned, to provide constant supervision throughout the campus. As a part of our supervision, radios are utilized to keep an open line of communication to make certain that supervision is effective. To ensure a safe environment, specific safety measures have been implemented to support student arrival and dismissal. During school hours, our safety plan requires students to walk in groups of two or three, with a pass, and the perimeter of the campus is continuously monitored and secured by our security officer. Additionally, our front office staff has been extensively trained on being welcoming, catering to parents, and providing a positive first impression of our school. The office staff utilizes a secured monitoring system to allow entry and the Raptor visitor sign-in system that verifies offenders statewide.

Positive interventions are implemented school-wide to foster a safe environment for students, teachers and staff. Teachers are encouraged to promote safe and civil behavior among students in and out the classroom. Social and interpersonal skills development is a school-wide initiative among all vested in the success of Rosemont Elementary School. Strategies geared toward developing and maintaining positive relationships are utilized when addressing unsafe behavior.

Rosemont has a zero tolerance policy for bullying, harassment, and fighting. We utilize PBIS, restorative justice, student-specific behavior contracts, and Super Kids to reinforce this expectation for all students. To impact the community that Rosemont Elementary School services, parent resources and education will be available throughout the year, coordinated by the Parenting Engagement Liaison. Additionally, Rosemont Elementary offers a variety of wraparound services through various agencies to provide students with: medical, dental, vision and mental health services. All students at Rosemont Elementary School receive free breakfast, lunch and a snack in the afternoon. Students who participate in Saturday School receive breakfast and a snack at no charge. Rosemont Elementary partners with the Love Pantry and the Second Harvest Food Bank to provide shelf stable food, backpacks of food for the weekend and fresh fruits and vegetables once a month.

**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.**

Rosemont Elementary School's school-wide behavioral system is based on the PBIS model. This model is centered on applying techniques focused on enhancing the capacity of a school to teach and learn. PBIS structures student supports in a tiered manner school-wide, targeted groups, and individuals. The goal of teaching positive and wanted behaviors and the necessary skills to positively interact. Behavior expectations and procedures are clearly defined, uniformed and visible throughout the school. Disciplinary incident protocols are intervention driven and focused on maintaining student learning. PBIS training is continuous and will be driven by behavior data and teacher and student needs.

**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.**

Rosemont Elementary School is dedicated to creating and maintaining an emotionally safe environment for all students. The PBIS model provides opportunities for positive interactions that are on-going among students, faculty and staff. To address students needing additional support, social skills development will be provided in a one-on-one or small group setting. Outside resources, such as Aspire, are available daily for students requiring further counseling. This service is obtained through parental consent. For students who are experiencing behavioral concerns, the MTSS process is started to determine appropriate interventions and tracking of the efficacy of those interventions.

## 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

### 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 or face to face to discuss absences. When additional absences occur beyond the warning conference, the Attendance Child Study Team will hold a meeting to include the social worker and parents to discuss reasons for tardiness and absences. Interventions and an 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. 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 teachers, deans, and the MTSS team and administration. Rosemont Elementary School 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. In addition, all students at Rosemont Elementary School receive an additional hour of reading to focus on enrichment and/ or intervention based on the individual needs of the students. Rosemont will practice a "walk to" model that will allow teachers to homogeneously group students for this extra hour of instruction. 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. Student in lowest quartile for mathematics will have the opportunity to attend tutoring on Saturday's.

### 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 and front office. If an attendance problem the classroom teacher of the student will also be inlvoved. 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 attendance contract is made and discussed with parents/students.

Students in danger of suspension are counseled and monitored daily by an administrative dean, members of the behavioral support team, and/or administration. Parent conferences are held frequently by dean, administration, and classroom teachers when repeated disruptive behavior occurs. Students placed in PASS receive grade level work while supervised by a highly qualified teacher.

Core instruction is being progress monitored for all students, by classroom teachers and the leadership team through the use of the Curriculum Resource Materials as well as the Corrective Programs, Instructional Focus Calendars. Students are identified for Tier 2 intervention though 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

### 1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

### 2. Description

FLDPO will link the Rosemont Elementary School Parental Involvement Plan to this School Improvement Plan.

**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.**

Rosemont Elementary School attempts to develop family and community partnerships through numerous activities and initiatives, but there is still a need to increase participation and communication. A Parent Engagement Liaison (PEL) has been newly appointed for the 2017-18 school year and will be responsible for coordinating all community-school events. The role of the PEL is to further increase family involvement. Providing this full-time position that focuses on removing barriers that prohibit families from engaging in school events and children's education shows Rosemont Elementary School's dedication to increasing parental involvement and community engagement. In addition to coordinating all school family events, the PEL will assist with such tasks as organizing transportation for parents unable to reach the school for events and providing language-to-English translation for families who are not yet able to communicate in English. Student achievement at Rosemont Elementary School will improve with the increase of family and community engagement.

## C. Effective Leadership

### 1. School Leadership Team

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

| Name | Title |
|---|---|
| Maldonado, Kelly | Principal |
| Traub, Thomas | Assistant Principal |
| Cunningham, Latoya | Dean |
| Oliver , Rodney | Dean |
| Archie, Emily | Assistant Principal |
| Vanatti, Cheryl | Instructional Coach |
| Stanton, Merrill | Instructional Coach |
| Taylor Harris, Tandrika | Instructional Coach |
| Davis, Barbara | 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.

Kelly Maldonado, serves as the current Principal at Rosemont Elementary School starting in June of 2017. Ms. Maldonado is responsible for the overall functioning of the school and specifically data for grades three through five. Ms. Maldonado attends all PLC meetings to provide the vision for the school and review data, lesson planning and provide feedback to teachers. In addition, Ms.

Maldonado is responsible for setting the agenda for weekly leadership team meetings to monitor initiatives and make course adjustments as needed.

Emily Smith, Assistant Principal and Thomas Traub, Assistant Principal assist Ms. Stanton in this ongoing progress monitoring of teachers and the MTSS process in addition to monitoring the effectiveness and implementation of the core with daily classroom visits and providing coaching feedback. Both assistant principals are part of the weekly data meetings along with bi-weekly PLC meetings. All administrators and instructional coaches offer lesson plan feedback based on the unit of study and the Curriculum Resource Materials (CRM) scope and sequence.

Barbara Davis, Curriculum Resource Teacher (CRT) and Instructional Coach, heads up the Eagle Pack for teachers new to Rosemont Elementary School working with mentors to ensure a successful first year for these teachers. Ms. Davis also models lessons for teachers in need of support. Having the ability to see someone else deal with the challenges normally dealt with, but approaching these issues in a different way, is a powerful and productive learning opportunity. As CRT Ms. Davis is to research and provide information and guidance regarding a range of effective and innovative instructional 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. Lastly, Ms. Davis assists teachers in building an interactive classroom and assures that recommendations for improvement are implemented.

Merrill Stanton, MTSS/Instructional Support holds meetings with teachers weekly and helps them track and graph student 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. Ms. Stanton also heads the monitoring of our intervention program and groups students according to their ability. Ms. Stanton works with teachers of students who are exhibiting extreme behavior needs and retrains/teaches positive behaviors. In addition, Ms. Stanton also coordinates with the classroom teacher to create behavior intervention programs and models best practices for specific teachers.

The staffing specialist position is currently open. This person will be responsible for holding 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, Administrative Deans support the efforts of the Positive Behavior Incentive System (PBIS) and supports the staff in providing a safe learning environment for all. Mr. Oliver and Ms. Cunningham spearheaded our school-wide behavior plans and ensure that classrooms are following PBIS and interventions. Mr. Oliver and Ms. Cunningham both model and train teachers on how to implement effective interventions to improve student behaviors and/or class dynamics. Additionally the deans ensure that classrooms are hosting weekly meetings to maintain structure and community. When necessary, the deans contact parents and act as liaisons to support students further with an MTSS-B plan and or counseling.

Archna Randall, 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. Ms. Randall works side-by-side with the staffing specialist to ensure that students individualized needs are being met.

Tandrika Taylor Harris, Math/Science Coach provides 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. Ms. Harris assists teachers in building an interactive classroom and assures that recommendations for improvement are implemented.

Cheryl Vanatti, Reading Specialist works side by side with teachers to determine the reading needs of students as well as intervention strategies. Ms. Vanatti researches the best possible strategies given the students needs and models instruction for and monitors the effectiveness of the implementation for teachers. Additionally, Ms. Vanatti participates in all ELA PLC meetings offering guidance and ideas of how to approach a specific state standard.

*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 Elementary School 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 iReady diagnostics or growth monitoring for both reading and 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. Merrill Stanton, MTSS Coach, holds weekly MTSS data meetings with teachers and school administration monitors intervention student data during data meetings with teachers.

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.

Title One funds are also 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.

Title One funds are also used to support the newly created Parent Engagement Liaison (PEL) for the 2017-18 school year and will be responsible for coordinating all community-school events. The role of the PEL is to further increase family involvement. Providing this full-time position that focuses on removing barriers that prohibit families from engaging in school events and children's education shows Rosemont Elementary School's dedication to increasing parental involvement and community engagement. In addition to coordinating all school family events, the PEL will assist with such tasks as organizing transportation for parents unable to reach the school for events and providing language-to-English translation for families who are not yet able to communicate in English. Student achievement at Rosemont Elementary School will improve with the increase of family and community engagement.

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. Student performance data is shared weekly 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 |
| Stephanie David | Teacher |
| Pamela Aho | Parent |
| Wendy Gilcrease | Parent |
| Jannlea Daubert | Parent |
| Rhonda Rodriguez | Parent |
| Krystal Rodriguez | Parent |
| Shirley Williams | Education Support Employee |
| Kelly Maldonado | Principal |
| Mike Pavelko | Business/Community |

### b. Duties

#### *1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes*
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

#### *a. Evaluation of last year's school improvement plan*

The SAC committee will meet on August 29, 2017 to review last year's SIP and school grade performance data. Topics of discussion will be data trends and AdvancED survey results. Plans for the 2017-18 school year will be initiated as well as barriers/strategies. Action steps will be reviewed to show how Rosemont will overcome barriers. School based professional development to build teacher capacity along with coaching and feedback are largely how Rosemont plans 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 iReady beginning of year diagnostics and STAR to determine learning levels and identify deficient skills. At Rosemont students will be using intervention materials: 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.

#### *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 Elementary will be using SAI funds for after school enrichment opportunities. New curriculum purchased for tutoring included STEM materials, Lego kits, and reading material (Sunshine State Books) as well as incentives for the implementation of the PBIS system.

$4000 - Sunshine State books and curriculum needs fro Saturday School
$1000 - student incentives for PBIS implementation

*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 |
| --- | --- |
| Maldonado, Kelly | Principal |
| Vanatti, Cheryl | Instructional Coach |
| Aho, Pamela | Instructional Media |
| Traub, Thomas | Assistant Principal |
| Archie, Emily | Assistant Principal |
| Bennett, Brett | Teacher, ESE |
| Arroyo Acosta, Marilyn | Teacher, ESE |

#### b. Duties

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

The Literacy Leadership Team (LLT) first ensures that all reading teachers are trained in our programs: iReady and Journeys. Additionally, 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 needs 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 Specialist to ensure that teachers are uniform in instruction school-wide. Rosemont Elementary School 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 students to check out books in their reading zone. Media night occurs each Tuesday and Thursday allowing students to have additional time to read, check out books, and take AR quizzes. 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. The principal meets monthly with the LLT to discuss student's AR progress. The principal also meets quarterly to discuss AR points with students.

## D. Public and Collaborative Teaching

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

Rosemont Elementary teachers participate in Professional Learning Community (PLC) meetings weekly to review the standards in the Curriculum Resource Materials, instructional focus calendars and test item specifications to assist in their planning of reading, mathematics, 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. Kelly Maldonado, Principal, Emily Smith, AP, Thomas Traub, AP, Cheryl Vanatti, Reading Specialist and Tandrika Taylor Harris, Math/Science 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 Merrill Stanton, MTSS coach to analyze Tier 2/3 student data and academic or behavioral progress. Finally, data analysis meetings with administration are held biweekly 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 meeting. Teachers are strongly encouraged to work with peers positively and respectfully. 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(s) 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.
Professional capacity is a critical need for Rosemont Elementary School due to a high percentage of novice teachers. 30 out of 54 instructional staff members, or 55%, are new to Rosemont Elementary School. Of Rosemont Elementary School's 54 instructional staff members, 20% are new to the district; 46% have three years or less of overall teaching experience. Teachers experience ranges from 0 years to 27 years, with an average of 6 years of teaching experience. To develop expertise, there is a need to use multiple sources to monitor instructional delivery, evaluate proficiency and provide timely, actionable feedback on the effectiveness of instructional goals and the cause/effect relationship between professional development, instructional practices and student achievement.

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

Mentees were paired with a certified mentor that has previous experience teaching that grade level. 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
Lauren Hopping - Merrill Stanton
Margaret Horst - Pam Aho
Kodesh Perez - Elenora Hall

Katherine Tighe - Merrill Stanton
Anja Drew - Terri Boyer
Frances Borrell - Kevine McMillan
Alex Tays - Tandrika Taylor-Harris
Kara Reed - Cheryl Vanatti
Carole Hall-Attappih - Latoya Cunningham
Janisha Forrester-Taylor - Cheryl Vanatti
Melvin Carter - Tandrika Taylor-Harris

Second/Third year teachers at Rosemont returning to Rosemont
Jacob Richardson - Tandrika Taylor-Harris
Dana Morris - Pam Aho
Cassidy Desarden - Merrill Stanton

Mentees will attend monthly meetings where all will discuss planned topics to provide support that will increase teacher positivity while reducing teacher stress. Mentees will share success stories as well as challenges they are experiencing and work together to find possible solutions. The hope is to promote a sense of community where all mentees feel welcomed and supported, which will ultimately lead to teacher retention.

## 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. In addition, Rosemont Elementary is supported by the Corrective Programs department, which is a team of Senior Administrators reporting to the Chief Academic Officer. This team is composed of seven Senior Administrators all supporting schools identified by the Superintendent, Deputy Superintendent, Area Superintendent and Chief Academic Officer in need of support. Support is differentiated based on need shown in school data and captured in the school's Sustainability Plan. Rosemont Elementary School will receive support from two senior administrators and a content area specialist for ELA, mathematics, and science. Corrective Programs, in conjunction with the North Learning Community, will support the school-based leadership team in implementing and monitoring school-wide systems regarding instructional delivery, use of data to drive instructional decisions, and professional development to build capacity of faculty and staff. Content area specialists will work to build capacity of school-based coaches regarding content, professional learning communities, and instructional coaching of teachers. In addition, the Corrective Programs team and the North Learning Community will collaborate to conduct: informal and formal meetings with the principal and/or the school-based leadership team (SBLT), side-by-side walkthroughs to build leadership capacity in assessing standards-based instruction and providing immediate, actionable feedback, and formal meetings to review available student performance data and devise plans of action to address areas of concern.

All grade levels participate in common planning through the PLC. ELA, mathematics and science meet weekly with content specific coaches and members of the leadership team to review state standards, CRM's and lesson plans.

**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 iReady Reading and Mathematics for diagnostic and progress monitoring. All students are progress monitored weekly. Administration and the MTSS coach will monitor this data weekly during MTSS meetings. During these weekly monitoring meetings each teacher meets with administration and Merrill Stanton, MTSS coach to discuss each student, and examine data and discuss changes, if needed. iReady along with teacher intervention data is used to determine which students need to move to Tier 2 or 3 of MTSS. I-Ready common assessments are used in grades 2-5. Grades K-1 use teacher created common assessments to determine skill attainment levels of students. 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 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.

*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:** Extended School Day

**Minutes added to school year:** 12,000

As a result of the 2016-17 statewide FSA data, Rosemont Elementary School has added and extra hour of reading instruction. During this time teachers will be focusing on providing intervention reading instruction to include: phonemic awareness, phonics, fluency, vocabulary and comprehension. Students will be grouped based on the beginning of year iReady diagnostic, "instructional Grouping Profile". Throughout the year as students retest, groupings will be adjusted to reflect the most current needs.

*Strategy Rationale*

An extra hour of reading instruction is a state requirement and is meant to assist students in attaining reading proficiency.

*Strategy Purpose(s)*

- Core Academic Instruction

- Enrichment

*Person(s) responsible for monitoring implementation of the strategy*
Traub, Thomas, thomas.traub@ocps.net

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

Teachers will use iReady, Voyager and Reading Mastery assessments to progress monitor data and intervene on reading strengths and weaknesses for all students. The progress monitoring data will be graphed and reported to school and district administration.

**Strategy:** Weekend Program

**Minutes added to school year:** 3,240

Targeted students in grade three, four and five will be invited to participate in a Saturday School initiative. Students will work on one hour of each of the following, reading, math and STEM.

### Strategy Rationale

By allowing students additional time to master standards, achievement will increase.

### Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

### Person(s) responsible for monitoring implementation of the strategy
Archie, Emily, emily.archie@ocps.net

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

Teachers will use the district created lesson plans for Saturday School and collect attendance and pre/post assessment data. In addition, Acaletics is being considered for purchase.

## 2. Student Transition and Readiness

### a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

### 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 STAR assessed four times a year. This data is analyzed by administration, media specialist, Reading coach and classroom teachers. Students in grades K-5 are also given the iReady diagnostics and growth monitoring. MTSS data is forwarded to new schools when students transfer or when requested for incoming students. The MTSS coach communicates with schools when at-risk students register and/or enroll. Rosemont Elementary School has a full time Voluntary Prekindergarten (VPK) class to help students prepare for the needs of kindergarten. Twenty, four year olds participate in this class for the entire school year. In addition, Rosemont has a Varying Exceptionalities Prekindergarten (VE PreK) class of students referred through the PDIS system. Eligible students may begin the VE PreK class at age three. For students moving on to middle school a comprehensive meeting is held during the summer between the middle school and Rosemont Elementary School. During that meeting specific students needs are discussed as well as parent communications needs.

### 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 Elementary School motivates students in fourth and fifth grade towards college and career planning by promoting college and career institutions through "College Friday's". Teachers display their college alma maters and where their school shirts on Friday's helping to open the door to

communicate about various college experiences. All students are 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 Elementary School 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. In addition, Rosemont will be offering Saturday school for students in grades 3-5 and offer STEM, chess, and book club. These clubs are hosted by teachers and monitored by administration. Kindergarten through second grade classes will be participating in Project Lead the Way allowing students to work through a problem, develop solutions and redesign once testing is complete.

### *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 Elementary School 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. Teachers and coaches work side by side in PLC's (Professional Learning Community) to plan rigorous lessons that align with the district's curriculum resource materials following the 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 teachers were enlisted in summer common planning sessions where collaboratively they deconstructed standards, reviewed curriculum resource materials and built solid small group differentiated lessons.

## 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

1 = Problem Solving Step          🔑 S123456 = Quick Key

## Strategic Goals Summary

**G1.** Rosemont Elementary School will increase ELA, Mathematics and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance)

**G2.** Rosemont Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (OCPS Division Priority: Narrow Achievement Gaps)

**G3.** Rosemont Elementary School will increase ELA and Mathematics learning gains in the top 25%. (OCPS Division Priority: Ensure Career and College Readiness)

## 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.** Rosemont Elementary School will increase ELA, Mathematics and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance) 1a

🔍 G095585

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| ELA Achievement District Assessment | 55.0 |
| Math Achievement District Assessment | 60.0 |
| Statewide Science Assessment Achievement | 50.0 |

### Targeted Barriers to Achieving the Goal 3

- Teachers lack knowledge of rigorous instructional strategies to teach the full intent of the standard.

- Teachers limited experience in collaborative professional learning communities.

### Resources Available to Help Reduce or Eliminate the Barriers 2

- Structured Common Planning PLCs with facilitative support from Reading and Math instructional coaches

- District provided resources on the Instructional Management System (IMS) to include: Curriculum Resource Materials (CRMs), Scope and Sequence, and FSA Item Specifications

- Professional development opportunities on standards based instruction planning and implementation

- Progress Monitoring: iReady diagnostics - BOY, MOY & EOY, iReady Growth Monitoring, iReady instructional usage, CRM Culminating Tasks, Science PMAs STAR, CRM Writing Pre & Post Assessments

- Corrective Programs, in conjunction with the North Learning Community, will support the school-based leadership team in implementing and monitoring school-wide systems regarding instructional delivery, use of data to drive instructional decisions, and professional development to build capacity of faculty and staff.

### Plan to Monitor Progress Toward G1. 8

Weekly progress monitoring of student achievement data.

#### Person Responsible
Kelly Maldonado

#### Schedule
Weekly, from 8/30/2017 to 6/1/2018

#### *Evidence of Completion*
Progress Monitoring Data: iReady Standards Mastery Assessments of at/above grade level students, iReady Growth Monitoring, Culminating Tasks per CRM, STAR, Writing CRM Pre and Post Assessments, Science PSELL benchmarks and Performance Measurement Assessments

**G2.** Rosemont Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (OCPS Division Priority: Narrow Achievement Gaps)  1a

🔍 G095586

## Targets Supported  1b

| Indicator | Annual Target |
|---|---|
| ELA/Reading Lowest 25% Gains | 75.0 |
| Math Lowest 25% Gains | 75.0 |

## Targeted Barriers to Achieving the Goal  3

- Lack of small group differentiated instruction

## Resources Available to Help Reduce or Eliminate the Barriers  2

- Professional Learning Communities (PLC's) to commonly plan for instruction

- CPalms

- Test Item Specifications

- Curriculum Resource Materials (CRM's)

- Corrective Programs, in conjunction with the North Learning Community, will support the school-based leadership team in implementing and monitoring school-wide systems regarding instructional delivery, use of data to drive instructional decisions, and professional development to build capacity of faculty and staff.

## Plan to Monitor Progress Toward G2.  8

Classroom walkthrough data will be collected and analyzed by all members of the administrative team to look for trends and patterns of whole group instruction and small group instruction.

### Person Responsible
Kelly Maldonado

### Schedule
Weekly, from 9/6/2017 to 6/1/2018

### *Evidence of Completion*
Growth in this area will be evidenced by an increase in learning gains for the lowest quartile students. Feedback provided to teachers via iObservation from coaching observations will also be used as evidence of completion. In addition, notes collected from Corrective Programs will be used as evidence.

**G3.** Rosemont Elementary School will increase ELA and Mathematics learning gains in the top 25%. (OCPS Division Priority: Ensure Career and College Readiness) `1a`

🔍 G095587

## Targets Supported `1b`

| Indicator | Annual Target |
|---|---|
| FSA ELA Achievement | 75.0 |
| FSA Mathematics Achievement | 75.0 |
| Statewide Science Assessment Achievement | 50.0 |

## Targeted Barriers to Achieving the Goal `3`

- Lack of exposure to extracurricular activities.

## Resources Available to Help Reduce or Eliminate the Barriers `2`

- Common enrichment time

- Participation in extracurricular activities for extension learning opportunities

- Multiple resource coaches to assist with enrichment activities

- Corrective Programs, in conjunction with the Learning Community, will support the school-based leadership team in implementing and monitoring school-wide systems regarding instructional delivery, use of data to drive instructional decisions, and professional development to build capacity of faculty and staff.

## Plan to Monitor Progress Toward G3. `8`

Data from pre/post assessments of the standards in ELA, mathematics and science will be analyzed for the effectiveness of the instruction.

**Person Responsible**
Thomas Traub

**Schedule**
Biweekly, from 9/9/2017 to 4/14/2018

***Evidence of Completion***
iReady data from diagnostic assessments will be analyzed for effectiveness of instruction.

## 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.** Rosemont Elementary School will increase ELA, Mathematics and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance) 1

🔍 G095585

**G1.B1** Teachers lack knowledge of rigorous instructional strategies to teach the full intent of the standard. 2

🔍 B257365

**G1.B1.S1** Teachers will work directly with the reading and math coaches to deconstruct standards. 4

🔍 S272309

### Strategy Rationale

Teachers will develop a greater understanding of the standards.

**Action Step 1** 5

During common planning, administration, the Reading Specialist and Math/Science instructional coaches will provide support to teachers on rigorous instruction strategies to teach to the full intent of the standard.

#### Person Responsible

Cheryl Vanatti

#### Schedule

Weekly, from 8/15/2017 to 6/1/2018

#### *Evidence of Completion*

PLC Agendas and Meeting Minutes & Classroom walkthrough data

**Action Step 2** 5

Purchase Common Core Companion to deconstruct standards in Professional Learning Communities.

#### Person Responsible

Emily Archie

#### Schedule

On 11/3/2017

#### *Evidence of Completion*

Teacher use of Common Core Deconstructed books. in Professional Learning Communities.

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

Monitor the implementation of deconstructed strategies through the use of classroom walkthroughs and PLC evidences.

### Person Responsible

Kelly Maldonado

### Schedule

Daily, from 8/14/2017 to 8/16/2018

### *Evidence of Completion*

Classroom walkthrough and data analysis

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

Classroom walkthrough data

### Person Responsible

Kelly Maldonado

### Schedule

Weekly, from 8/30/2017 to 6/1/2018

### *Evidence of Completion*

Classroom walkthrough data pulled from iObservation, Corrective Programs walkthroughs, as well Standards Based Instructional walkthrough data

**G1.B1.S2** PLC leaders will participate in the District Professional Learning Community (DPLC) focusing on literacy instructional strategies. 4

🔑 S272310

### Strategy Rationale

DPLC teachers will gain literacy instructional strategies and share with their grade level PLCs.

### Action Step 1 5

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

#### Person Responsible

Kelly Maldonado

#### Schedule

Monthly, from 8/31/2017 to 6/1/2018

#### *Evidence of Completion*

Lesson plan feedback, Classroom observations, student performance data, PD notes and instructional walkthrough data

### Action Step 2 5

Purchase JJ Bootcamp to support Science instruction.

#### Person Responsible

Thomas Traub

#### Schedule

On 11/3/2017

#### *Evidence of Completion*

Science materials to support 4th and 5th grade science instruction.

**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

Kelly Maldonado

### Schedule

Weekly, from 8/28/2017 to 6/1/2018

### *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

Kelly Maldonado

### Schedule

Weekly, from 8/28/2017 to 6/1/2018

### *Evidence of Completion*

iObservation data and classroom walkthrough feedback, student performance data

**G1.B2** Teachers limited experience in collaborative professional learning communities. 2

🔑 B257366

**G1.B2.S1** Provide professional development for PLC leaders through a summer PLC institute. 4

🔑 S272312

### Strategy Rationale

To build teacher capacity of grade level instructional leaders.

**Action Step 1** 5

The reading specialist will plan for and implement a two-day summer institute on the effectiveness of professional learning communities.

#### Person Responsible

Cheryl Vanatti

#### Schedule

On 7/26/2017

#### *Evidence of Completion*

Creation of grade level PLC professional development to be implemented during preplanning, Sign in sheets, and PD slides

**Action Step 2** 5

Provide additional summer planning time for teachers to build lessons targeting standards based instruction.

#### Person Responsible

Thomas Traub

#### Schedule

On 6/8/2018

#### *Evidence of Completion*

Completed lesson plans.

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

Administration along with the Reading Specialist and Math coach will be participating in weekly PLCs with the PLC leaders to check for implementation of the PLC process.

### Person Responsible

Tandrika Taylor Harris

### Schedule

Weekly, from 8/15/2017 to 6/1/2018

### *Evidence of Completion*

PLC Agendas and Meeting Minutes

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

PLC leaders will plan for and run grade level PLCs with the support of administration, the Reading Specialist and Math Coach.

### Person Responsible

Emily Archie

### Schedule

Weekly, from 8/15/2017 to 6/1/2018

### *Evidence of Completion*

PLC Agendas and Meeting Minutes

**G2.** Rosemont Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (OCPS Division Priority: Narrow Achievement Gaps) 1

🔑 G095586

**G2.B1** Lack of small group differentiated instruction 2

🔑 B257368

**G2.B1.S1** Provide professional development on how to create small groups based on data to demonstrate a transfer of information from PD to classroom instruction. 4

🔑 S272316

**Strategy Rationale**

By teaching the teachers how to build small groups based on data, teachers will be able to differentiate instruction based on the needs of the students.

**Action Step 1** 5

How to create small groups and rotations to support Standards Based Instruction.

**Person Responsible**

Cheryl Vanatti

**Schedule**

On 9/6/2017

*Evidence of Completion*

Utilizing iReady BOY Diagnostic data, teachers will create grade level groups based on profiles, classroom walkthrough data and small group lesson plans

**Action Step 2** 5

How to differentiate instruction to meet the needs of all learners.

**Person Responsible**

Tandrika Taylor Harris

**Schedule**

On 9/20/2017

*Evidence of Completion*

Lesson plans with small group differentiation, classroom walkthrough data and sign in sheets

**Action Step 3** `5`

iReady PD Instructional Grouping Profile

### Person Responsible

Kelly Maldonado

### Schedule

Triannually, from 8/7/2017 to 1/3/2018

### *Evidence of Completion*

Teachers will be able to take iReady data from diagnostic exams to build and support small group instruction.

**Action Step 4** `5`

Purchase additional laptops to support iReady research based usage of 45-minutes per subject per week.

### Person Responsible

Kelly Maldonado

### Schedule

On 10/30/2017

### *Evidence of Completion*

80 additional laptops

**Action Step 5** `5`

Hire additional support personnel to provide small group instruction.

### Person Responsible

Thomas Traub

### Schedule

On 5/31/2018

### *Evidence of Completion*

Hourly tutor logs and lesson plans fro small groups

**Action Step 6** `5`

Purchase Acaletics to support mathematics instruction and intervention.

**Person Responsible**

Tandrika Taylor Harris

**Schedule**

On 11/3/2017

***Evidence of Completion***

Acaletics usage in Saturday Scholars and FBS time.

**Action Step 7** `5`

Purchase white boards and supplies for each student to use as a means of tracking progress and mastery of content.

**Person Responsible**

Tandrika Taylor Harris

**Schedule**

On 11/3/2017

***Evidence of Completion***

Student use of white boards in classes as evidenced by walkthrough data.

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

Small groups will be shared with administration to monitor for fidelity of implementation.

**Person Responsible**

Emily Archie

**Schedule**

Weekly, from 9/6/2017 to 6/1/2018

***Evidence of Completion***

Data from small groups will be collected to determine effectiveness and fluidity of groupings, classroom walkthrough data, and lesson plan reviews

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

Classroom observation data will be analyzed for the amount of whole group instruction versus small group instruction taking place.

### Person Responsible

Thomas Traub

### Schedule

Weekly, from 9/6/2017 to 6/1/2018

### *Evidence of Completion*

Utilizing iObservation and the Corrective Programs walkthrough tool, data will be analyzed for the amount of whole group instruction versus small group instruction taking place.

**G3.** Rosemont Elementary School will increase ELA and Mathematics learning gains in the top 25%. (OCPS Division Priority: Ensure Career and College Readiness) 1

🔑 G095587

**G3.B1** Lack of exposure to extracurricular activities. 2

🔑 B257372

**G3.B1.S2** Provide Saturday school opportunities for students to focus on Reading, Math, STEM and project based learning. 4

🔑 S272321

### Strategy Rationale

By providing Saturday school opportunities, students will have the opportunity to build STEM based projects and work through the engineering design cycle.

**Action Step 1** 5

Provide Saturday school opportunities with a STEM base.

#### Person Responsible

Thomas Traub

#### Schedule

Biweekly, from 9/9/2017 to 4/14/2018

#### *Evidence of Completion*

Attendance sheets and data collected from Performance Management Activities (PMA)

**Action Step 2** 5

Purchase additional chapter books for the media center.

#### Person Responsible

Pamela Aho

#### Schedule

On 11/3/2017

#### *Evidence of Completion*

New books in the media center.

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** `6`

Students will take pre/post test on Big Ideas covered in Saturday school

### Person Responsible

Thomas Traub

### Schedule

Biweekly, from 9/9/2017 to 4/14/2018

### *Evidence of Completion*

Attendance and data will be collected and analyzed for fidelity of implementation.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2** `7`

Administration and 5th grade teachers will monitor the effectiveness of the instruction.

### Person Responsible

Kelly Maldonado

### Schedule

Biweekly, from 9/9/2017 to 4/14/2018

### *Evidence of Completion*

Attendance, pre/post assessments and PMA data will be analyzed and adjustments made as the year progresses.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2** `7`

Administration and 5th grade teachers will monitor the effectiveness of the instruction.

### Person Responsible

Kelly Maldonado

### Schedule

Biweekly, from 9/9/2017 to 4/14/2018

### *Evidence of Completion*

Attendance, pre/post assessments and PMA data will be analyzed and adjustments made as the year progresses.

**G3.B1.S3** Provide all students with the opportunity to participate in an academic based field trip to local theme parks. 4

🔑 S272322

### Strategy Rationale

By providing students with an enriching academic activity outside of the classroom.

**Action Step 1** 5

All students will attend an enriching, academic field trip.

**Person Responsible**

Merrill Stanton

**Schedule**

Monthly, from 12/4/2017 to 5/23/2018

*Evidence of Completion*

Participation in field trip.

**Plan to Monitor Fidelity of Implementation of G3.B1.S3** 6

Students will be given a pre/post assessment of their background knowledge of the learning expectations of the field trip.

**Person Responsible**

Merrill Stanton

**Schedule**

Monthly, from 12/4/2017 to 5/23/2018

*Evidence of Completion*

Pre/post assessment student data

**Plan to Monitor Effectiveness of Implementation of G3.B1.S3** `7`

Teachers and resource team will monitor student background knowledge prior to and immediately following field trip.

### Person Responsible

Merrill Stanton

### Schedule

Monthly, from 12/4/2017 to 5/23/2018

### *Evidence of Completion*

Pre/post student data assessments

## IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| **2018** | | | | | |
| G1.B2.S1.A1 🔍 A365298 | The reading specialist will plan for and implement a two-day summer institute on the effectiveness... | Vanatti, Cheryl | 7/25/2017 | Creation of grade level PLC professional development to be implemented during preplanning, Sign in sheets, and PD slides | 7/26/2017 one-time |
| G2.B1.S1.A1 🔍 A365300 | How to create small groups and rotations to support Standards Based Instruction. | Vanatti, Cheryl | 9/6/2017 | Utilizing iReady BOY Diagnostic data, teachers will create grade level groups based on profiles, classroom walkthrough data and small group lesson plans | 9/6/2017 one-time |
| G2.B1.S1.A2 🔍 A365301 | How to differentiate instruction to meet the needs of all learners. | Taylor Harris, Tandrika | 9/20/2017 | Lesson plans with small group differentiation, classroom walkthrough data and sign in sheets | 9/20/2017 one-time |
| G2.B1.S1.A4 🔍 A365303 | Purchase additional laptops to support iReady research based usage of 45-minutes per subject per... | Maldonado, Kelly | 10/16/2017 | 80 additional laptops | 10/30/2017 one-time |
| G1.B1.S1.A2 🔍 A365295 | Purchase Common Core Companion to deconstruct standards in Professional Learning Communities. | Archie, Emily | 10/30/2017 | Teacher use of Common Core Deconstructed books. in Professional Learning Communities. | 11/3/2017 one-time |
| G2.B1.S1.A6 🔍 A365305 | Purchase Acaletics to support mathematics instruction and intervention. | Taylor Harris, Tandrika | 10/30/2017 | Acaletics usage in Saturday Scholars and FBS time. | 11/3/2017 one-time |
| G2.B1.S1.A7 🔍 A365306 | Purchase white boards and supplies for each student to use as a means of tracking progress and... | Taylor Harris, Tandrika | 10/30/2017 | Student use of white boards in classes as evidenced by walkthrough data. | 11/3/2017 one-time |
| G1.B1.S2.A2 🔍 A365297 | Purchase JJ Bootcamp to support Science instruction. | Traub, Thomas | 10/30/2017 | Science materials to support 4th and 5th grade science instruction. | 11/3/2017 one-time |
| G3.B1.S2.A2 🔍 A365309 | Purchase additional chapter books for the media center. | Aho, Pamela | 10/27/2017 | New books in the media center. | 11/3/2017 one-time |
| G2.B1.S1.A3 🔍 A365302 | iReady PD Instructional Grouping Profile | Maldonado, Kelly | 8/7/2017 | Teachers will be able to take iReady data from diagnostic exams to build and support small group instruction. | 1/3/2018 triannually |
| G3.MA1 🔍 M391185 | Data from pre/post assessments of the standards in ELA, mathematics and science will be analyzed... | Traub, Thomas | 9/9/2017 | iReady data from diagnostic assessments will be analyzed for effectiveness of instruction. | 4/14/2018 biweekly |
| G3.B1.S2.MA1 🔍 M391180 | Administration and 5th grade teachers will monitor the effectiveness of the instruction. | Maldonado, Kelly | 9/9/2017 | Attendance, pre/post assessments and PMA data will be analyzed and adjustments made as the year progresses. | 4/14/2018 biweekly |
| G3.B1.S2.MA1 🔍 M391181 | Administration and 5th grade teachers will monitor the effectiveness of the instruction. | Maldonado, Kelly | 9/9/2017 | Attendance, pre/post assessments and PMA data will be analyzed and adjustments made as the year progresses. | 4/14/2018 biweekly |
| G3.B1.S2.MA1 🔍 M391182 | Students will take pre/post test on Big Ideas covered in Saturday school | Traub, Thomas | 9/9/2017 | Attendance and data will be collected and analyzed for fidelity of implementation. | 4/14/2018 biweekly |
| G3.B1.S2.A1 🔍 A365308 | Provide Saturday school opportunities with a STEM base. | Traub, Thomas | 9/9/2017 | Attendance sheets and data collected from Performance Management Activities (PMA) | 4/14/2018 biweekly |
| G3.B1.S3.MA1 🔍 M391183 | Teachers and resource team will monitor student background knowledge prior to and immediately... | Stanton, Merrill | 12/4/2017 | Pre/post student data assessments | 5/23/2018 monthly |
| G3.B1.S3.MA1 🔍 M391184 | Students will be given a pre/post assessment of their background knowledge of the learning... | Stanton, Merrill | 12/4/2017 | Pre/post assessment student data | 5/23/2018 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| G3.B1.S3.A1 A365310 | All students will attend an enriching, academic field trip. | Stanton, Merrill | 12/4/2017 | Participation in field trip. | 5/23/2018 monthly |
| G2.B1.S1.A5 A365304 | Hire additional support personnel to provide small group instruction. | Traub, Thomas | 10/30/2017 | Hourly tutor logs and lesson plans fro small groups | 5/31/2018 one-time |
| G1.MA1 M391176 | Weekly progress monitoring of student achievement data. | Maldonado, Kelly | 8/30/2017 | Progress Monitoring Data: iReady Standards Mastery Assessments of at/ above grade level students, iReady Growth Monitoring, Culminating Tasks per CRM, STAR, Writing CRM Pre and Post Assessments, Science PSELL benchmarks and Performance Measurement Assessments | 6/1/2018 weekly |
| G2.MA1 M391179 | Classroom walkthrough data will be collected and analyzed by all members of the administrative team... | Maldonado, Kelly | 9/6/2017 | Growth in this area will be evidenced by an increase in learning gains for the lowest quartile students. Feedback provided to teachers via iObservation from coaching observations will also be used as evidence of completion. In addition, notes collected from Corrective Programs will be used as evidence. | 6/1/2018 weekly |
| G1.B1.S1.MA1 M391170 | Classroom walkthrough data | Maldonado, Kelly | 8/30/2017 | Classroom walkthrough data pulled from iObservation, Corrective Programs walkthroughs, as well Standards Based Instructional walkthrough data | 6/1/2018 weekly |
| G1.B1.S1.A1 A365294 | During common planning, administration, the Reading Specialist and Math/Science instructional... | Vanatti, Cheryl | 8/15/2017 | PLC Agendas and Meeting Minutes & Classroom walkthrough data | 6/1/2018 weekly |
| G1.B2.S1.MA1 M391174 | PLC leaders will plan for and run grade level PLCs with the support of administration, the Reading... | Archie, Emily | 8/15/2017 | PLC Agendas and Meeting Minutes | 6/1/2018 weekly |
| G1.B2.S1.MA1 M391175 | Administration along with the Reading Specialist and Math coach will be participating in weekly... | Taylor Harris, Tandrika | 8/15/2017 | PLC Agendas and Meeting Minutes | 6/1/2018 weekly |
| G2.B1.S1.MA1 M391177 | Classroom observation data will be analyzed for the amount of whole group instruction versus small... | Traub, Thomas | 9/6/2017 | Utilizing iObservation and the Corrective Programs walkthrough tool, data will be analyzed for the amount of whole group instruction versus small group instruction taking place. | 6/1/2018 weekly |
| G2.B1.S1.MA1 M391178 | Small groups will be shared with administration to monitor for fidelity of implementation. | Archie, Emily | 9/6/2017 | Data from small groups will be collected to determine effectiveness and fluidity of groupings, classroom walkthrough data, and lesson plan reviews | 6/1/2018 weekly |
| G1.B1.S2.MA1 M391172 | As teachers improve in their instructional practices, students will in turn improve in their... | Maldonado, Kelly | 8/28/2017 | iObservation data and classroom walkthrough feedback, student performance data | 6/1/2018 weekly |
| G1.B1.S2.MA1 M391173 | Classroom observation data will be monitored and reviewed in order to assess status scores and... | Maldonado, Kelly | 8/28/2017 | I-observation data and classroom walkthrough feedback | 6/1/2018 weekly |
| G1.B1.S2.A1 A365296 | PD will be provided to increase teacher knowledge and confidence when planning and delivering... | Maldonado, Kelly | 8/31/2017 | Lesson plan feedback, Classroom observations, student performance data, PD notes and instructional walkthrough data | 6/1/2018 monthly |
| G1.B2.S1.A2 A365299 | Provide additional summer planning time for teachers to build lessons targeting standards based... | Traub, Thomas | 6/4/2018 | Completed lesson plans. | 6/8/2018 one-time |
| G1.B1.S1.MA1 M391171 | Monitor the implementation of deconstructed strategies through the use of classroom walkthroughs... | Maldonado, Kelly | 8/14/2017 | Classroom walkthrough and data analysis | 8/16/2018 daily |

# V. Professional Development Opportunities

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

**G1.** Rosemont Elementary School will increase ELA, Mathematics and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance)

**G1.B1** Teachers lack knowledge of rigorous instructional strategies to teach the full intent of the standard.

**G1.B1.S1** Teachers will work directly with the reading and math coaches to deconstruct standards.

### PD Opportunity 1

During common planning, administration, the Reading Specialist and Math/Science instructional coaches will provide support to teachers on rigorous instruction strategies to teach to the full intent of the standard.

#### Facilitator

Cheryl Vanatti and Tandrika Taylor Harris

#### Participants

Instructional Staff

#### Schedule

Weekly, from 8/15/2017 to 6/1/2018

**G1.B1.S2** PLC leaders will participate in the District Professional Learning Community (DPLC) focusing on literacy instructional strategies.

### 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

Monthly, from 8/31/2017 to 6/1/2018

**G1.B2** Teachers limited experience in collaborative professional learning communities.

**G1.B2.S1** Provide professional development for PLC leaders through a summer PLC institute.

### PD Opportunity 1

The reading specialist will plan for and implement a two-day summer institute on the effectiveness of professional learning communities.

#### Facilitator

Cheryl Vanatti, Tandrika Taylor Harris, Merrill Stanton, Barbara Davis

#### Participants

PLC Grade Level Leaders

#### Schedule

On 7/26/2017

**G2.** Rosemont Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (OCPS Division Priority: Narrow Achievement Gaps)

**G2.B1** Lack of small group differentiated instruction

**G2.B1.S1** Provide professional development on how to create small groups based on data to demonstrate a transfer of information from PD to classroom instruction.

### PD Opportunity 1

How to create small groups and rotations to support Standards Based Instruction.

#### Facilitator

Cheryl Vanatti & Tandrika Taylor Harris

#### Participants

K-5 Teachers

#### Schedule

On 9/6/2017

**PD Opportunity 2**

How to differentiate instruction to meet the needs of all learners.

### Facilitator

Cheryl Vanatti & Tandrika Taylor-Harris

### Participants

K-5 Teachers

### Schedule

On 9/20/2017

**PD Opportunity 3**

iReady PD Instructional Grouping Profile

### Facilitator

Kate Galindo

### Participants

All Teachers

### Schedule

Triannually, from 8/7/2017 to 1/3/2018

# VI. Technical Assistance Items

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

**G3.** Rosemont Elementary School will increase ELA and Mathematics learning gains in the top 25%. (OCPS Division Priority: Ensure Career and College Readiness)

**G3.B1** Lack of exposure to extracurricular activities.

**G3.B1.S2** Provide Saturday school opportunities for students to focus on Reading, Math, STEM and project based learning.

### TA Opportunity 1

Provide Saturday school opportunities with a STEM base.

#### Facilitator

Thomas Traub

#### Participants

3rd-5th grade students

#### Schedule

Biweekly, from 9/9/2017 to 4/14/2018

# VII. Budget

| 1 | G1.B1.S1.A1 | During common planning, administration, the Reading Specialist and Math/ Science instructional coaches will provide support to teachers on rigorous instruction strategies to teach to the full intent of the standard. | | | | $75,000.00 |
|---|---|---|---|---|---|---|
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 1141 | 100-Salaries | 1271 - Rosemont Elementary | General Fund | | $75,000.00 |
| | | | *Notes: Purchased math coach to support math planning.* | | | |
| 2 | G1.B1.S1.A2 | Purchase Common Core Companion to deconstruct standards in Professional Learning Communities. | | | | $3,497.04 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 0000 | | 1271 - Rosemont Elementary | UniSIG | | $3,497.04 |
| 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 | 2017-18 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | 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.B1.S2.A2** | **Purchase JJ Bootcamp to support Science instruction.** | | | | **$10,233.78** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 0000 | | 1271 - Rosemont Elementary | UniSIG | | $10,233.78 |
| **5** | **G1.B2.S1.A1** | **The reading specialist will plan for and implement a two-day summer institute on the effectiveness of professional learning communities.** | | | | **$9,240.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 0000 | 120-Classroom Teachers | 1271 - Rosemont Elementary | General Fund | | $9,240.00 |
| **6** | **G1.B2.S1.A2** | **Provide additional summer planning time for teachers to build lessons targeting standards based instruction.** | | | | **$17,365.68** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 0000 | 100-Salaries | 1271 - Rosemont Elementary | UniSIG | | $17,365.68 |
| **7** | **G2.B1.S1.A1** | **How to create small groups and rotations to support Standards Based Instruction.** | | | | **$0.00** |
| **8** | **G2.B1.S1.A2** | **How to differentiate instruction to meet the needs of all learners.** | | | | **$0.00** |
| **9** | **G2.B1.S1.A3** | **iReady PD Instructional Grouping Profile** | | | | **$0.00** |
| **10** | **G2.B1.S1.A4** | **Purchase additional laptops to support iReady research based usage of 45-minutes per subject per week.** | | | | **$43,200.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 1271 - Rosemont Elementary | | | $0.00 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | 0000 | | 1271 - Rosemont Elementary | UniSIG | | $43,200.00 |
| | | | *Notes: 80 laptops at $540.00 each* | | | |
| **11** | **G2.B1.S1.A5** | **Hire additional support personnel to provide small group instruction.** | | | | **$57,600.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 0000 | 160-Other Support Personnel | 1271 - Rosemont Elementary | UniSIG | | $57,600.00 |
| **12** | **G2.B1.S1.A6** | **Purchase Acaletics to support mathematics instruction and intervention.** | | | | **$19,657.50** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 0000 | | 1271 - Rosemont Elementary | UniSIG | | $19,657.50 |
| **13** | **G2.B1.S1.A7** | **Purchase white boards and supplies for each student to use as a means of tracking progress and mastery of content.** | | | | **$2,000.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 0000 | | 1271 - Rosemont Elementary | UniSIG | | $2,000.00 |
| **14** | **G3.B1.S2.A1** | **Provide Saturday school opportunities with a STEM base.** | | | | **$31,059.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 0000 | 100-Salaries | 1271 - Rosemont Elementary | SIG 1003 | | $26,775.00 |
| | | | *Notes: 7 teachers x $45 an hour plus benefits x 17 Saturdays* | | | |
| | 0000 | 200-Employee Benefits | 1271 - Rosemont Elementary | SIG 1003 | | $4,284.00 |
| **15** | **G3.B1.S2.A2** | **Purchase additional chapter books for the media center.** | | | | **$29,600.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 0000 | | 1271 - Rosemont Elementary | UniSIG | | $29,600.00 |
| **16** | **G3.B1.S3.A1** | **All students will attend an enriching, academic field trip.** | | | | **$40,000.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 0000 | 239-Other | 1271 - Rosemont Elementary | UniSIG | | $40,000.00 |
| | | | | | **Total:** | **$388,609.00** |