

Orange County Public Schools

# Rosemont Elementary



## 2018-19 Schoolwide Improvement Plan

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## Rosemont Elementary

4650 POINT LOOK OUT RD, Orlando, FL 32808

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

### School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 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	98%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	D	D	D*

### School Board Approval

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

### SIP Authority

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>.

### 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. 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: School Information

### School Mission and Vision

**Provide the school's mission statement.**

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

**Provide the school's vision statement.**

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

### School Leadership Team

**Membership**

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

Name	Title
Gibson, Tracey	Principal
Archie, Emily	Assistant Principal
Stanton, Merrill	Instructional Coach
Christian, Holly	Instructional Coach

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

Tracey Gibson is the principal of Rosemont Elementary School. Mrs. Gibson is responsible for the overall functioning of the school and data for all grade levels. Mrs. Gibson attends and facilitates Data/ Multi-Tier Support Systems and Professional Learning Community (PLC) meetings. Mrs. Gibson monitors both lesson plans and classroom instruction through observations to ensure standards based instruction and tasks are aligned to the standards.

Emily Archie, Assistant Principal participates in the ongoing process of progress monitoring of student achievement data as well as those students in the MTSS process. Mrs. Archie monitors the effectiveness of classroom instruction and provides feedback to teachers. Mrs. Archie attends PLC meetings and supports the instructional coaches.

Merrill Stanton, Instructional Coach utilizes the coaching cycle to support teachers in best practices for delivering standard-based instruction. She participates in PLC's and provides mentoring and professional development in order to build teacher capacity.

Holly Christian, Instructional Support will be the lead coach monitoring the implementation of PLC's as well as build teacher capacity in planning and implementing rigorous standards-based lessons and activities.

### Early Warning Systems

**Year 2017-18****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	27	25	26	31	18	22	0	0	0	0	0	0	0	149
One or more suspensions	11	13	20	30	37	22	0	0	0	0	0	0	0	133
Course failure in ELA or Math	18	24	63	23	50	22	0	0	0	0	0	0	0	200
Level 1 on statewide assessment	0	0	0	71	64	71	0	0	0	0	0	0	0	206

**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	8	11	30	44	55	38	0	0	0	0	0	0	0	186

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	33	0	0	0	0	0	0	0	0	0	33
Retained Students: Previous Year(s)	0	0	0	2	1	2	0	0	0	0	0	0	0	5

**Date this data was collected**

Monday 6/18/2018

#### Year 2016-17 - As Reported

**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

#### Year 2016-17 - Updated

**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

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

#### Which data component performed the lowest? Is this a trend?

The data component that performed the lowest is science at 25% proficiency. This was a decrease of 4% proficiency from the previous school year. There is a trend with having consistently lower scores in science compared to the district and state.

#### Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline was ELA Learning Gains from 37% to 30%, a decline of 7%. The learning gains within the ELA Lowest 25th percent of students also decreased 7% from 40% to 33%.

#### Which data component had the biggest gap when compared to the state average?

The data component that had the greatest gap when compared to the state average was science. Twenty-five percent of students were proficient on the Science Statewide Assessment which is 30% below the state average of 55%.

#### Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement is Math proficiency at 38%. This is an 8% gain from the previous school year. This is a continued trend as the data has increased over the last three years.

#### Describe the actions or changes that led to the improvement in this area.

The actions/changes that led to an improvement in math proficiency was standards-based instruction with the support of iReady as well as the implementation of Acaletics. Additionally, academic tutors were utilized to focus on small group pull out intervention.

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	28%	56%	56%	32%	53%	52%
ELA Learning Gains	30%	55%	55%	42%	52%	52%
ELA Lowest 25th Percentile	33%	48%	48%	35%	42%	46%
Math Achievement	38%	63%	62%	27%	56%	58%
Math Learning Gains	41%	57%	59%	33%	54%	58%
Math Lowest 25th Percentile	35%	46%	47%	31%	41%	46%
Science Achievement	25%	55%	55%	24%	49%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	27 (37)	25 (45)	26 (30)	31 (30)	18 (29)	22 (14)	149 (185)
One or more suspensions	11 (13)	13 (24)	20 (39)	30 (32)	37 (33)	22 (39)	133 (180)
Course failure in ELA or Math	18 (29)	24 (58)	63 (49)	23 (56)	50 (68)	22 (57)	200 (317)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	71 (74)	64 (90)	71 (72)	206 (236)

### Grade Level Data

**NOTE:** This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	33%	55%	-22%	57%	-24%
	2017	35%	57%	-22%	58%	-23%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2018	31%	54%	-23%	56%	-25%
	2017	26%	57%	-31%	56%	-30%
Same Grade Comparison		5%				
Cohort Comparison		-4%				
05	2018	21%	55%	-34%	55%	-34%
	2017	24%	51%	-27%	53%	-29%
Same Grade Comparison		-3%				
Cohort Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	47%	61%	-14%	62%	-15%
	2017	32%	63%	-31%	62%	-30%
Same Grade Comparison		15%				
Cohort Comparison						
04	2018	38%	62%	-24%	62%	-24%
	2017	22%	64%	-42%	64%	-42%
Same Grade Comparison		16%				
Cohort Comparison		6%				
05	2018	27%	59%	-32%	61%	-34%
	2017	30%	56%	-26%	57%	-27%
Same Grade Comparison		-3%				
Cohort Comparison		5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	23%	53%	-30%	55%	-32%
	2017					
Cohort Comparison						

### Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	5	17	24	8	32	35					
ELL	41	58	40	31	45	36	30				
BLK	26	31	33	37	40	32	21				
HSP	30	23		37	41	36	15				
MUL	31			50							
FRL	27	31	35	37	39	33	24				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD		27	33	3	35	36					
ELL	24	47	50	32	62		27				
BLK	28	34	41	28	43	38	25				
HSP	40	45	30	36	45		53				
MUL	25			36							
FRL	23	34	39	26	44	38	28				



### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

#### Areas of Focus:

##### Activity #1

<b>Title</b>	Through standards-based instruction, student proficiency will increase in science as a result of building teacher capacity of Florida state science standards and instructional strategies.
<b>Rationale</b>	Science scores have been stagnant for the last three years and are also the lowest scores as measured by statewide assessment data. The school had a 4% decline from 29% to 25%.
<b>Intended Outcome</b>	Science proficiency in fifth grade will improve by 15% on the Statewide Science Assessment from the previous school year.
<b>Point Person</b>	Tracey Gibson (tracey.gibson@ocps.net)

##### Action Step

<b>Description</b>	<ol style="list-style-type: none"><li>1. STO Science Coach will support 5th grade teachers once a week in the planning and implementation of standards-based instruction with emphasis on student centered outcomes and proficiency of the statewide science standards.</li><li>2. Teachers will be provided monthly staff development on rigorous standards-based science instruction through the STO office.</li><li>3. Administration will complete walkthroughs and provide teachers with actionable feedback to help build teacher capacity in science.</li></ol>
<b>Person Responsible</b>	Holly Christian (holly.christian2@ocps.net)

##### Plan to Monitor Effectiveness

<b>Description</b>	Administrators will conduct routine classroom walkthroughs to ensure the utilization of standards-based instruction. Fifth grade scores on progress checks, common assessments, the science progress monitoring assessments (PMAs) will be analyzed after each administration and adjustments will be made using the data collected.
<b>Person Responsible</b>	Emily Archie (emily.archie@ocps.net)

Activity #2	
<b>Title</b>	Student ELA proficiency and learning gains will increase as a result of building teacher capacity in ELA content knowledge, standards based instruction and data analysis.
<b>Rationale</b>	FSA ELA proficiency data shows a decline over the last three years, dropping four percentage point from 32% to 28%. ELA learning gains dropped 12 percentage points over the last three years from 42% to 30%.
<b>Intended Outcome</b>	The intended outcome will be to improve FSA ELA proficiency from 28% to 40% for an increase of 12%. Also the goal for FSA ELA learning gains is to improve from 30% to 40% for an increase of 10%.
<b>Point Person</b>	[no one identified]
Action Step	
<b>Description</b>	<p>1. Through the implementation of the District Professional Learning Community (DPLC) Year 2 , teachers will continue to focus on implementing standards based instruction utilizing Close Reading, text dependent questioning, and high yield instructional strategies.</p> <p>2. School and STO Coaches will implement the coaching cycle based on teacher need.</p> <p>3. School and STO Coaches will support teachers in weekly common planning to ensure rigorous standards-based lessons are created and implemented.</p> <p>4. Teachers will participate in the Culturally Responsive School Initiative. Training on this initiative will take place throughout the school year to include building the teacher's understanding of subgroup data and ensuring the needs of all learners are being addressed during instruction. During weekly data meetings, student achievement gap data will be monitored and analyzed in order to make instructional shifts.</p>
<b>Person Responsible</b>	Emily Archie (emily.archie@ocps.net)
Plan to Monitor Effectiveness	
<b>Description</b>	Regular walkthroughs will be conducted in classrooms looking for CLOSE Reading strategies. In addition, teachers will continue to utilize the Observer Led Peer Observation to support DPLC implementation and post to Google Docs. Common Assessment data and iReady data will be analyzed during weekly data meetings after each assessments to adjust intervention instruction and grouping for the extra reading intervention hour and small group instruction.
<b>Person Responsible</b>	Tracey Gibson (tracey.gibson@ocps.net)

Activity #3	
<b>Title</b>	Improve the "Culture and Climate" of Rosemont with the support of all stakeholders: administration, teachers, parents, community, School Transformation Office
<b>Rationale</b>	Parent engagement and support has been minimal in prior years. High turnover of both students and staff have created a need to build capacity in our teachers and provide outreach to our parents.
<b>Intended Outcome</b>	Continuous communication with our parents which will then increase parent support and engagement. Retention of effective/highly effective teachers through quality coaching, feedback, and professional development to build their capacity as teachers.
<b>Point Person</b>	Tracey Gibson (tracey.gibson@ocps.net)
Action Step	
<b>Description</b>	<p>Put systems and structures in place to increase parent outreach and teacher capacity:</p> <ol style="list-style-type: none"> <li>1. Introduce Class Dojo communication application during Meet the Teacher and Open House. Teachers and administrators provide continuous communication to parents on schoolwide and classroom activities.</li> <li>2. Plan monthly parent engagement activities through the Title One Parent Engagement Liaison such as Chat &amp; Chew parent breakfast events</li> <li>3. Open the media center for Extended Media Hours twice a week for parents and students.</li> <li>4. Create Coaching Calendar for the STO Coaches to support identified Tier 2 and Tier 3 teachers.</li> <li>5. Provide weekly professional development after school for 3rd-5th grade teachers to collaborate on Standards Based instruction for upcoming lessons.</li> </ol>
<b>Person Responsible</b>	Tracey Gibson (tracey.gibson@ocps.net)
Plan to Monitor Effectiveness	
<b>Description</b>	<p>Monthly report of communication to parents to include number of "Views" from each post. Sign in sheets for parent events with a goal of at least 30% of parents attending after school major events such as Meet the Teacher, Open House and Curriculum Nights, Family Picnic.</p> <p>Roster of number of parents and teachers joining the Rosemont PTA.</p> <p>AdvanEd survey results for 2018-2019 school year.</p>
<b>Person Responsible</b>	Tracey Gibson (tracey.gibson@ocps.net)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

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

#### **PFEP Link**

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

#### **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.

#### **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.

#### **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.

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.

Title One funds are also used to support the Parent Engagement Liaison (PEL) for the 2018-19 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.

**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.

## Part V: Budget

Total:

\$323,882.49