Rosemont Elementary

2021-22 Schoolwide Improvement Plan

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Rosemont Elementary

4650 POINT LOOK OUT RD, Orlando, FL 32808

https://rosemontes.ocps.net/

Demographics

Principal: Cruz Diaz   Start Date for this Principal: 7/13/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Economically Disadvantaged Students*
School Grades History	2018-19: B (55%) 2017-18: D (33%) 2016-17: D (35%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	D

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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.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Ellis, Amanda	Principal	Dr. Ellis, principal of Rosemont Elementary is responsible for the overall functioning of the school and data for all grade levels. Dr. Ellis attends and facilitates Data/Multi-Tier Support Systems and Professional Learning Community (PLC) meetings. Dr. Ellis monitors both lesson plans and classroom instruction through observations to ensure standards-based instruction and tasks are aligned to the standards. She provides actionable feedback to increase both teacher and student growth. Dr. Ellis communicates on a consistent manner with the stakeholders of the school be it parents, community members, business partners or district level staff.
Diaz, Cruz	Assistant Principal	In the role of Assistant Principal, Cruz Diaz participates in the ongoing process of progress monitoring of student achievement data. He is part of Multi-Tier Support System team working with teachers to identify strategies both academic and behavioral to meet student needs. Mr. Diaz monitors the effectiveness of classroom instruction and provides actionable feedback to teachers which includes observing, coaching, and evaluating. Mr. Diaz attends PLC meetings and supports the instructional coaches.
Dodd, Zaneta	Staffing Specialist	Mrs. Dodd is the Staffing Specialist at Rosemont Elementary. She is responsible for maintaining accurate reporting and compliance of our Students with Disabilities. She is the liaison with our parents seeking support for students in our ESE programs. She facilitates meeting with parents and district staff as well as working with teachers to provide best practices and instructional strategies to meet our ESE students' needs. She is a member of the Multi-Tier Systems of Support.
Stanley, Lisa	Instructional Media	Mrs. Stanley is the media specialist at Rosemont Elementary. She is responsible for maintaining our school media center, literacy incentives, and she is part of the DCLT. She is the lead member in ensuring all of our student computers and iPads are properly checked out and inventoried. She is part of Multi-Tier System of Support team working with teachers to identify strategies both academic and behavioral to meet student needs.
Talpade, Sandra	School Counselor	Ms. Talpade is the counselor at Rosemont Elementary. She provides personal and social growth counseling which includes individual and group counseling relating to academic success, understanding of self and others, communication skills, decision making, relationship skills, conflict resolution, and goal setting. Ms. Talpade provides crisis intervention services and follow-up services as appropriate.
Perno, Britany	Curriculum Resource Teacher	In her role of Instructional Coach, Ms. Perno utilizes the coaching cycle to support teachers in best practices for delivering standards-based instruction. She participates in grade level professional learning communities and provides mentoring and professional development to build teacher capacity.

Name	Position Title	Job Duties and Responsibilities
Thomas, Carolyn	Dean	In her role as dean and behavioral MTTS support, Ms. Thomas will ensure that teachers, staff members, and students are following our school-wide behavioral plan that includes CHAMPS and Caring School Communities. This will ensure that we support a culture of engagement, responsibility, and safety. Additionally, Ms. Thomas will support in the creation of systems that will contribute to our school-wide social emotional learning goals.

Demographic Information

Principal start date
Tuesday 7/13/2021, Cruz Diaz

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
7

Total number of teacher positions allocated to the school
30

Total number of students enrolled at the school
537

Identify the number of instructional staff who left the school during the 2020-21 school year.
8

Identify the number of instructional staff who joined the school during the 2021-22 school year.
15

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	21	101	84	82	104	106	0	0	0	0	0	0	0	498
Attendance below 90 percent	6	47	41	36	41	22	0	0	0	0	0	0	0	193
One or more suspensions	0	7	6	4	11	12	0	0	0	0	0	0	0	40
Course failure in ELA	0	0	0	0	16	23	0	0	0	0	0	0	0	39
Course failure in Math	0	0	0	0	17	15	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	17	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	5	5	2	19	22	0	0	0	0	0	0	0	53

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 8/16/2021

2020-21 - 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	
Number of students enrolled	36	86	91	88	96	81	0	0	0	0	0	0	0	478
Attendance below 90 percent	8	15	32	23	18	19	0	0	0	0	0	0	0	115
One or more suspensions	0	1	3	2	10	8	0	0	0	0	0	0	0	24
Course failure in ELA	0	0	0	13	25	22	0	0	0	0	0	0	0	60
Course failure in Math	0	0	0	17	17	18	0	0	0	0	0	0	0	52
Level 1 on 2019 statewide ELA assessment	0	0	0	0	19	14	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide Math assessment	0	0	0	0	8	10	0	0	0	0	0	0	0	18

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	2	15	24	24	0	0	0	0	0	0	0	66

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	2	1	0	0	0	0	0	0	0	3

2020-21 - 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	
Number of students enrolled	36	86	91	88	96	81	0	0	0	0	0	0	0	478
Attendance below 90 percent	8	15	32	23	18	19	0	0	0	0	0	0	0	115
One or more suspensions	0	1	3	2	10	8	0	0	0	0	0	0	0	24
Course failure in ELA	0	0	0	13	25	22	0	0	0	0	0	0	0	60
Course failure in Math	0	0	0	17	17	18	0	0	0	0	0	0	0	52
Level 1 on 2019 statewide ELA assessment	0	0	0	0	19	14	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide Math assessment	0	0	0	0	8	10	0	0	0	0	0	0	0	18

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	2	15	24	24	0	0	0	0	0	0	0	66

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	2	1	0	0	0	0	0	0	0	3

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				38%	57%	57%	28%	56%	56%
ELA Learning Gains				57%	58%	58%	30%	55%	55%
ELA Lowest 25th Percentile				61%	52%	53%	33%	48%	48%
Math Achievement				57%	63%	63%	38%	63%	62%
Math Learning Gains				66%	61%	62%	41%	57%	59%
Math Lowest 25th Percentile				59%	48%	51%	35%	46%	47%
Science Achievement				45%	56%	53%	25%	55%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	35%	55%	-20%	58%	-23%
Cohort Comparison						
04	2021					
	2019	45%	57%	-12%	58%	-13%
Cohort Comparison		-35%				
05	2021					
	2019	27%	54%	-27%	56%	-29%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	59%	62%	-3%	62%	-3%
Cohort Comparison						
04	2021					
	2019	54%	63%	-9%	64%	-10%
Cohort Comparison		-59%				
05	2021					
	2019	41%	57%	-16%	60%	-19%
Cohort Comparison		-54%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	40%	54%	-14%	53%	-13%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress Monitoring Tool- ELA i-ready Diagnostics B.O.Y/M.O.Y/E.OY 20-21
Progress Monitoring Tool- Math i-ready Diagnostics B.O.Y/M.O.Y/E.OY 20-21
Progress Monitoring Tool- 5th Grade Science Orange County Public School Progress Monitoring Activities(PMA)Fall/Winter/Spring

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	7/10%	9/13%	18/25%
	Economically Disadvantaged	6/10%	8/12%	14/21%
	Students With Disabilities	0/0%	0/0%	1/14%
	English Language Learners	0/0%	1/9%	1/9%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	5/7%	8/12%	14/19%
	Economically Disadvantaged	4/6%	6/10%	11/17%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	1/10%	1/10%	2/18%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	5/7%	10/13%	14/18%
	Economically Disadvantaged	2/3%	6/9%	9/13%
	Students With Disabilities	0/0%	1/33%	0/0%
	English Language Learners	0/0%	0/0%	2/17%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	1/1%	4/5%	10/13%
	Economically Disadvantaged	1/2%	2/3%	6/9%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	1/9%	2/17%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	10/12%	14/16%	24/26%
	Economically Disadvantaged	8/11%	12/15%	21/25%
	Students With Disabilities	0/0%	1/8%	2/18%
	English Language Learners	1/11%	2/20%	4/36%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/5%	9/10%	16/18%
	Economically Disadvantaged	4/5%	8/10%	13/16%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	1/10%	2/18%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	5/6%	5/5%	7/7%
	Economically Disadvantaged	4/5%	5/6%	6/7%
	Students With Disabilities	0/0%	0/0%	1/11%
	English Language Learners	0/0%	1/6%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	2/2%	5/5%	9/9%
	Economically Disadvantaged	1/1%	4/5%	7/8%
	Students With Disabilities	1/13%	0/0%	1/11%
	English Language Learners	0/0%	0/%	0/0%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	2/3%	7/9%	8/10%
	Economically Disadvantaged	2/3%	7/10%	8/11%
	Students With Disabilities	0/0%	1/13%	1/13%
	English Language Learners	0/0%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/5%	7/9%	10/12%
	Economically Disadvantaged	4/6%	6/9%	9/13%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	2/29%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	16/20%	24/32%	24/30%
	Economically Disadvantaged	13/20%	18/29%	19/28%
	Students With Disabilities	0/0%	1/13%	1/14%
	English Language Learners	1/10%	2/25%	2/22%

Subgroup Data Review

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	4	8		15	18						
ELL	24			35							
BLK	23	36	56	30	25	29	24				
HSP	19			22							
FRL	24	36	56	29	25	18	24				

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	19	65	60	35	62	69	27				
ELL	35	53		45	72						
BLK	36	54	53	56	66	54	44				
HSP	41	67		66	81						
MUL	46			62							

2019 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 2017-18	C & C Accel 2017-18
FRL	36	56	61	57	63	47	41				

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	34
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	34
Total Points Earned for the Federal Index	270
Total Components for the Federal Index	8
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	11
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	21
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	31
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

As it relates to trends across grade levels, school-wide data indicates that Student with Disabilities are showing inconsistent growth in both ELA and math. In some grade levels, the data shows that student with disabilities are regressing and even underperforming from one diagnostic to the next. Conversely, students identified as English Language Learners showed significant growth in both Math and ELA.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

According to the 2019 FSA data, there is a an intense need for growth in the areas of ELA proficiency and learning gains. According to the data, Rosemont performed below state and district averages in ELA proficiency and learning gains. In 2019, ELA learning gains were 1% below state and district averages. Similarly, the data shows that 38% percent of students in grades 3-5 were proficient in ELA which is 19% below the state and district average of 57%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Rosemont's school-wide 20-21 data indicates a 10% growth in the area of ELA proficiency (Progress Monitoring Assessments i-ready) from beginning of the year to end of the year. This stagnant growth can be contributed to minimal gains made by students considered 2 or more grade levels below. After further analysis, it is clear that students only 1 grade level below are becoming proficient however, there is a need to continue supporting students identified as bottom quartile. As it relates to new actions, there will be an intense focus on small group instruction, reading intervention, and common planning through Professional Learning Communities.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

According to 2019 FSA data, learning gains in the area of ELA amongst students in the lowest 25% showed the most improvement from 40% in 2017-2018 to 61% in 2018-2019.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Growth in the area of learning gains of students in the lowest 25% can be directly attributed to the intense focus in reading interventions and targeted reading instruction. In 2018-2019, students in the bottom quartile greatly benefited from extra hour and small-group leveled instruction. Throughout the school year, students were homogeneously grouped and provided targeted instruction in deficient areas. As a result, learning gains of students in the lowest 25% showed an overall improvement of 21% from 40% to 61%.

What strategies will need to be implemented in order to accelerate learning?

To accelerate learning in both Math and ELA, there will be a more intense focus on the use of Tier 1 interventionists and additional support staff. Additionally, teachers will be expected to learn and execute Rosemont's school-wide MTSS plan to ensure all students receive appropriate supports and

interventions in deficient areas. Lastly, there will be an intense focus on the implementation and monitoring of a school-wide social emotional learning plan designed to help teachers and students grow in the areas of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

To support teachers and school leaders the following professional learning opportunities will be provided

-Weekly common planning in the areas of ELA/Math/Science/MTSS
-Data analysis in all content areas
-Caring School Community
-Social Emotional Learning

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

To ensure sustainability of improvement for the next school year and beyond, administration and members of the Rosemont leadership team will work collaboratively to establish school-wide systems in the areas of data analysis, grade-level collaboration, assessment and measurement, and reading/ math interventions.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:	Rosemont increased in each data component for proficiency for the 2018-19 school year, however, the school was still below the state and district averages. In order to close the achievement gap for the ESSA subgroups and lowest 30%, all Rosemont teachers need to further build their capacity through professional learning in the areas of differentiated whole and small group instruction across content areas.
Measurable Outcome:	ELA Proficiency will increase by at least 7% to 45% on the Statewide ELA Florida Standards Assessment from the 2018-2019 school year. Science Proficiency will increase by at least 5% to 50% on the Statewide Science Assessment from the 2018-2019 school year. Math Proficiency will increase by at least 3% to 60% on the Statewide Math Florida Standards Assessment from the 2018-2019 school year.
Monitoring:	To monitor growth in each component area, the leadership team and grade-level teams will regularly engage in data analysis of formative and summative assessments.
Person responsible for monitoring outcome:	Amanda Ellis (amanda.ellis@ocps.net)
Evidence-based Strategy:	Rosemont's instructional teams will continue to use the backward design strategy, meaning teachers will begin planning instruction with the end in mind. The instructional leadership team will utilize formative/summative assessment data and feedback from classroom observations to measure and monitor mastery of standards. Additionally, there will be an intense focus on the effective use of learning scales and summative assessment results to determine next steps for instruction.
Rationale for Evidence-based Strategy:	Backward design will improve the alignment of assessment, curriculum, and instruction to build the capacity of teachers and increase student proficiency

Action Steps to Implement

1. The leadership team will provide classroom teachers with professional learning specifically tailored to help teachers grow in the area of lesson planning using the backward-design model. (Leadership Team)

2. Utilize district-prescribed focus/assessment calendar that identifies standards to be mastered each marking period to plan, deliver, and assess learning. (Administration/Leadership Team)

3. During common planning, instructional teams will analyze student data for the purpose of providing targeted and differentiated instruction to all students. (Teachers/Administration/Leadership Team)

4. Administration will conduct classroom observations and provide timely, actionable feedback with an intense focus on differentiating instruction for students. (Administration)

Person Responsible	Amanda Ellis (amanda.ellis@ocps.net)

#2. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	The 2018-19 Rosemont Federal Percent of Points Index overall was 55% which is above the 41% threshold. Though all ESSA subgroups met the target, students with disabilities had the lowest percent with 48%. In order to increase student growth and further narrow the achievement gap of our ESE and lowest 30% population, teachers and other instructional staff must continue working collaboratively to grow in the areas of MTSS, common planning, and engagement strategies.
Measurable Outcome:	Student data will be used to monitor proficiency and learning gains. I-Ready diagnostic data will be used to set goals and measure the attainment of goals for proficiency and learning gains in reading and mathematics. Grade level/school end-of-year diagnostic results will show a 10% growth in proficiency when compared to beginning of the year data in both reading and mathematics.
Monitoring:	To monitor growth in learning gains and proficiency, the leadership team and grade-level teams will set learning gain and proficiency goals for all students and engage in data chats with individual students to create action plans for next steps. Further, administration will provide timely and actionable feedback in the areas of SEL and student academic engagement and discourse.
Person responsible for monitoring outcome:	Amanda Ellis (amanda.ellis@ocps.net)
Evidence-based Strategy:	To further build teacher capacity in the area of data analysis and student academic engagement, administration and members of Rosemont's leadership team will provide professional learning in data goal-setting and strategic progress monitoring.
Rationale for Evidence-based Strategy:	As students become more aware of learning deficiencies, they can create and monitor action plans to make strides towards proficiency. Similarly, teachers and other staff members can create data-driven goals and monitor progress towards those targeted objectives.

Action Steps to Implement

1. The leadership team will create, execute, and monitor an in-house school structure for gauging student engagement in all content areas. (Administration/Leadership Team/Teachers)

2. Teachers will meet weekly in grade-level PLC's to discuss student progress and strategies to improve student engagement (Teachers)

3. The leadership team will regularly conduct data chats with an intense focus on student engagement particularly for students considered as bottom quartile and students with disabilities. (Administration/ Leadership Team)

Person Responsible   Amanda Ellis (amanda.ellis@ocps.net)

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	To help support the needs of Rosemont's student population, there will be a focus on establishing a culture for social and emotional learning with adults and students. By incorporating important elements of social-emotional learning, students will grow in the areas of communication and problem-solving.
Measurable Outcome:	For the 2021-2022 school year, the lowest-performing ESSA subgroup, Students with Disabilities will grow by 5% from 48% to 53% as a result of an increased focus on collaborative structures and communication skills related to Social-emotional Learning. To monitor effectiveness, administration will provide timely and actionable feedback in the area of SEL/Literacy.
Monitoring:	Administration members of the leadership will help incorporate elements of the CASEL 5 competencies within grade-level PLC structures. Further, administrators will evaluate elements of SEL within the Marzano framework when evaluating teacher's instructional practice.
Person responsible for monitoring outcome:	Amanda Ellis (amanda.ellis@ocps.net)
Evidence-based Strategy:	To help improve Rosemont's overall delivery and monitoring of Social Emotional learning, administrators will work with teachers on creating and monitoring a school-wide system for embedding SEL elements within reading and other content areas.
Rationale for Evidence-based Strategy:	SELL (Social and Emotional Learning and Leadership) are core competencies that focus on intrapersonal, interpersonal and decision making that integrates academics and social and emotional learning.

Action Steps to Implement

1. The leadership team will monitor school-wide data related to Social Emotional Learning through the district-wide Cognia platform. (Administration/Leadership Team)

2. The leadership team will embed important elements of the SEL core competencies into grade-level professional learning communities. (Administration/Leadership Team)

3. Administrators will evaluate and provide targeted and actionable SEL feedback to teachers using the Marzano framework. (Administration)

Person Responsible	Cruz Diaz (cruz.diaz@ocps.net)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	After reviewing 2018-2019 FSA data as well as all available progress monitoring data from the 2020-2021 school year, it was determined that the most critical area for improvement at Rosemont Elementary School is ELA Proficiency. This was chosen as an area of focus based on the low percentage of students achieving proficiency (28%) and the amount of improvement needed in order for most of the students to attain grade level performance.
Measurable Outcome:	45% of all students in grades 3-5 will demonstrate proficiency as evidenced by the FSA ELA Spring 2022 administration.
Monitoring:	Teachers will engage in data analysis using the iReady diagnostic assessment results in addition to common assessments to determine how much growth is needed for each student on subsequent administrations. K-2 teachers will establish growth goals within i-Ready. Teachers in grades 3-5 will correlate i-Ready diagnostic results to predicted FSA achievement. Student progress toward meeting the established goals will be analyzed after the middle of the year and end of year diagnostics. Intermittent growth monitoring assessments will also be used. The MTSS framework will be tightened to ensure accountability for tracking, analyzing, and responding to intervention data. Meetings to discuss student progress within the tiers will be scheduled at the beginning of the school year to ensure the process is followed with fidelity.
Person responsible for monitoring outcome:	Amanda Ellis (amanda.ellis@ocps.net)
Evidence-based Strategy:	Teachers, in collaboration with the School Transformation Office and school-based leadership team, will ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. There will be increased scaffolds during ELA that will gradually be decreased during tier I instruction to increase student independent processing of text with increased checks for understanding.
Rationale for Evidence-based Strategy:	Increasing proficiency through high-quality instruction is a research-based practice linked to increases in student proficiency when coupled with effective pedagogical practices.

Action Steps to Implement

Teachers will engage in effective common planning in the area of ELA as led by the STO Senior Administrator over ELA and school-based administration to include planning and delivery of effective tier I instruction.

Person Responsible	Amanda Ellis (amanda.ellis@ocps.net)

Daily classroom walkthroughs will be completed in all grades to ensure the transference from planning to delivery of ELA instruction.

Person Responsible	Amanda Ellis (amanda.ellis@ocps.net)

Ongoing daily feedback, coupled with coaching supports, will be provided to all teachers to ensure effective ELA instructional delivery.

Person Responsible	Amanda Ellis (amanda.ellis@ocps.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to safeschoolsforalex.org, Rosemont ranks amongst the lowest schools statewide in reported incidents. School-wide discipline data indicates that there are severe deficits in the area of behavior and discipline.

To help improve Rosemont's school-wide discipline and help mitigate severe student behaviors, it is critical that teachers and other instructional support staff are properly trained in the area of de-escalation. According to the data, there are close to violent 20 incidents per 100 students. This reflects an unstable school-wide behavioral intervention plan. To help improve discipline amongst students across all grade-levels, there will be focus on creating sustainable school-wide systems with a focus on behavior interventions and supports

Moreover, occurrences will be closely monitored and teachers will meet regularly with the school-wide behavioral team. After initial reporting and monitoring, the behavior/discipline team will create school-wide interventions designed to help increase positive behaviors. Lastly, school culture and environment will be monitored using the district-prescribed SEL Panorama survey.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners. Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The Parent and Family Engagement Plan outlines how families can participate in various academic and informational parent events hosted by the school. Parents are encouraged to be active in their children's education through being involved in SAC, PTA, and the Addition's Volunteer Program. Events that are hosted at Rosemont Elementary include math and science night, literacy night, and other curriculum and celebratory events. These events/initiatives are led and monitored by Rosemont's Parent Engagement Liaison as well as the school advisory council and Parent-Teacher-Association members.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
		Total:	**$0.00**