
2013-2014 SCHOOL IMPROVEMENT PLAN

Rosemont Elementary
4650 POINT LOOK OUT RD
Orlando, FL 32808
407-522-6050

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 100%
Alternative/ESE Center No	Charter School No	Minority Rate 96%

School Grades History

2013-14 C	2012-13 C	2011-12 B	2010-11 A
---------------------	---------------------	---------------------	---------------------

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	3
Differentiated Accountability	4
Part I: Current School Status	5
Part II: Expected Improvements	16
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	23
Part III: Coordination and Integration	42
Appendix 1: Professional Development Plan to Support Goals	43
Appendix 2: Budget to Support Goals	46

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Rosemont Elementary

Principal

Patty Harrelson

School Advisory Council chair

Wendy Wolfe

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Patty Harrelson	Principal
Eric Sochocki, Ed.D.	Assistant Principal
Kari De Vore	CRT
William Anderson	Dean
Christine Pomeroy	Behavior Specialist
Emily Sitz	Parental Involvement Liaison
Wendy Wolfe	Intervention/Rtl Coordinator
Erica Collins	Media Specialist

District-Level Information

District

Orange

Superintendent

Dr. Barbara M Jenkins

Date of school board approval of SIP

1/28/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Wendy Wolfe - Chair
 Patty Harrelson - Principal
 Eboni Montenegro - 4th grade team leader
 Officer Gillespie - SRO
 Jann Daubert - Parent
 Pamela Aho - Parent
 Darlene Stephens - Parent
 Rachel Mott - 1st grade team leader
 Joslyn Vilabrera - 5th grade teacher

Carlos Pinera - 3rd grade teacher
 Jeff Schwenneker - Partner In Education

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

The SAC will meet monthly to discuss items related to School Improvement; such as: staff changes, program implementation/adoption, parental involvement, school test scores, climate surveys and budgetary issues.

Projected use of school improvement funds, including the amount allocated to each project

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Rosemont Elementary School has had great difficulty in enlisting the support and involvement of parents on its SAC. We have moved the meeting times of the SAC to beginning directly at the end of the school day and corresponding with the day of the week (Tuesday) that our media center is open late.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Patty Harrelson

Principal

Years as Administrator: 7

Years at Current School: 3

Credentials

M.A. Educational Leadership
 B.S. Elementary Education
 Certifications:
 Elementary Education,
 Educational Leadership,
 and ESOL

Performance Record

Rosemont Elementary:

2012-2013: C Grade. 42% met high standards in reading, 42% met high standards in math, 49% met high standards in writing, 34% met high standards in science, 52% made learning gains in reading, 53% made learning gains in math, 60% of the lowest 25% made learning gains in reading, 58% of the lowest 25% made learning gains in math.

2011-2012: B Grade. 59% met high standards in reading, 55% met high standards in math, 86% met high standards in writing, 31% met high standards in science, 68% made learning gains in reading, 44% made learning gains in math, 74% of the lowest 25% made learning gains in reading, 58% of the lowest 25% made learning gains in math.

2010-2011: A Grade. 63% met high standards in reading, 65% met high standards in math, 86% met high standards in writing, 42% met high standards in science, 63% made learning gains in reading, 66% made learning gains in math, 67% of the lowest 25% made learning gains in reading, 75% of the lowest 25% made learning gains in math.

Lake Gem Elementary:

2009-2010: A Grade. 76% met high standards in reading, 72% met high standards in math, 88% met high standards in writing, 48% met high standards in science, 67% made learning gains in reading, 59% made learning gains in math, 52% of the lowest 25% made learning gains in reading, 67% of the lowest 25% made learning gains in math.

2008-2009: A Grade. 81% met high standards in reading, 77% met high standards in math, 98% met high standards in writing, 44% met high standards in science, 73% made learning gains in reading, 71% made learning gains in math, 63% of the lowest 25% made learning gains in reading, 71% of the lowest 25% made learning gains in math.

2007-2008: A Grade. 78% met high standards in reading, 72% met high standards in math, 86% met high standards in writing, 46% met high standards in science, 69% made learning gains in reading, 72% made learning gains in math, 62% of the lowest 25% made learning gains in reading, 79% of the lowest 25% made learning gains in math.

2006-2007: A Grade. 74% met high standards in reading, 62% met high standards in math, 96% met high standards in writing, 33% met high standards in science, 73% made learning gains in

reading, 76% made learning gains in math, 74% of the lowest 25% made learning gains in reading, 83% of the lowest 25% made learning gains in math.

2005-2006: A Grade. 72% met high standards in reading, 57% met high standards in math, 80% met high standards in writing, 67% made learning gains in reading, 71% made learning gains in math, 75% of the lowest 25% made learning gains in reading.

2004-2005: A grade. 72% met high standards in reading, 59% met high standards in math, 78% met high standards in writing, 75% made learning gains in reading, 79% made learning gains in math, 71% of the lowest 25% made learning gains in reading.

Eric Sochocki

Asst Principal

Years as Administrator: 3

Years at Current School: 0

Credentials

Ed.D. Executive Education Leadership

M.A. Educational Leadership

B.S. Biology

Certifications:

Educational Leadership

General Science

Biology

Performance Record

Apopka Elementary:

2012-2013: C Grade. 54% met high standards in reading, 53% met high standards in math, 47% met high standards in writing, 66% made learning gains in reading, 60% made learning gains in math, 75% of the lowest 25% made learning gains in reading, 61% of the lowest 25% made learning gains in math.

2011-2012: D Grade. 46% met high standards in reading, 47% met high standards in math, 67% met high standards in writing, 55% made learning gains in reading, 65% made learning gains in math, 63% of the lowest 25% made learning gains in reading, 65% of the lowest 25% made learning gains in math.

2010-2011: C Grade. 68% met high standards in reading, 66% met high standards in math, 79% met high standards in writing, 62% made learning gains in reading, 57% made learning gains in math, 57% of the lowest 25% made learning gains in reading, 67% of the lowest 25% made learning gains in math.

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Kari DeVore		
Full-time / School-based	Years as Coach: 3	Years at Current School: 3
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS, Other	
Credentials	M.A. Educational Leadership B.S. Elementary Education Certifications: Elementary Education Educational Leadership and ESOL	
Performance Record	<p>Rosemont Elementary:</p> <p>2012-2013 C Grade. 42% met high standards in reading, 42% met high standards in math, 49% met high standards in writing, 34% met high standards in science, 52% made learning gains in reading, 53% made learning gains in math, 60% of the lowest 25% made learning gains in reading, 58% of the lowest 25% made learning gains in math.</p> <p>2011-2012 B Grade. 59% met high standards in reading, 55% met high standards in math, 86% met high standards in writing, 31% met high standards in science, 68% made learning gains in reading, 44% made learning gains in math, 74% of the lowest 25% made learning gains in reading, 58% of the lowest 25% made learning gains in math.</p> <p>2010-2011: A Grade. 63% met high standards in reading, 65% met high standards in math, 86% met high standards in writing, 42% met high standards in science, 63% made learning gains in reading, 66% made learning gains in math, 67% of the lowest 25% made learning gains in reading, 75% of the lowest 25% made learning gains in math.</p> <p>Lake Gem Elementary:</p> <p>2009-2010: A Grade. 76% met high standards in reading, 72% met high standards in math, 88% met high standards in writing, 48% met high standards in science, 67% made learning gains in reading, 59% made learning gains in math, 52% of the lowest 25% made learning gains in reading, 67% of the lowest 25% made learning gains in math.</p> <p>2008-2009: A Grade. 81% met high standards in reading, 77% met high standards in math, 98% met high standards in writing, 44% met high standards in science, 73% made learning gains in reading, 71% made learning gains in math, 63% of the lowest 25% made learning gains in reading, 71% of the lowest 25% made learning gains in math.</p>	

Wendy Wolfe

Full-time / School-based

Years as Coach: 0

Years at Current School: 14

Areas

Reading/Literacy, Mathematics, Science, Data, RtI/MTSS, Other

Credentials

M.A. Educational Leadership
 B.S. Elementary Education
 Certifications:
 Exceptional Student Education
 Hearing Impaired Instruction
 ESOL
 Elementary Education
 Educational Leadership
 Endorsement - Reading

Performance Record

Rosemont Elementary:
 2012-2013 C Grade. 42% met high standards in reading, 42% met high standards in math, 49% met high standards in writing, 34% met high standards in science, 52% made learning gains in reading, 53% made learning gains in math, 60% of the lowest 25% made learning gains in reading, 58% of the lowest 25% made learning gains in math.
 2011-2012 B Grade. 59% met high standards in reading, 55% met high standards in math, 86% met high standards in writing, 31% met high standards in science, 68% made learning gains in reading, 44% made learning gains in math, 74% of the lowest 25% made learning gains in reading, 58% of the lowest 25% made learning gains in math.
 2010-2011: A Grade. 63% met high standards in reading, 65% met high standards in math, 86% met high standards in writing, 42% met high standards in science, 63% made learning gains in reading, 66% made learning gains in math, 67% of the lowest 25% made learning gains in reading, 75% of the lowest 25% made learning gains in math.

Classroom Teachers**# of classroom teachers**

66

receiving effective rating or higher

50, 76%

Highly Qualified Teachers

100%

certified in-field

66, 100%

ESOL endorsed

39, 59%

reading endorsed

13, 20%

with advanced degrees

19, 29%

National Board Certified

1, 2%

first-year teachers

15, 23%

with 1-5 years of experience

21, 32%

with 6-14 years of experience

24, 36%

with 15 or more years of experience

3, 5%

Education Paraprofessionals**# of paraprofessionals**

5

Highly Qualified

5, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

5

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Below are the mentor and mentee pairings. Mentees were paired with a mentor that has already been certified and has taught that grade level in the past (ex: Emily Sitz has kindergarten experience which enables her to mentor for Ms. Consadine). Anyone new to Rosemont is assigned a mentor, regardless of experience.

4th grade Loudeline Francois 4th grade Rebecca Geboff

RtI Brett Bennett RtI Julie Drummond

3rd grade Karen Paul 3rd grade Callie Smith

CRT Beth Hickey 3rd grade Yadhira Mislá

3rd grade Barbara Davis 3rd grade Mary Moore

3rd grade Wendy Wolfe 3rd grade Carlos Pinera

1st grade Rachel Mott 1st grade Stephanie Suarez

1st grade Ashley Bishop 1st grade Lauren Orlebeke

Kindergarten Susanne Knapp Kindergarten Susan Caruso

Media Erica Collins Kindergarten Khrystina Roman

RtI Kari DeVore Kindergarten Maria Davis

Kindergarten Pam Aho Kindergarten Natasha Smith

Parent Resource Emily Sitz Kindergarten Stefanie Consadine

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

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Teachers at Rosemont ES collect and utilize current data to make daily/weekly instructional decisions; ex: to create small groups for reading and math. Each student on every grade level is progress monitored monthly via AIMS for reading and math. Those assessment results, combined with available prior year FCAT data, are instrumental in determining which students require tier two and three intervention services. Also, teachers employ weekly GoMath! and Journeys examinations to determine skill attainment levels of their students. Those skill attainment levels are utilized for small group creation. Student performance on programs like Successmaker, also provide valuable input on skill need and attainment.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Kari DeVore (CRT) and Wendy Wolfe (RtI coach) hold meetings with teachers and helps them graph their students' performance. Graphing performance affords the teacher the ability to visualize trends that are occurring within a student's data. Trends are utilized to determine RtI eligibility and appropriateness. Patty Harrelson monitors the entire MTSS process and gives input to ensure that the RtI process has been successfully implemented and is appropriate for the students and teachers. She holds monthly data meetings with all teachers to ensure that each child is being successfully taught on their academic level.

Eric Sochocki (AP) assists Mrs. Harrelson (Principal) in ongoing progress monitoring of teachers and the

RtI process.

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

Christine Pomeroy (behavior specialist) works with students who are making poor behavioral choices, retraining/teaching positive behaviors. She also coordinates with the classroom teacher to create behavior intervention programs and model best practices for specific teachers. Mrs. Pomeroy is the coordinator of our RtI B (Behavior) program. She spearheads the school-wide behavior plans.

Willie Anderson (Dean) supports the efforts of the behavior specialist and supports the staff in providing a safe learning environment for all.

Through MTSS team collaboration, our school psychologist, Aprill Allen, attends educational planning team meetings and consults with teachers and staff to identify appropriate evidence-based academic interventions, social-emotional behavioral strategies, review 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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Leadership team first ensures that all teachers are trained on our core programs: Journeys and GoMath!. We also monitor the effectiveness and implementation of our core by daily classroom visits, accompanied by specific feedback. If the principal sees any area of concern, coaching and feedback are given. Often coaches are also sent in to model, have conversations, and coach. The Leadership team also works with the intervention team to ensure that areas of deficiency are retaught, and interventions are in place through small group, direct, engaging instruction with proven, research-based programs.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Rosemont Elementary School uses AIMS Web for progress monitoring. Each teacher progress monitors their ESE students, as well as any in the RTI process, the last Friday of each month. The first week of each month, each teacher has data meetings with the principal and RtI coordinator to discuss each student, and examine data. The staffing specialist collects and keeps behavior data for our students with BIPS, and with specific needs.

AIMS Web is specifically utilized, along with prior year FCAT scores and Successmaker program scores, to determine which students need to move to Tier 1 or 2 for RtI purposes. GoMath! and Journeys examinations to determine skill attainment levels of their students. Those skill attainment levels are utilized for small group creation.

Students that are not demonstrating increases in learning gains, as documented by performance indicators on: Successmaker program, AIMS Web, STARS reports, and all ongoing progress monitoring performed in the classroom, are evaluated monthly or biweekly (depending upon severity of need) to determine placement on Tier 2 or Tier 3 of MTSS. Those students requiring Tier 2 or Tier 3 support, will be analyzed for a possible learning disability and given accommodations, such as: being pulled out to work with ESE certified small group instructors daily or weekly (depending upon need), small group instruction with classroom teacher.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Our budget is driven by and large by our intervention program. We work hard to ensure that our intervention team (composed of four members) is funded, that they are all ESE certified, highly qualified, and proven successful educators. We have a strong and consistent system of checks and balances in place when it comes to the monitoring and identification of our students in need. Bi-weekly RTI meetings,

monthly data meetings, and quarterly individual data meeting with the principal help us stay on top of this.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 5,040

There is one after school tutoring opportunity for Rosemont Elementary students. The tutoring program is called Rosemont Eagles Achieving and Learning (REAL). The REAL program utilizes FCAT Reading Scale Scores or AIMS Web results (for students not having taken the FCAT), to determine which students are in need of additional instructional time. Those students are invited to a 60min/day 3 day a week program where they receive computer-assisted instruction along with supplemental materials from the core reading curriculum.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Pre and post program tests are utilized to determine student growth. Concordantly, monthly progress monitoring utilizing research based programs and their associated assessments ensures that students achieve the appropriate and timely intervention to meet their individual learning needs.

Who is responsible for monitoring implementation of this strategy?

Patty Harrelson, principal, is ultimately responsible for the successful implementation of this strategy, but she is assisted by Kari DeVore (CRT) and Wendy Wolfe (Rtl coach).

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Patty Harrelson	Principal
Eric Sochocki	Assistant Principal
Kari DeVore	CRT
Erica Collins	Media Specialist
Mary Propes	Media Clerk
Wendy Wolfe	Rtl coach

How the school-based LLT functions

The LLT first ensures that all teachers are trained on our core program: Journeys. We also monitor the effectiveness and implementation of our core by daily classroom visits, accompanied by specific feedback. If the principal or assistant principal see any area of concern, coaching and feedback are given. Often coaches are also sent in to model, have conversations, and assist the teacher as a mentor. The LLT also works with the intervention team to ensure that areas of deficiency are retaught, and interventions are in place through small group, direct, engaging instruction with proven, research-based programs.

Major initiatives of the LLT

To ensure that every single student receives instruction on their level and organic interventions are in place that can be changed to fit the need of each individual student. Some of the processes that have been put in place to ensure the program's success are: three ESE certified teachers that push into classrooms to work with targeted groups of students based upon current data, cross grade level intervention grouping based upon student performance on common assessments and having vertical planning meetings to ensure that PLCs are school-wide.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

All incoming kindergartners are screened with FLKRS and the appropriate interventions are enacted based upon data.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	42%	No	58%
American Indian				
Asian				
Black/African American	50%	40%	No	55%
Hispanic	73%	45%	No	76%
White	67%	38%	No	70%
English language learners	52%	25%	No	57%
Students with disabilities	30%	11%	No	37%
Economically disadvantaged	53%	41%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	90	27%	32%
Students scoring at or above Achievement Level 4	50	15%	20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	171	52%	55%
Students in lowest 25% making learning gains (FCAT 2.0)	50	60%	63%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	33	63%	68%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	18	35%	40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	12	23%	28%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	73	49%	54%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	46%	39%	No	51%
American Indian				
Asian				
Black/African American	42%	39%	No	48%
Hispanic	63%	41%	No	66%
White	67%	33%	No	70%
English language learners	47%	25%	No	52%
Students with disabilities	30%	9%	No	37%
Economically disadvantaged	45%	39%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	90	27%	35%
Students scoring at or above Achievement Level 4	50	15%	20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	108	53%	58%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	30	58%	63%

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	26	21%	26%
Students scoring at or above Achievement Level 4	12	10%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		3
Participation in STEM-related experiences provided for students	850	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	87	10%	9%
Students retained, pursuant to s. 1008.25, F.S.	30	7%	6%
Students who are not proficient in reading by third grade	96	61%	56%
Students who receive two or more behavior referrals	75	9%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	92	10%	8%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Conferences	157	17%	30%
Family Media Night	80	9%	15%
Rosemont Parent University	50	6%	10%
Annual Parent Meeting	20	2%	5%

Area 10: Additional Targets**Additional targets for the school****Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
--------	---------------	---------------	---------------

Goals Summary

- G1.** Based on the analysis of student achievement data, Rosemont Elementary will increase Mathematics literacy achievement scores for all students by 5%.
- G2.** Based on the analysis of student achievement data, Rosemont Elementary will increase literacy achievement scores for all students by 5%.

Goals Detail

G1. Based on the analysis of student achievement data, Rosemont Elementary will increase Mathematics literacy achievement scores for all students by 5%.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science - Elementary School
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Go Math Benchmark PM AIMS WEB Successmaker FCAT Science lab as part of the special's rotation Advanced Science group for fifth graders that meets once a week.

Targeted Barriers to Achieving the Goal

- Deficits in problem solving ability attributed to deficiencies in vocabulary and lack of operational and fact fluency.
- New and/or inexperienced teachers.
- Lack of student spacial/conceptual reasoning.
- Lack of parent involvement and/or knowledge of subject matter.
- Poor student attendance and/or excessive tardies.
- Implementation of new Common Core Standards & resources.
- Student limited access to technology.

Plan to Monitor Progress Toward the Goal

Data meetings and classroom observations/evaluations.

Person or Persons Responsible

Principal and RtI coach meeting with teachers, as well as evaluations done by administration.

Target Dates or Schedule:

Monthly individual meetings.

Evidence of Completion:

The results of AIMS Web math testing for all grades and the results of the Math portion of the FCAT 2.0 for grades 3-5.

G2. Based on the analysis of student achievement data, Rosemont Elementary will increase literacy achievement scores for all students by 5%.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing

Resources Available to Support the Goal

- Employ MTSS model to include small data-driven small groups, provide Targeted Tutoring for 3rd-5th grade students. Take Advantage of District-Offered PD including Core Connections, Mentoring, Expert Teacher Modeling Parent University, Utilize Parent Involvement Coordinator, Media Night Formal Truancy Meetings PLCs, Initial User Training and Going Deeper Trainings on HMH Materials Media Night, Utilize Classroom Libraries, Utilize Community Resources Partner with Community Businesses

Targeted Barriers to Achieving the Goal

- Student deficits in fluency and comprehension skills - lack of schema and vocabulary skills attribute to difficulty understanding and relating to the new knowledge.
- New/ Inexperienced teachers who have a difficult time making the subject matter come alive for their students. Also, due to their inexperience, student behavior management may impede learning.
- Lack of parent involvement and lack of parent knowledge of subject matter, which makes it harder for the parents to assist the student with his/her homework.
- Poor student attendance and copious amount of tardies cause students to miss instructional time.
- Implementation of new standards and the county adopting all new curriculum resources cause teachers to have insufficient knowledge of what is most important to teach and how to use the resources appropriately to support instruction of the new standards.

Plan to Monitor Progress Toward the Goal

Administration and teachers will complete on going progress monitoring and make the appropriate changes to instruction and interventions to ensure students reach their academic potential.

Person or Persons Responsible

All stakeholders will play part in monitoring student progress and making the necessary changes. Some of the stakeholders are: principal, assistant principal, CRT, Rtl coordinator, parent liaison, intervention teachers and classroom teachers.

Target Dates or Schedule:

Progress, or lack there of, will be monitored throughout the year and changes will be enacted in a timely manner. The admin team will conduct monthly data chats to ensure that every student is reaching their academic potential.

Evidence of Completion:

Results of student performance on AIMS Web Reading testing for all grades and the Reading portion of the FCAT 2.0 for grades 3-5.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Based on the analysis of student achievement data, Rosemont Elementary will increase Mathematics literacy achievement scores for all students by 5%.

G1.B1 Deficits in problem solving ability attributed to deficiencies in vocabulary and lack of operational and fact fluency.

G1.B1.S1 Employ MTSS Model to include small data-driven small groups. Provide targeted tutoring 3rd-5th based on assessment data. Employ FASTT Math and Successmaker computer programs to increase fluency, cross-curricular science and math instruction, science as a class on specials' wheel, concept attainment strategies, and provide math intervention as indicated by data.

Action Step 1

Students will experience small group pull-out/push-in interventions, small group center work, tutoring and classroom interventions.

Person or Persons Responsible

All teachers, Rtl small group instructors, and tutors.

Target Dates or Schedule

Daily

Evidence of Completion

Student assessment results.

Action Step 2

Science as a class on specials' wheel.

Person or Persons Responsible

Science teacher

Target Dates or Schedule

Daily

Evidence of Completion

Evidence of student work.

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

Student assessment scores and monitoring lesson plans to validate implementation.

Person or Persons Responsible

Rtl coach, CRT and administration.

Target Dates or Schedule

Biweekly to monthly, depending upon need.

Evidence of Completion

Student academic assessment data and classroom walk-throughs/evaluations.

Plan to Monitor Effectiveness of G1.B1.S1

Student assessment data.

Person or Persons Responsible

Teachers, CRT, Rtl coach, and administration.

Target Dates or Schedule

Monthly.

Evidence of Completion

Student assessment scores increasing.

G1.B2 New and/or inexperienced teachers.

G1.B2.S1 Take advantage of district-offered PD including "Initial User Training", and curriculum implementation of HMH, mentoring, guided math, mathematical practices, "Going Deeper" with HMH, fluency training. The school will afford teachers the opportunity to view a highly effective teacher model best practices.

Action Step 1

District offered trainings.

Person or Persons Responsible

CRT

Target Dates or Schedule

Beginning of the year and follow up sessions throughout the year.

Evidence of Completion

Professional development CEUs.

Facilitator:

District supplied.

Participants:

All new or inexperienced teachers.

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

Professional Development CEUs.

Person or Persons Responsible

All new or inexperienced teachers.

Target Dates or Schedule

Majority are at the beginning of the year, with follow-up sessions throughout the year.

Evidence of Completion

CEUs.

Plan to Monitor Effectiveness of G1.B2.S1

Classroom observations.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Throughout the year, but specifically targeted observations at the beginning of the year.

Evidence of Completion

Teacher displaying proper methods and procedures as indicated during observations/evaluations. Due to the acquired knowledge, there will be a decrease in discipline referrals and an increase in student achievement on the different assessments monitored.

G1.B3 Lack of student spacial/conceptual reasoning.

G1.B3.S1 Employ concept attainment strategies during class time through small group instruction and via programs like Successmaker and FastMath.

Action Step 1

Program utilization during class.

Person or Persons Responsible

All students.

Target Dates or Schedule

For 15 min during math centers.

Evidence of Completion

Successmaker reports.

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Successmaker reports and other student data.

Person or Persons Responsible

Teachers.

Target Dates or Schedule

Weekly.

Evidence of Completion

Data presented to principal during data chats.

Plan to Monitor Effectiveness of G1.B3.S1

Student assessment data.

Person or Persons Responsible

Classroom teacher, Rtl coach and administration.

Target Dates or Schedule

Monthly.

Evidence of Completion

Increase in student test scores on the multiple mathematics assessments taken; including: AIMS Web, Successmaker, common assessments, and qualitative information given by teachers to administration during data chats.

G1.B4 Lack of parent involvement and/or knowledge of subject matter.

G1.B4.S1 Parent University, utilization of parent involvement coordinator, media night.

Action Step 1

Providing our community members Parent University (where the parents are invited to come talk to experts in the field that corresponds to a topic of interest) and media nights.

Person or Persons Responsible

Parent involvement coordinator and media personnel.

Target Dates or Schedule

Weekly media nights and monthly parent university meetings happening during media nights.

Evidence of Completion

Agendas and sign-in sheets.

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Collection of meeting agendas and sign-in sheets.

Person or Persons Responsible

Parent involvement coordinator, media personnel, and CRT.

Target Dates or Schedule

Monthly.

Evidence of Completion

Meeting agendas and sign-in sheets completed.

Plan to Monitor Effectiveness of G1.B4.S1

Exit slips from parent university and media nights, along with end of the year survey.

Person or Persons Responsible

Parent involvement coordinator and administration.

Target Dates or Schedule

Exit slips will be gathered and analyzed at the end of each meeting and the annual survey determines perceived effectiveness.

Evidence of Completion

Parents will complete exit slips that will indicate their opinion of the event as well as provide the coordinator with their suggests for improvement or future events. The end of the year annual parent survey will be utilized to gain a larger perspective of parental opinion on effectiveness of community outreach.

G1.B5 Poor student attendance and/or excessive tardies.

G1.B5.S1 Formal truancy meetings.

Action Step 1

Organize and call parent to attend attendance/truancy meetings with attendance clerk, administration and a police officer.

Person or Persons Responsible

Attendance clerk.

Target Dates or Schedule

Weekly as needed.

Evidence of Completion

Meeting notes.

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Monitoring of monthly attendance data.

Person or Persons Responsible

Attendance clerk and administration.

Target Dates or Schedule

Monthly.

Evidence of Completion

Attendance reports generated by district and school.

Plan to Monitor Effectiveness of G1.B5.S1

The attendance and tardy data will be analyzed monthly.

Person or Persons Responsible

Attendance clerk and administration.

Target Dates or Schedule

Monthly.

Evidence of Completion

Meeting notes and district reports that will indicate a decrease in the amount of students who are tardy or absent over the course of the month and year.

G1.B6 Implementation of new Common Core Standards & resources.

G1.B6.S1 PLCs, "Initial User Training" and "Going Deeper" trainings on HMH/curriculum materials, and mathematical best practices training.

Action Step 1

All teachers be informed of trainings and sign up for them.

Person or Persons Responsible

CRT

Target Dates or Schedule

Preplanning and first months of school.

Evidence of Completion

Professional development CEUs.

Facilitator:

District provided.

Participants:

All teachers.

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Teachers are required to submit professional development surveys, lesson plans and classroom observations.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Weekly/monthly.

Evidence of Completion

Teachers will submit their in-service attendance and reflections to obtain the in-service points.

Plan to Monitor Effectiveness of G1.B6.S1

Teacher implementation of professional development will be monitored via the submittal and review of classroom lesson plans, classroom walk-throughs and evaluations.

Person or Persons Responsible

Administration.

Target Dates or Schedule

Weekly/monthly.

Evidence of Completion

The administration team will examine the teacher's lessons, via plans and actual classroom visits, to determine if the professional development was effective in assisting the teacher to increase his/her effectiveness in instructional best practices.

G2. Based on the analysis of student achievement data, Rosemont Elementary will increase literacy achievement scores for all students by 5%.

G2.B1 Student deficits in fluency and comprehension skills - lack of schema and vocabulary skills attribute to difficulty understanding and relating to the new knowledge.

G2.B1.S1 Employ MTSS Model to include small data-driven small groups, provide targeted tutoring program for 3rd-5th grade students who demonstrate an academic need.

Action Step 1

Ensure that students are appropriately placed into MTSS small group interventions

Person or Persons Responsible

Four ESE certified staff members will provide pull-out and push-in small group interventions, along with all special teachers and para-professionals who will also provide the same type of interventions.

Target Dates or Schedule

All year long.

Evidence of Completion

Data from AIMS web assessment results along with Successmaker and classroom data will be analyzed to determine growth or if further interventions are necessary.

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

The implementation of small group interventions based upon RtI/MTSS.

Person or Persons Responsible

Intervention specialist will monitor student performance and teacher effectiveness through classroom visits. Principal and assistant principal will monitor effectiveness through informal and formal evaluations.

Target Dates or Schedule

Biweekly and monthly.

Evidence of Completion

Student academic growth demonstrated on AIMS web reading assessments and other progress monitoring tools.

Plan to Monitor Effectiveness of G2.B1.S1

Classroom teachers and MTSS teachers will conduct ongoing progress monitoring for all their students. The teachers will present that student data and graphical information when they meet with administration for data discussions.

Person or Persons Responsible

Principal, assistant principal and RtI coach.

Target Dates or Schedule

Monthly.

Evidence of Completion

The individual student's academic achievement and growth that is demonstrated on the different assessments, AIMS Web reading assessment data for each grade level and the reading portion of the FCAT 2.0 for grades 3-5, will be the evidence utilized to determine program efficacy.

G2.B2 New/ Inexperienced teachers who have a difficult time making the subject matter come alive for their students. Also, due to their inexperience, student behavior management may impede learning.

G2.B2.S1 All teachers are encouraged and given opportunities to take advantage of district-offered PD including Core Connections, mentoring, and expert teacher modeling. New teachers are given a mentor that they meet with weekly to discuss classroom issues. Those new teachers are given opportunities to shadow high performing teachers on their grade level.

Action Step 1

Teachers are all given mentors whom they meet with weekly to discuss issues regarding: classroom management, aligning lessons to the standards, and many other conversations about daily classroom life.

Person or Persons Responsible

All teachers new to Rosemont Elementary School.

Target Dates or Schedule

Bulk of meetings will take place during pre-planning and the first few weeks of school, but will continue weekly throughout the year.

Evidence of Completion

Mentor logs, results of classroom observations and meeting notes.

Action Step 2

Beginning teachers will be given opportunities to shadow high-performing teachers who will model best practices.

Person or Persons Responsible

All new teachers, depending upon need.

Target Dates or Schedule

Throughout the month of September and whenever a need arises.

Evidence of Completion

The beginning teacher must submit a reflection to the principal and meet with the principal and assistant principal to discuss what was seen and learned.

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

The intervention specialist spearheads the "Eagle Pack" group for new teachers.

Person or Persons Responsible

The intervention specialist spearheads the group, the principal assigns mentors and both the principal and assistant principal monitor the modeling experiences.

Target Dates or Schedule

Mentors meet with their mentees weekly throughout the year, but multiple meetings are held specifically for new teachers during pre-planning and the first few weeks of school.

Evidence of Completion

The mentors must keep logs and when a teacher shadows a model teacher, they must complete a reflection and discuss what they saw and will implement with the principal and assistant principal.

Plan to Monitor Effectiveness of G2.B2.S1

The amount of student behavior referrals and off task behaviors that were occurring before, versus after, the professional development; as witnessed by administration completing classroom walk-throughs.

Person or Persons Responsible

Administration team.

Target Dates or Schedule

Throughout the year, but taking a close look before and after the specific professional development or mentoring opportunities.

Evidence of Completion

A documented decrease in behavior referrals and off task behaviors witnessed within the classroom and while transitioning on campus, by administration team members.

G2.B3 Lack of parent involvement and lack of parent knowledge of subject matter, which makes it harder for the parents to assist the student with his/her homework.

G2.B3.S1 Parent University.

Action Step 1

Rosemont Elementary School will host monthly Parent University classes during and after school. Topics will be chosen based upon survey results and administrative views on apparent need.

Person or Persons Responsible

All parents will be invited and given incentives to attend the meetings which will be provided by school personnel and invited experts.

Target Dates or Schedule

Monthly on Tuesdays. There will be two sessions provided; one in the am and one after school to attract more parents.

Evidence of Completion

Sign-in sheets and meeting agendas.

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Sign-in sheets and meeting agendas will be kept and end of the year parent survey's will be utilized to solicit parental input on program effectiveness.

Person or Persons Responsible

Parent resource liaison.

Target Dates or Schedule

Sign-in sheets and meeting agendas will be collected at the conclusion of each monthly meeting.

Evidence of Completion

Effectiveness of the Parent University will be apparent from three sources. 1. Parents will fill out exit slips, specifically being probed about their perceived effectiveness of the program. 2. The end of the year parent survey will include items specifically utilized to ascertain the effectiveness and appropriateness of the Parent University nights. 3. Achievement scores of students whose parents attended the Parent University nights will be examined to decipher if the parent attending the night positively influenced their scores.

Plan to Monitor Effectiveness of G2.B3.S1

Parent surveys and meeting exit slips will be utilized to solicit parent opinion on effectiveness. Also, the effectiveness of the meetings will be apparent from the academic success of the students whose parents attend meetings.

Person or Persons Responsible

Administration and parent resource liaison.

Target Dates or Schedule

After each meeting and at the end of the year, when the survey results are in.

Evidence of Completion

End of the year survey and exit slips from meetings.

G2.B3.S2 Media nights.

Action Step 1

Inviting parents to participate in Media nights.

Person or Persons Responsible

All parents will have access to digital technology, via computers, and literary works of print.

Target Dates or Schedule

Every Tuesday evening.

Evidence of Completion

Sign-in sheets.

Plan to Monitor Fidelity of Implementation of G2.B3.S2

Monitoring the Media night sign-in sheets.

Person or Persons Responsible

Media center personnel.

Target Dates or Schedule

After every Tuesday night event.

Evidence of Completion

Sign-in sheets will be turned into the CRT or parent resource liaison monthly.

Plan to Monitor Effectiveness of G2.B3.S2

The amount of parents that attend media nights and their corresponding student test scores.

Person or Persons Responsible

CRT and Parent Resource Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Documentation including sign-in sheets along with examining evidence of increasing student test (AIMS and other progress monitoring tools) scores for those whose parents regularly attend the media nights.

G2.B4 Poor student attendance and copious amount of tardies cause students to miss instructional time.

G2.B4.S1 Rosemont Elementary School will monitor attendance and truancy issues and combat them with: parental notification, parent meetings, child study team meetings and truancy meetings with the school resource officer.

Action Step 1

Notifying parents of the importance of having their children at school and on time when a student accumulates 5 or more absences.

Person or Persons Responsible

All families of students accumulating five or more unexcused absences will receive notification from the attendance clerk, and/or the registrar.

Target Dates or Schedule

Throughout the year, as the need arises.

Evidence of Completion

Certified letters sent home, attendance contracts and impact will be determine by the attendance rate for those individual students.

Action Step 2

Holding parent meetings and Child Study Team Meetings.

Person or Persons Responsible

Any parents of students who have accumulated ten or more unexcused absences withing a marking period will receive notification from the attendance clerk, registrar and administration.

Target Dates or Schedule

Throughout the year, as the need arises.

Evidence of Completion

Certified letters sent home, attendance contracts and impact will be determine by the attendance rate for those individual students.

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Sending home parent notifications, holding Child Study Team and attendance meetings.

Person or Persons Responsible

Attendance clerk and administration.

Target Dates or Schedule

As they occur.

Evidence of Completion

Copies of attendance letters and meeting notes.

Plan to Monitor Effectiveness of G2.B4.S1

Actively monitoring student attendance and tardy rates.

Person or Persons Responsible

Attendance clerk and administration.

Target Dates or Schedule

Throughout the year, especially at the end of the marking periods.

Evidence of Completion

Monthly attendance rates and amount of students accumulating over 10 unexcused absences will decrease. As a result of students receiving more instructional minutes, they will earn an increase in achievement scores documented by AIMS Web reading assessments and other progress monitoring tools.

G2.B5 Implementation of new standards and the county adopting all new curriculum resources cause teachers to have insufficient knowledge of what is most important to teach and how to use the resources appropriately to support instruction of the new standards.

G2.B5.S1 Professional Learning Communities (PLCs), Initial User Training and Going Deeper Trainings on HMH Materials (curriculum resources).

Action Step 1

Having effective Professional Learning Communities

Person or Persons Responsible

Administration and CRT

Target Dates or Schedule

Weekly meetings throughout the year.

Evidence of Completion

Meeting agendas, sign-in sheets and meeting notes.

Action Step 2

Ensuring that all personnel receive Initial User Training for the new curriculum and support materials.

Person or Persons Responsible

CRT

Target Dates or Schedule

Throughout the summer and first few months of school.

Evidence of Completion

In-service points for professional development.

Facilitator:

Various district personnel.

Participants:

All instructional staff.

Action Step 3

All instructional personnel will receive Going Deeper, Training's for Curriculum resources (HMH)

Person or Persons Responsible

CRT

Target Dates or Schedule

Throughout the summer and first few months of school.

Evidence of Completion

In-service points for professional development.

Facilitator:

Various district personnel.

Participants:

All instructional staff.

Plan to Monitor Fidelity of Implementation of G2.B5.S1

All teachers should have attended all the trainings.

Person or Persons Responsible

The CRT will ensure that all instructional staff members attended all the subsequent trainings that they need to successfully utilize the new instructional materials.

Target Dates or Schedule

After the first marking period.

Evidence of Completion

All teachers will have taken the required courses.

Plan to Monitor Effectiveness of G2.B5.S1

Due to the trainings, teachers will be able to successfully utilize the new instructional materials to teach the benchmarks/Common Core curriculum successfully.

Person or Persons Responsible

CRT and administration.

Target Dates or Schedule

Teachers will be evaluated and observed throughout the year.

Evidence of Completion

Students will increase their test scores on FCAT and AIMS testing due to being taught highly effective lessons. Also, teachers will receive evaluation scores and unofficial feedback to encourage and monitor appropriate use of high yield strategies and resources.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

The Title One funds are used to supplement educational activities at Rosemont Elementary School. Our funds are used to hire additional instructional resource staff that intervene and provide additional learning opportunities for the most at-risk students (who are all working below grade level) in small groups for math and reading. Additional Title I funds are used to purchase supplemental curriculum to provide needed interventions, as well as technology that we use to assess and instruct our students. Student performance data from assessments the assessment information to provide differentiated instruction for all.

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

Title Two funds will be used for ongoing professional development. The money affords us the opportunity to pay for substitutes so that teachers can watch highly effective fellow staff members teach their own students. Having the ability to see someone else deal with all the challenges you normally deal with, but approaching those issues in a different way, is a powerful and productive learning opportunity.

SAI funds will be utilized to pay the salaries of our tutoring teachers. This additional instructional opportunity is desperately needed to close the achievement gap that exists between our students and their counterparts from other socioeconomic strata.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Based on the analysis of student achievement data, Rosemont Elementary will increase Mathematics literacy achievement scores for all students by 5%.

G1.B2 New and/or inexperienced teachers.

G1.B2.S1 Take advantage of district-offered PD including "Initial User Training", and curriculum implementation of HMH, mentoring, guided math, mathematical practices, "Going Deeper" with HMH, fluency training. The school will afford teachers the opportunity to view a highly effective teacher model best practices.

PD Opportunity 1

District offered trainings.

Facilitator

District supplied.

Participants

All new or inexperienced teachers.

Target Dates or Schedule

Beginning of the year and follow up sessions throughout the year.

Evidence of Completion

Professional development CEUs.

G1.B6 Implementation of new Common Core Standards & resources.

G1.B6.S1 PLCs, "Initial User Training" and "Going Deeper" trainings on HMH/curriculum materials, and mathematical best practices training.

PD Opportunity 1

All teachers be informed of trainings and sign up for them.

Facilitator

District provided.

Participants

All teachers.

Target Dates or Schedule

Preplanning and first months of school.

Evidence of Completion

Professional development CEUs.

G2. Based on the analysis of student achievement data, Rosemont Elementary will increase literacy achievement scores for all students by 5%.

G2.B5 Implementation of new standards and the county adopting all new curriculum resources cause teachers to have insufficient knowledge of what is most important to teach and how to use the resources appropriately to support instruction of the new standards.

G2.B5.S1 Professional Learning Communities (PLCs), Initial User Training and Going Deeper Trainings on HMH Materials (curriculum resources).

PD Opportunity 1

Ensuring that all personnel receive Initial User Training for the new curriculum and support materials.

Facilitator

Various district personnel.

Participants

All instructional staff.

Target Dates or Schedule

Throughout the summer and first few months of school.

Evidence of Completion

In-service points for professional development.

PD Opportunity 2

All instructional personnel will receive Going Deeper, Training's for Curriculum resources (HMH)

Facilitator

Various district personnel.

Participants

All instructional staff.

Target Dates or Schedule

Throughout the summer and first few months of school.

Evidence of Completion

In-service points for professional development.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Based on the analysis of student achievement data, Rosemont Elementary will increase Mathematics literacy achievement scores for all students by 5%.	\$95,925
G2.	Based on the analysis of student achievement data, Rosemont Elementary will increase literacy achievement scores for all students by 5%.	\$322,753
Total		\$418,678

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Program	Total
Title I and general fund.	\$319,750	\$0	\$319,750
Title 1	\$0	\$98,928	\$98,928
Total	\$319,750	\$98,928	\$418,678

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Based on the analysis of student achievement data, Rosemont Elementary will increase Mathematics literacy achievement scores for all students by 5%.

G1.B1 Deficits in problem solving ability attributed to deficiencies in vocabulary and lack of operational and fact fluency.

G1.B1.S1 Employ MTSS Model to include small data-driven small groups. Provide targeted tutoring 3rd-5th based on assessment data. Employ FASTT Math and Successmaker computer programs to increase fluency, cross-curricular science and math instruction, science as a class on specials' wheel, concept attainment strategies, and provide math intervention as indicated by data.

Action Step 2

Science as a class on specials' wheel.

Resource Type

Evidence-Based Program

Resource

The salary for the parent resource person, since the pay for the media nights was already encumbered by Item 2.

Funding Source

Title 1

Amount Needed

\$63,950

G1.B4 Lack of parent involvement and/or knowledge of subject matter.

G1.B4.S1 Parent University, utilization of parent involvement coordinator, media night.

Action Step 1

Providing our community members Parent University (where the parents are invited to come talk to experts in the field that corresponds to a topic of interest) and media nights.

Resource Type

Evidence-Based Program

Resource

Funding Source

Title 1

Amount Needed

\$31,975

G2. Based on the analysis of student achievement data, Rosemont Elementary will increase literacy achievement scores for all students by 5%.

G2.B1 Student deficits in fluency and comprehension skills - lack of schema and vocabulary skills attribute to difficulty understanding and relating to the new knowledge.

G2.B1.S1 Employ MTSS Model to include small data-driven small groups, provide targeted tutoring program for 3rd-5th grade students who demonstrate an academic need.

Action Step 1

Ensure that students are appropriately placed into MTSS small group interventions

Resource Type

Personnel

Resource

Staff members were hired to support classroom instruction by meeting with the most at-risk students and helping them close the achievement gap between those students and their peers.

Funding Source

Title I and general fund.

Amount Needed

\$319,750

G2.B3 Lack of parent involvement and lack of parent knowledge of subject matter, which makes it harder for the parents to assist the student with his/her homework.

G2.B3.S2 Media nights.

Action Step 1

Inviting parents to participate in Media nights.

Resource Type

Evidence-Based Program

Resource

Pay for teacher to work the weekly event.

Funding Source

Title 1

Amount Needed

\$3,003