

Polk County Public Schools

# Rochelle School Of The Arts



2018-19 Schoolwide Improvement Plan

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## Rochelle School Of The Arts

1501 MARTIN L KING JR AVE, Lakeland, FL 33805

<http://schools.polk-fl.net/rochellearts>

### 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)
Combination School PK-8	Yes	75%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	69%

### School Grades History

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

### School Board Approval

This plan was approved by the Polk County School Board on 1/15/2019.

### 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.

Rochelle School of the Arts is committed to doing whatever it takes to provide an enriched and rigorous curriculum through the arts and academics in a challenging environment.

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

Rochelle School of the Arts will prepare all students for the future by providing a rigorous curriculum along with the active study of the visual and performing arts.

### School Leadership Team

#### Membership

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

Name	Title
Ward, Julie	Principal
Brackman, Lee	Assistant Principal
Tidwell, Donna	Other
Rodriguez, Joel	Instructional Coach
Mayes, Kim	Instructional Coach
Grooms, Rochelle	School Counselor
Bryant, Carolyn	Assistant Principal
Willoughby, Denise	School Counselor
Nolen, Kim	Other

#### Duties

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

The Leadership Team meets in whole or sub-groups weekly. We work collaboratively to coordinate the delivery of support, intervention, and coordination of resources, assessments, and instructional program implementation. The Instructional Coaches (Mayes and Ross) meet with grade level (K-5) or departmental (6-8) teams weekly collaborative Planning meeting, and provide support for teachers with effective instructional strategies.

Testing Coordinator (Rodriguez) - schedules all progress monitoring and state assessments, provides data analysis and disaggregation support and professional development for the staff.

Resource Teacher (Tidwell) - focuses on Literacy support for students and teachers in K-3.

Magnet School Assistance Program Teacher Resource Specialist (Nolen) - coordinates the implementation of the MSAP grant across the campus, including Collaborative Planning sessions for STEAM units, procurement of resources.

Principal (Ward) - establishes priorities for professional development and school improvement, schedules classroom observations and coaching, secures district resources to support school efforts.

Assistant Principal (Bryant) - focus primarily on K-5

Assistant Principal (Brackman) - focus primarily on 6-8

School Counselors - (Grooms, Willoughby) - support social/emotional programs and interactions in the school, scheduling and academic support.

## 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	2	8	5	1	3	7	11	18	18	0	0	0	0	73
One or more suspensions	2	5	7	6	4	5	12	19	8	0	0	0	0	68
Course failure in ELA or Math	0	0	0	11	12	9	16	21	11	0	0	0	0	80
Level 1 on statewide assessment	0	0	0	12	12	15	30	17	11	0	0	0	0	97

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	1	1	0	8	8	4	17	20	14	0	0	0	0	73

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	4	2	2	3	0	0	0	0	0	0	0	0	0	11
Retained Students: Previous Year(s)	0	0	3	3	1	2	9	11	11	0	0	0	0	40

Date this data was collected

Monday 7/2/2018

### 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	2	1	4	7	2	2	6	10	8	0	0	0	0	42
One or more suspensions	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	10	20	25	29	20	0	0	0	0	104

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	0	0	0	0	8	2	7	9	4	0	0	0	0	30

#### 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	2	1	4	7	2	2	6	10	8	0	0	0	0	42
One or more suspensions	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	10	20	25	29	20	0	0	0	0	104

##### 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	0	0	0	0	8	2	7	9	4	0	0	0	0	30

## 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?

Data indicates that although our proficiency scores in ELA were on an upward trend, we fell 6 points in the 17-18 school year. Along with a downward trend in Learning Gains over the past three years and a minimal improvement in the bottom 25%, strong evidence indicates a need for instructional improvement in this content area.

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

Reading proficiency scores fell from 58% to 52% school-wide. A closer look at cohort movement shows that the greatest decline happened between third and fourth grade; falling a total of 24 points.

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

The largest gap occurred in math, whereas our school is at 52% and the state is at 59%; with a 7% gap.

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

Civics showed the greatest improvement - from 71 to 97 proficiency between 16-17 and 17-18 school years. There is not enough data to report this as a trend.

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

Civics was moved to a higher grade level. In addition, students were highly engaged in the class due to project based learning and personalized options for showing mastery.

### 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	54%	54%	60%	57%	56%	55%
ELA Learning Gains	47%	52%	57%	58%	57%	54%
ELA Lowest 25th Percentile	48%	46%	52%	53%	50%	49%
Math Achievement	56%	55%	61%	54%	54%	56%
Math Learning Gains	54%	54%	58%	61%	52%	54%
Math Lowest 25th Percentile	48%	51%	52%	59%	48%	48%
Science Achievement	47%	48%	57%	48%	52%	52%
Social Studies Achievement	97%	85%	77%	83%	72%	72%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	2 (2)	8 (1)	5 (4)	1 (7)	3 (2)	7 (2)	11 (6)	18 (10)	18 (8)	73 (42)
One or more suspensions	2 (0)	5 (0)	7 (0)	6 (0)	4 (0)	5 (0)	12 (0)	19 (1)	8 (0)	68 (1)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	11 (0)	12 (0)	9 (0)	16 (0)	21 (0)	11 (0)	80 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	12 (0)	12 (10)	15 (20)	30 (25)	17 (29)	11 (20)	97 (104)

### 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	70%	51%	19%	57%	13%
	2017	75%	53%	22%	58%	17%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	51%	48%	3%	56%	-5%
	2017	48%	51%	-3%	56%	-8%
Same Grade Comparison		3%				
Cohort Comparison		-24%				
05	2018	53%	50%	3%	55%	-2%
	2017	64%	44%	20%	53%	11%
Same Grade Comparison		-11%				
Cohort Comparison		5%				
06	2018	51%	41%	10%	52%	-1%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	57%	45%	12%	52%	5%
Same Grade Comparison		-6%				
Cohort Comparison		-13%				
07	2018	49%	42%	7%	51%	-2%
	2017	46%	45%	1%	52%	-6%
Same Grade Comparison		3%				
Cohort Comparison		-8%				
08	2018	56%	49%	7%	58%	-2%
	2017	66%	46%	20%	55%	11%
Same Grade Comparison		-10%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	65%	56%	9%	62%	3%
	2017	73%	58%	15%	62%	11%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2018	63%	57%	6%	62%	1%
	2017	66%	60%	6%	64%	2%
Same Grade Comparison		-3%				
Cohort Comparison		-10%				
05	2018	51%	56%	-5%	61%	-10%
	2017	48%	47%	1%	57%	-9%
Same Grade Comparison		3%				
Cohort Comparison		-15%				
06	2018	47%	40%	7%	52%	-5%
	2017	57%	39%	18%	51%	6%
Same Grade Comparison		-10%				
Cohort Comparison		-1%				
07	2018	42%	40%	2%	54%	-12%
	2017	23%	40%	-17%	53%	-30%
Same Grade Comparison		19%				
Cohort Comparison		-15%				
08	2018	49%	34%	15%	45%	4%
	2017	38%	36%	2%	46%	-8%
Same Grade Comparison		11%				
Cohort Comparison		26%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	52%	51%	1%	55%	-3%
	2017					



SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
08	2018	43%	42%	1%	50%	-7%
	2017					
Cohort Comparison		43%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	97%	84%	13%	71%	26%
2017	72%	62%	10%	69%	3%
Compare		25%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	60%	40%	62%	38%
2017	97%	43%	54%	60%	37%
Compare		3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	95%	41%	54%	56%	39%
2017	95%	34%	61%	53%	42%
Compare		0%			

## 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	11	48	56	4	38	40					

**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
ELL	28	44		39	44						
BLK	41	44	49	44	50	51	28	90	86		
HSP	56	54	60	55	46	28	56				
MUL	54	39		58	65		64				
WHT	72	50	36	74	62	48	76	100	72		
FRL	46	43	46	50	53	48	40	95	72		

**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	10	21	25	10	29	30					
ELL	8	46		8	38						
BLK	45	43	34	43	44	39	31	57	53		
HSP	58	58	63	56	60	61	55	79	88		
MUL	64	55		56	45						
WHT	76	60	61	76	67	65	76	92	86		
FRL	49	46	43	47	48	40	31	68	53		

**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>	Increase Reading Proficiency Scores in all grades
<b>Rationale</b>	Falling after an upward trend for the past three years leads us to believe that the drop in reading proficiency was correlated to our adoption of a new reading program, Readers Workshop, and the time it takes to train and acclimate both teachers and students to a new pedagogy.
<b>Intended Outcome</b>	All grade levels will increase their reading proficiency scores by 3-5 percentage points or more, allowing our school grade ELA compoent to increase from 52% to 60% or higher.
<b>Point Person</b>	Kim Mayes (kimberlee.mayes@polk-fl.net)
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Create an ELA spreadsheet for PLC meetings to record what and when data (FSA, PM, Class Assessments) are shared and analyzed. Grade levels will have recording sheets to show where each students is on a list of priority standards. (Beginning, Developing, Proficient, Advanced).</li> <li>2. Teachers will schedule quarterly data conferences with students to establish markers for how well they are doing, where they need to be, and how they plan to get there. Additionally, teachers will provide students with formative &amp; self-assessments throughout lessons as check for understanding, to guide the instruction, allow for revised goal setting, and ensure success. (in upper elementary and middle grades)</li> <li>3. In PLC meetings, the ELA coach will help teachers articulate the parameters and depth of the standards and create assessments (formative, performance, and summative) that are DOK aligned.</li> <li>4. Teachers will use conferencing and running records to track students' progress and individualize feedback and goal setting with students.</li> <li>5. Students will understand the results of their data through error analysis of their work/ quizzes, identifying patterns of mistakes and pinpointing where increased attention should be placed (goal setting), AR conferences with teachers, Conferencing during the elementary reading block (as part of Readers Workshop) and also through portfolios that students will create connected to STEAM units (based on reading done during Workshop related to STEAM learning).</li> <li>6. Teachers will ensure that all students are using lexile-leveled materials in all content areas. Teachers will inject ELA standards into all subjects through STEAM units and reading/writing in the content area for other subjects. Readers Workshop will have independent reading time whereby students will read texts of their IRL, however, all mentor texts, quizzes, and assessment will be given using grade level lexiled texts.</li> <li>7. During workshop conferences with students, teachers will emphasize the need for students to improve their IRL, documenting where they are and setting short term goals to reach the next level until within the grade level lexile. Teachers will use a conversion chart to show what Fountas and Pinnel Level or AR level is equivalent to the appropriate grade level lexile.</li> <li>8. Teachers will set revised reading goals based on Running Records outcomes, STAR data, and classroom performance.</li> <li>8. Finally, teachers will set up passage presentations at the end of each unit whereby students share their learning expedition through the use of a portfolio with parents and/or community members creating an authentic audience to share and reflect upon the journey. Teachers will provide time for students to practice these presentations.</li> <li>9. Each elementary grade level will establish a Tier 2 intervention plan that will include data tracking and targeted interventions. Structures may include in-class support or re-assignment of students for this time to another teacher on the team for small group support</li> </ol>

on common skill needs. (example: fluency, comprehension, word work)

10. Teachers will write rigorous Learning Targets which will be posted and utilized during instruction to reflect the appropriate Depth of Knowledge and Target-Task Alignment.

**Person Responsible** Kim Mayes (kimberlee.mayes@polk-fl.net)

#### Plan to Monitor Effectiveness

**Description** During weekly Collaborative Planning, teachers will produce evidence of the learning by analyzing the results of formative assessments and subsequent pathways for differentiation. During monthly CP & MTSS grade level meetings, teachers will bring results of running records, assessment data, and sample student work with revisions to discuss and evaluate. Reflection sheets will include a place to record newly attained grade level data from assessments and the team's plan of action for the upcoming month. The reflection sheet will be turned in to administration. Coach will work to create a culture whereby the entire team is responsible for the success of the whole grade level population as opposed to just their homeroom or class. Administration will also monitor the effectiveness of this plan during walk-throughs: assessing engagement, teacher/student conferencing, goal setting and evidence of models, critiques and feedback either taking place or inside student portfolios. Administration will conduct Walk-Throughs and Rigor Walks to assess the effectiveness of the use of Learning Targets in the classrooms.

**Person Responsible** Julie Ward (julie.ward@polk-fl.net)

Activity #2	
<b>Title</b>	Increase instructional time by minimizing loss of engaged learning time
<b>Rationale</b>	Too many students are loosing instructional time due to behavior problems, particularly in grades 6-8.
<b>Intended Outcome</b>	Reduction in the number of total referrals by 20%. (111)
<b>Point Person</b>	Lee Brackman (lee.brackman@polk-fl.net)
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Use of the Paws-itive Behavior Card and the ROAR Card, both based on the school's PBS Core Values. Incentives for positive choices will be scheduled.</li> <li>2. Use of Emergenetics (grades 5-8, K-4 will use principles of Emergenetics) in creation of teams/groups. Emergenetics will also help students understand one another and become more tolerable of differences in learning styles.</li> <li>3. Continued use of CHAMPS to deliver expectations.</li> <li>4. Structure for Student Agency - assisting students in becoming leaders of their own learning.</li> <li>5. Use of Mentors to help students learn appropriate responses to situations and/or other triggers.</li> <li>6. Students will engage in Goal Setting, focusing on Habits of Scholarship and Habit of Character, students will track their own behaviors and achievement in grade appropriate methods.</li> <li>7. Teachers will conference with students about their progress and reinforce critical skills through whole class and individual learning experiences.</li> <li>8. Character Education "Panther Pride Lessons", will be ongoing throughout the school year on a monthly basis for middle school, and elementary classes will implement the Sanford Harmony curriculum for classbuilding and social skills instruction and reinforcement.</li> </ol>
<b>Person Responsible</b>	Lee Brackman (lee.brackman@polk-fl.net)
Plan to Monitor Effectiveness	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Data on office discipline referrals, Paw Cards, and ROAR cards will be reviewed at monthly PBS meetings, watching early for trends with grade levels, subgroups, teachers, or specific students.</li> <li>2. Following monthly data disaggregation, develop intervention strategies to address needs.</li> <li>3. Administration will review lesson plans and conduct classroom observations focusing on the implementation of Emergenetcis, CHAMPS, Sanford Harmony, and PBS structures throughout the school.</li> <li>4. Feedback will be gathered from teachers and students following the Panther Pride Lessons to adjust as needed to address student interest and needs.</li> </ol>
<b>Person Responsible</b>	Lee Brackman (lee.brackman@polk-fl.net)

Activity #3	
<b>Title</b>	Increase Math proficiency scores
<b>Rationale</b>	Math proficiency and learning gains data reflects a trend of being stagnant between 50-57% over a 3 year period. We hypothesize that instruction and learning tasks are not getting to the necessary Depth of Knowledge level, thereby impacting students' achievement.
<b>Intended Outcome</b>	Math proficiency scores will increase to an average of 60% on the 2019 FSA Math tests in grades 3-8, with no grade level falling below 2018 achievement levels.
<b>Point Person</b>	Ariel Ross (ariel.ross@polk-fl.net)
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Weekly collaborative planning sessions will have a strong focus on the Depth of Knowledge level of each standard and a comprehensive understanding of the standards.</li> <li>2. In conjunction with the Math Instructional Coach, consistent use of rigorous formative and summative assessments.</li> <li>3. Collaborative Planning weekly sessions will include reviews of student work to verify alignment to standards and achievement.</li> <li>4. Use of iStation and Imagine Math with students in need of intervention and remediation with math skills. Expand use of Imagine Math to 4th and 5th grade students in the lowest 30 percent.</li> <li>5. When appropriate, interdisciplinary units will include math standards to support building real-world connections.</li> <li>6. Teachers will implement visual posting of Learning Targets in math, reflecting the appropriate Depth of Knowledge level and Target-Task Alignment with standards.</li> </ol>
<b>Person Responsible</b>	Julie Ward (julie.ward@polk-fl.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Walk-throughs and Rigor Walks will assess the effective use of Learning Targets in math.</li> <li>2. Lesson plans will reflect the rigorous learning experiences, instructional methods, and assessments that are aligned to the standards.</li> <li>3. iStation and Imagine Math reports will be review monthly to track progress toward on-grade level achievement.</li> <li>4. Interdisciplinary units will be developed and reviewed through lesson plans and classroom observations, noting the application of math.</li> </ol>
<b>Person Responsible</b>	Julie Ward (julie.ward@polk-fl.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.**

Effective communication of school activities and events will occur, supporting families having the appropriate information to engage in school activities, especially their student's academic standing and progress, Parent Informational events, and the Fine Arts Programs offered at Rochelle. The Parent Portal is an online system that provides parents with the opportunity to view their student's grades and progress throughout each grading period. Volunteers will be connected to their areas of interest so that the school can be supported in classrooms, departments, administratively, financially, and in special programs.

**PFEF Link**

The school completes a Parental Involvement Plan (PFEF), 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.**

Two Guidance Counselors (one for elementary and one for middle school) are full-time staff members, and they work with teachers, students, and families to address social-emotional areas of concern. The Counselors also support conflict resolution issues between students, and work to build these skill sets with students. We collect data from the instructional staff through weekly grade level meetings, monthly Multi-Tiered Systems of Support (MTSS) meetings, Student Success Team (SST) meetings, conversations with our guidance counselors, discipline data and Early Warning Systems (EWS). Teachers will identify students who may benefit from the additional support of a mentor. Options exist for students to anonymously report potential bullying incidents and processes exist for investigation, conflict-resolution, and/or disciplinary measures to support social-emotional health. The Elementary Guidance Counselor will provide in-class guidance lessons equipping students with interpersonal, problem-solving, and other social skills. All students will participate in monthly "Panther Pride" days (homeroom in elementary, groups of approximately 15 for middle school) for character education, interpersonal skills, and presentation skills instruction, strengthening students' confidence and social-emotional skill sets.

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

Rochelle promotes vertical collaboration between teachers to ensure that subject areas are developing lessons using anchor standards. These lessons should incorporate similar standards from previous grade levels to build on the students' prior knowledge. Rochelle encourages students to strive for advanced classes and course work. Vertical teams work together to coordinate the instruction, remediation, and enrichment efforts for students.

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

Grade level (K-5) and department teams (6-8) meet weekly for Collaborative Planning sessions focused on aligned standards-based instruction and assessments. Members of the Leadership Team support and guide this process. Teams review student work in follow-up sessions to assess fidelity and response to the instructional strategies. Middle school teams' focus will primarily be a vertical alignment approach, as there is only one teacher per grade level & subject. District Coaches will also support these teams' work routinely. The Administrative Leadership Team observes in classrooms, providing Instructional Coaching feedback based on targeted areas of focus or learning by the teachers. Professional Development will be provided as a result of identified needs. Title 1 funds are allocated to provide materials and professional

development that will directly impact classroom instruction and student learning. Magnet School Assistance Program (MSAP) funds and training are also utilized to support instruction and curriculum.

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

Rochelle hosts various high schools' information sessions with students. Eighth grade students attend the Workforce Education "WE3" expo in order to gain insight into various academies and career oriented programs available in our district. Guest speakers are utilized through content area courses and enrichment opportunities for all students. Teachers integrate real-world connections in unit lesson plans, including guest speakers, local field trips, and virtual field trips utilizing technology. {Great American Teach-In}

## Part V: Budget

**Total:**

**\$59,019.00**