

Rosemont Elementary



2014-15 School Improvement Plan

Rosemont Elementary

4650 POINT LOOK OUT RD, Orlando, FL 32808

[no web address on file]

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

100%

Alternative/ESE Center

No

Charter School

No

Minority

96%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

C

C

B

A

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

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

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

As a school, we will participate in various professional developments that will better equip teachers and staff to build and maintain a safe trusting relationship with our students. Those trainings will give teachers the tools they need to better relate and understand their students' cultures and environments. Some of those trainings are Poverty Awareness, Kagan, and Crisis Prevention Intervention Verbal Deescalation. We have an extensive mentorship and training program for new teachers to Rosemont and teachers who have just entered the education field. The mentors work very closely with their mentee throughout the school year. Our school uses a Positive Behavior System with universal rules throughout the campus.

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

To help ensure safety on campus there is constant supervision throughout the campus at all times. Several staff members are spread throughout the campus with a radio to keep communication open as we supervise the campus. This supervision goes on before school starts and at dismissal. While school is in session, students are required to walk in groups of two or three with a pass. The entire leadership team is trained to use Crisis Prevention Intervention as a last resort when a student is being unsafe to himself or others.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

We have developed a MTSS-B with strong support and interventions for each student. The MTSS-B process ensures that all and every student is acknowledged for making good choices throughout the day. In every classroom, the teacher will have two interventions in place as a response to the behavior displayed. If the behavior continues after the two interventions in place, then a call for assistance is made. If the student has had more than three calls in a two week period, then that student will be moved into tier 2. Once a student has been identified as a tier 2, the teacher will collect two weeks of ABC data to identify the antecedent. A tier 2 student will have three specific interventions in place for that student. If the behaviors continue to increase, then the student will move into tier 3. The student will have four or more interventions used on a daily basis. The teacher will collect data using frequency charts on a daily basis. Students that are in tier 3 on the MTSS-B plan will receive social skills in a small group setting. The skills they will be learning will be following

directions, being respectful, how to handle anger, how to cope with being bullied, and other skills that the student will need to be successful.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

We have a Lakeside counselor on campus four days a week. The counselor sees children in a small group setting or one on one. We also have a social worker that we would refer services for any help. Students who are identified through tier 3, will be given social skills in a small group setting.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance below 90% - The attendance clerk contacts student's parents by letter for 5 and 10 tardies and absences. If attendance goes beyond 10 days in a 90 day period, the attendance clerk holds a warning conference with parents by phone. If unable to contact parent by phone, the attendance clerk sends a form providing information of the missed days. After letters are sent, then A Child Study Team (ASCT) is held with the social worker and parents to discuss reasons for tardies and absences. Interventions and attendance contract is created. If this contracted is violated, the parents are in jeopardy to going to truancy court.

Suspension – Teachers are strongly encouraged to contact parents prior to writing a referral. Rosemont tries to prevent out of school suspensions by placing referral students in ISS. While students are in ISS, they receive academic instruction. Rosemont has intensive counseling on campus from Lake Side if needed upon parent approval. Behavior plans are created by the behavioral team, for students with multiple disciplinary concerns. If students receive a suspension, parents are encouraged to take students Suspension Alternative Centers.

Failing in ELA or Mathematics - All students receive core instruction for ELA and Mathematics. Students will receive differentiated instruction in a small group setting determined by their academic levels. These students are also selected to attend after school tutoring which focuses on grade level materials for reading and math. These students are being monitored weekly by the MTSS team. Parents are contacted to discuss the MTSS process and their students progress. Report card conferences are held after the first and third nine weeks to discuss students needs with parents. Level 1 - All level 1 students on FCAT are invited to after school tutoring. They are also identified for the MTSS. They receive extra support in the classroom. The classroom teacher is expected to monitor their progress weekly. The MTSS team also meets to discuss these students needs and provide interventions.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	35	33	28	18	10	22	146
One or more suspensions	16	24	20	45	23	24	152
Course failure in ELA or Math	0	0	26	82	26	69	203
Level 1 on statewide assessment	0	0	0	85	41	46	172

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	7	6	14	69	32	52	180

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students exhibiting two or more warning signs are identified. This list is shared with the leadership team, front office; if it is an attendance problem, and the classroom teacher of the student. The leadership team along with classroom teacher meet to discuss the intervention monthly. Students' attendance below 90 percent are tracked for attendance. Phone calls are made home if students miss more than two days in a row. Rosemont's start time was moved back by 30 minutes this year to assist in tardies.

Students being suspended are counseled and checked up on daily by the Dean, the behavioral support team members, or Administration. Students placed in ISS receive grade level work while supervised by a teacher.

All students' core instruction is being tracked and monitored heavily by classroom teachers and the academic leadership team. A majority of students in grades 3-5 fall in the following categories: Course failure in ELA or Math and Level 1 on statewide assessment. These students' scores are watched weekly, along with attending intervention group daily for reading and math and being invited to tutoring. Intervention groups are aligning their instruction to grade level standards to increase students grade level knowledge. Some of these students are also receiving one on one weekly instructions for additional grade level support.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/176152>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The process of a School and Community Partnership is to improve the educational outcomes of students. We will use the Community Partnership to involve the parents at Rosemont Elementary in many ways. School and Community Partnerships provide an opportunity to increase the attendance, engagement, and parent/student involvement in school activities. By working together, school, partnerships and families can increase their combined capacity to positively influence student outcomes. A School and Community Partnership commitment is based on shared responsibility for the education of Rosemont Elementary students. A partnership is negotiated between the school, the parents and the local community and is a commitment to change the way the school and community work together.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Harrelson, Patty	Principal
Darr, Kari	Assistant Principal
Nelson, Martha	Assistant Principal
Fortunat, Rachel	Instructional Coach
Anderson, Willie	Dean
Pomeroy, Christine	Other
Seyler, Lisa	Other

Duties

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

Rachel Fortunat (CRT/ Instructional Coach) holds 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 MTSS support needed. She also models lesson for teachers in need of support. 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. She also heads the monitoring of our intervention program and groups students according to their ability. Rachel also heads up our Eagle Pack (New to Rosemont) learning cadre, and works with our mentors to ensure a successful first year for these teachers.

Patty Harrelson monitors the entire MTSS process and gives input to ensure that the MTSS 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 the core and students academic needs are being met in small group instruction. She monitors the effectiveness and implementation of our core by daily classroom visits, accompanied by specific feedback. If she sees any concern, coaching and feedback are provided. She also sets guidance for weekly PLC team meetings.

Kari Darr and Martha Nelson (AP) assist Mrs. Harrelson (Principal) in ongoing progress monitoring of teachers and the MTSS process. They also monitor the effectiveness and implementation of the core by daily classroom visits and provide coaching feedback. They also are part of monthly data meets along with weekly PLC team meetings.

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

Christine Pomeroy (Behavior Specialist) works with students who are exhibiting extreme behavior needs and retrains/teaches positive behaviors. She also coordinates with the classroom teacher to create behavior intervention programs and models best practices for specific teachers. Mrs. Pomeroy is the coordinator of our MTSS 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. Academic and behavior meetings are held weekly to discuss the progress of identified students.

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

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 for reading and math, by core progress monitoring based on common formative assessments. 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 iReady, also provide valuable input on skill need and attainment.

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 intervention. Student performance from assessments is used to provide data that drives differentiated instruction for all. Title One funds are also used to provide curriculum writing hours, staff development, and lesson planning time that allows teachers to plan for rigor.

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.

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.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Joslyn Vilabrera	Teacher
Patty Harrelson	Principal
Loudeline Francois	Teacher
Stephanie David	Teacher
Jeff Schwenneker	Business/Community
Officer Ross	Business/Community
Ashley Colon	Parent
Loudeline Francois	Teacher
Theresa Culpepper	Education Support Employee
Delores Brown	Parent
Latasha Humphreys	Parent
Adrianna Welcome	Parent
Becky Victor	Parent
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC committee met and reviewed last year's SIP. We discussed additional resources for the coming year. Rosemont is implementing iReady for reading and math. Rosemont has also added another Assistant Principal to help coach teachers in their instruction and to monitor students progress. Teachers are expected to have well planned lessons that incorporate rigorous activities. Rosemont has changed their intervention model to met more students needs, more effectively. Intervention teachers gave diagnostic assessments to below grade level students to identify and teach to their deficient skills, using intervention materials from our core.

Development of this school improvement plan

The School Advisory Council is responsible for final decision making at the school relating to the implementation of the provisions of the annual School Improvement Plan. The Rosemont School Advisory Council assists in the annual preparation and evaluation of the School Improvement Plan (SIP) and in the preparation/approval of the school's annual budget.

Preparation of the school's annual budget and plan

The SAC committee met to discuss funds. All SAC members present agree all SAI funds should be used for after school tutoring.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Rosemont plans to use SAI funds for after school tutors and tutoring curriculum used for tutoring.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Harrelson, Patty	Principal
Darr, Kari	Assistant Principal
Nelson, Martha	Assistant Principal
Fortunat, Rachel	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT first ensures that all reading teachers are trained in our core program: Journeys. Also, the LLT monitors that every single student receives instruction on their level and organic interventions are in place that can be changed to fit the 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. Rosemont ES uses Accelerated Reader (AR) school wide. Students are assisted three to four times a year to find their appropriate reading level zone. The media center is open daily for student to check out books in their reading zone. Students are allowed to take AR assessments when they are done reading their book. Teachers along with students set a reading goal for points earned from AR. Teachers monitor these points daily. The principal meets monthly with teams to discuss students AR goals. The principal also meets quarterly to discuss AR points with students.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Rosemont teachers hold weekly Professional Learning Community meetings on Wednesdays to analyze student data and their academic progress. Norms for meetings are agreed on at the beginning of the year and are stated at the beginning of all team PLC and meetings. Teams also have weekly uninterrupted meetings to discuss teams needs; for example, planning, pacing, tests, ect. Teachers are strongly encouraged to work with peers positively and respectfully. This is demonstrated by administration at team data meetings and faculty meetings. Third and fourth grade teachers are team teaching. Also, fifth grade teacher are departmentalized into subject areas.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Rosemont Elementary School only recruits highly qualified, certified, effective teachers through a strict screening process that involves: 1. calling references and dialogue with current/previous administration to ensure that individual would be a good fit for school, 2. interviewing said candidate with an interview committee composed of: principal, assistant principal 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.

Describe the school's teacher mentoring program, including the rationale for pairings and 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. Anyone new to Rosemont is assigned to our monthly mentoring program, regardless of experience.

Sabrina Overbay (K) - Pam Aho

Lydia Bradley (K) - Stefanie Considine

Brittany Grimes (K)- Maria Davis

Katresia Otis** (K)- Susan Caruso

Megan Berndt** (1)- Ashley Plata

Stefanie David (1)- Camellia Muniz

Melanie Bray (3)- Kim Bardsley

Amanda Henleben (3)- Jaime del Valle

Lakendra Appleby (3)- Barbara Davis

Tiffany Belle-Powell (5)- Loudeline Francois

Chelsea L'Heureux (2)- Lisa Stanley

Corinne Weller (2)- Lisa Stanley

Tiffany Johnson** (2)- Rachel Fortunat

Angeleca Dunbar** (2)- Rachel Fortunat

Aaron Stockdale (4)- Sara Ann Rose

Andrew DiGiacomo (4)- Katie Jones

Sonja Broadus* (Resource) Brett Bennett

Sherry Evert* (4)- Sara Ann Rose

Andrea Burress (Music)- Tina Hinson

Kyla Morley* (3)

Karen Raphael* (3)

Byron Jones* (Music)

* new to district, 2 or more years teaching

** 2nd year teaching, new to Rosemont

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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Rosemont Elementary School uses AIMS Web and FAIR (K-2 only) for progress monitoring. Each teacher progress monitors their ESE students, as well as any student in the tier 2 MTSS phase weekly. Principal, Assistant Principals, and MTSS coach monitor this data weekly. During the monthly monitoring meeting; the first week of each month, each teacher meets with the principal, Assistant Principals, and MTSS coordinator to discuss each student, and examine data and discuss changes if needed.

AIMS Web, FAIR (K-2), and intervention program assessments are used to determine which students need to move to Tier 2 or 3 of MTSS. GoMath! and Journeys examinations are also considered to determine skill attainment levels of these students. Teachers are expected to differentiate whole group and small group instruction including their presentation and response. Factors such as setting, task completion, study skills, classroom management and behavior strategies will be implemented to meet the needs of students having difficulty attaining the proficiency. Some students requiring Tier 2 or Tier 3 support are added into the intense intervention schedule provided by one of our ESE certified instructors daily or weekly (depending upon need).

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 3,000

Level 1 and Level 2 reading and math students will be offered after school tutoring. Students will receive both reading and math instruction during tutoring. Previous FCAT scores as well as current AIMS testing data and the iReady diagnostic assessment will provide tutors with specific areas of strength and weakness so they can group students for instruction and target reading and math skill deficits. The iReady consumable curriculum will be used to instruct. Afternoon tutoring will take place two days a week in 90 minute sessions. Tutoring will begin September 9 and will resume until April 2015.

Strategy Rationale

Instruction in core academic subjects and enrichment activities planned to contribute to a well-rounded education for Level 1 and Level 2 reading and math students involving rich teacher collaboration and common planning as well as professional development with use of the iReady curriculum.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Fortunat, Rachel, rachel.fortunat@ocps.net

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

Teachers will use iReady as well as benchmark, mini assessments, FAIR, and progress monitoring data to diagnose reading and math strengths and weaknesses for every student involved in tutoring.

The students will be progress monitored weekly using the iReady system. The progress monitoring data will be graphed and reported to school and district administration. Quarterly benchmark assessments will be administered using iReady to help teachers plan instruction.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

All incoming kindergartners are screened with FLKRS and the appropriate interventions and class settings are enacted based upon data. All students are AIMSweb and STAR assessed three times a year. This data is analyzed by administration, intervention coach and classroom teachers. Students are group according to this data moved based on their academic progress. Students in grades K-2 are also given the FAIR assessment. Students that score below grade level on the screening it then takes the students through a diagnostic assessment which identifies their deficiency. We will then target that deficient skill in tier 2 interventions.

Rosemont also communicates with surrounding schools, which our student frequently transfer to. We also use the same instructional software to ensure a smooth transition from school to school. Rosemont's fifth graders have three teachers and move from subject blocks daily. This is to ensure a smooth transition to middle school.

College and Career Readiness

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Based on the analysis of student achievement data, Rosemont Elementary will increase Mathematics literacy achievement scores for all students. 1a

G039001

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	57.0

Resources Available to Support the Goal 2

- Go Math Benchmark PM AIMS WEB i-ready FSA Advanced Science group for fifth graders that meets twice a week. Acceleration tutoring funded by MAO for targeted 5th graders.

Targeted Barriers to Achieving the Goal 3

- 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.

Plan to Monitor Progress Toward G1. 8

Data meetings and classroom observations/evaluations.

Person Responsible

Patty Harrelson

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

The results of AIMSweb math testing. Grades 3-5 will also have common formative assessment data, and benchmark data.

G2. Based on the analysis of student achievement data, Rosemont Elementary will increase literacy achievement scores for all students. 1a

G039002

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	63.0

Resources Available to Support the Goal 2

- 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, iReady, Read Naturally

Targeted Barriers to Achieving the Goal 3

- 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.
- New standards 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.
- A majority of our students have limited access to text. Their household is not a text rich environment and trips to the public library are infrequent or nonexistent.

Plan to Monitor Progress Toward G2. 8

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 Responsible

Patty Harrelson

Schedule

Weekly, from 9/4/2014 to 5/29/2015

Evidence of Completion

Results of student performance on AIMSweb Reading testing for all grades and the Reading portion of the Florida Standard minis.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key


G1. Based on the analysis of student achievement data, Rosemont Elementary will increase Mathematics literacy achievement scores for all students. **1**

 **G039001**

G1.B1 Deficits in problem solving ability attributed to deficiencies in vocabulary and lack of operational and fact fluency. **2**

 **B093812**

G1.B1.S1 Identified students receive data-driven small group instruction focused on grade level material for additional support using the same vocabulary used in whole group. Employ FASTT Math and iReady computer programs to increase fluency and concept attainment strategies. In January, add Florida Ready and testing tidbits to the daily instructional model. **4**

 **S104845**

Strategy Rationale

Action Step 1 **5**

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

Person Responsible

Rachel Fortunat

Schedule

Biweekly, from 9/4/2014 to 5/29/2015

Evidence of Completion

Student assessment results.

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

Student MTP scores and monitoring lesson plans to validate implementation of scope and sequence and dig deeper.

Person Responsible

Patty Harrelson

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

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

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

Student progress monitoring assessment data.

Person Responsible

Kari Darr


Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Student assessment scores increasing.

G1.B1.S2 Hold free after school tutoring program for targeted students in grades 3-5 to work on math skills. In additions, selected grade 5 students are invited to enrichment math and science tutoring. 4

 S104846

Strategy Rationale

Action Step 1 5

Free after school tutoring program.

Person Responsible

Rachel Fortunat

Schedule

Weekly, from 9/8/2014 to 3/27/2015

Evidence of Completion

Attendance logs.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Attendance is taken to ensure that students do not miss more than one day, and to ensure that invited students are attending regularly.

Person Responsible

Rachel Fortunat

Schedule

Weekly, from 9/15/2014 to 3/27/2015

Evidence of Completion

Attendance sheets and the individual students' progress on the online programs.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Student achievement on various assessments.

Person Responsible

Rachel Fortunat


Schedule

On 4/24/2015


Evidence of Completion

Student achievement will increase.

G1.B2 New and/or inexperienced teachers. 2

 B093813

G1.B2.S1 Attend 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. 4

 S104847

Strategy Rationale

Action Step 1 5

District offered trainings.

Person Responsible

Rachel Fortunat

Schedule

Quarterly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Professional development CEUs.

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

Tracking new teacher instructional needs, and staff development attended

Person Responsible

Rachel Fortunat

Schedule

Monthly, from 9/2/2014 to 6/2/2015

Evidence of Completion

New teachers will be monitored through daily classroom walkthroughs, iobservation informals and formal observations.

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

Classroom observations with feedback.

Person Responsible

Martha Nelson

Schedule


Daily, from 8/18/2014 to 6/3/2015

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.B2.S2 All new teachers will be enrolled in a cohort training/mentoring group called "Eagle Pack." This cohort meets monthly to discuss upcoming events. There are also guest speakers to model different teaching techniques. 4

Strategy Rationale

 S104848

Action Step 1 5

Eagle pack - Cohort mentoring program.

Person Responsible

Rachel Fortunat

Schedule

On 5/22/2015

Evidence of Completion

Sign-in sheets and mentoring logs.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

The cohort will meet monthly as a group and with their individual mentors daily/weekly as needed.

Person Responsible

Rachel Fortunat

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Mentor logs and meeting notes/sign-in sheets.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

The new teachers will increase their experience/effectiveness level of pedagogy and student achievement based upon classroom walk-throughs, discipline data, student achievement data and observations.

Person Responsible

Rachel Fortunat


Schedule

Monthly, from 8/4/2014 to 6/5/2015

Evidence of Completion

The principal and assistant principal meet with and/or email teachers to discuss what they viewed during class visits, hold monthly grade level meetings and individual data meetings which are documented on internal newsletter and master calendar.

G1.B2.S3 Strategically placed the students scoring in the lowest 30% from newer teachers to more experienced teachers, if they have not demonstrated adequate gains based upon Performance Matters and/or Benchmark data. 4

 S104849

Strategy Rationale

Action Step 1 5

Movement of the lowest 30% of students who have not made learning gains to more experienced teachers.

Person Responsible

Patty Harrelson

Schedule

On 1/30/2015

Evidence of Completion

Students not making adequate learning gains are switched into more experienced teachers' classes.

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

The academic gains that the lowest 30% are making.

Person Responsible

Patty Harrelson

Schedule

On 5/1/2015

Evidence of Completion

Lowest 30% not making gains are moved.

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Students scoring in the lowest 30%

Person Responsible

Patty Harrelson


Schedule

Biweekly, from 8/11/2014 to 6/5/2015


Evidence of Completion

Students scoring in the lowest 30% will have their MTP scores pulled

G1.B3 Lack of student spacial/conceptual reasoning. 2

 B093814

G1.B3.S1 Employ concept attainment strategies during class time through small group instruction and via programs like i-ready and FasttMath. Reinforce strategies through interventions and tutoring. 4

 S104850

Strategy Rationale

Action Step 1 5

Program utilization during class.

Person Responsible

Kari Darr

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

i-ready reports.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

iReady reports and other student data.

Person Responsible

Patty Harrelson

Schedule

On 5/5/2015

Evidence of Completion

Data presented to principal during data chats.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Student assessment data.

Person Responsible

Kari Darr


Schedule

Weekly, from 8/25/2014 to 5/29/2015


Evidence of Completion

Increase in student test scores on the multiple mathematics assessments taken; including: AIMSweb, iReady, 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. 2

 B093815

G1.B4.S1 Rosemont Parent University, utilization of parent involvement coordinator, media night. 4

 S104852

Strategy Rationale

Action Step 1 5

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 Responsible

Martha Nelson

Schedule

Monthly, from 9/9/2014 to 5/26/2015

Evidence of Completion

Agendas and sign-in sheets.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Collection of meeting agendas and sign-in sheets.

Person Responsible

Martha Nelson

Schedule

Monthly, from 9/9/2014 to 5/26/2015

Evidence of Completion

Meeting agendas and sign-in sheets completed.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

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

Person Responsible

Martha Nelson


Schedule

Monthly, from 9/9/2014 to 5/26/2015

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.B4.S2 Parents are invited to a weekly "chat and chew" with our parents support instructor. During "chat and chew" parents will discuss selected parenting books. 4

 S145068

Strategy Rationale

Action Step 1 5

Parents will be invited to "Chat and Chew."

Person Responsible

Lisa Seyler

Schedule

Weekly, from 10/6/2014 to 6/26/2015

Evidence of Completion

Parents will sign in at "Chat and Chew"

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Parents will provide feedback on the book study.

Person Responsible

Lisa Seyler

Schedule

Monthly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Parents' feedback

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Parents will provide feedback on their implementations of take away parenting strategies at home.

Person Responsible


Schedule

Monthly, from 10/6/2014 to 5/29/2015


Evidence of Completion

Parents feedback.

G1.B5 Poor student attendance and/or excessive tardies. 2

 B093816

G1.B5.S1 Rosemont Elementary School start time has been moved back 30 minutes. 4

 S104853

Strategy Rationale

Action Step 1 5

Organize and call parent to notify them of the time change monthly.

Person Responsible

Kari Darr

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Meeting notes.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Monitoring of monthly attendance data.

Person Responsible

Kari Darr

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Attendance reports generated by district and school.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

The attendance and tardy data will be analyzed monthly.

Person Responsible

Kari Darr


Schedule

Weekly, from 8/18/2014 to 6/3/2015

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.B5.S2 Incentive program tied to attendance and tardies. 4

 S104854

Strategy Rationale

Action Step 1 5

"Rosemont Strong" incentive program where students earn tickets, based upon certain criterion - attendance and tardies are one criteria, to go into a weekly drawing for prizes.

Person Responsible

Martha Nelson

Schedule

Weekly, from 8/18/2014 to 5/1/2015

Evidence of Completion

The amount of tickets entered and prizes given will be evidence of the program's completion; with a decrease in tardies and absent students being evidence of the program's effectiveness.

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

Teachers will provide students with tickets for satisfying certain criteria, being on time and present for the entire week being one, those tickets will be deposited in their desired prize boxes.

Person Responsible

Martha Nelson

Schedule

On 5/1/2015

Evidence of Completion

Every Friday, a ticket will be pulled for each prize. The amount of tickets in each drawing will be indicative of participation. The drawings will be viewed by the entire school via the media productions group and internal broadcasting capabilities.

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7

The amount of students coming to school late, or being absent.

Person Responsible

Martha Nelson

Schedule

On 5/29/2015


Evidence of Completion

The percentage of students arriving late and the percent of students absent, will decrease.


G2. Based on the analysis of student achievement data, Rosemont Elementary will increase literacy achievement scores for all students. 1

 G039002

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. 2

 B093819

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. 4

 S104857

Strategy Rationale

Action Step 1 5

Ensure that students are appropriately placed into MTSS small group interventions

Person Responsible

Rachel Fortunat

Schedule

Weekly, from 9/4/2014 to 5/29/2015

Evidence of Completion

Data from AIMSweb assessment results along with STAR 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 6

The implementation of small group interventions based upon MTSS.

Person Responsible

Rachel Fortunat

Schedule

Weekly, from 9/4/2014 to 5/29/2015

Evidence of Completion

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

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

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 Responsible

Rachel Fortunat


Schedule

Weekly, from 9/4/2014 to 5/29/2015

Evidence of Completion

The individual student's academic achievement and growth that is demonstrated on the different assessments, AIMSweb reading assessment data for each grade level and the reading Florida Standard minis 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. 2

 B093820

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 weekly to discuss classroom issues. Those new teachers are given opportunities to observe high performing teachers on their grade level. 4

 S104858

Strategy Rationale

Action Step 1 5

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 Responsible

Rachel Fortunat

Schedule

Monthly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Mentor logs, results of classroom observations and meeting notes.

Action Step 2 5

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

Person Responsible

Patty Harrelson

Schedule

Monthly, from 8/18/2014 to 5/29/2015

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 6

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

Person Responsible

Rachel Fortunat

Schedule

Monthly, from 8/11/2014 to 6/5/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

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

Person Responsible

Patty Harrelson


Schedule

Daily, from 8/18/2014 to 6/3/2015


Evidence of Completion

A documented decrease in behavior referrals and off task behaviors witnessed within the classroom and while transitioning on campus, by leadership 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. 2

 B093821

G2.B3.S1 Rosemont Parent University. 4

 S104859

Strategy Rationale

Action Step 1 5

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

Person Responsible

Martha Nelson

Schedule

Monthly, from 9/9/2014 to 5/26/2015

Evidence of Completion

Sign-in sheets and meeting agendas.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

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 Responsible

Martha Nelson

Schedule

Monthly, from 9/9/2014 to 5/26/2015

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 Implementation of G2.B3.S1 7

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 Responsible

Martha Nelson

Schedule

Monthly, from 9/9/2014 to 5/26/2015

Evidence of Completion

End of the year survey and exit slips from meetings.

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

2

 B093822

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. 4

 S104861

Strategy Rationale

Action Step 1 5

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

Person Responsible

Kari Darr

Schedule

Daily, from 8/18/2014 to 6/3/2015

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 5

Holding parent meetings and Child Study Team Meetings.

Person Responsible

Kari Darr

Schedule

Daily, from 8/18/2014 to 6/3/2015

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 6

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

Person Responsible

Kari Darr

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Copies of attendance letters and meeting notes.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Actively monitoring student attendance and tardy rates.

Person Responsible

Kari Darr

Schedule

Daily, from 8/18/2014 to 6/3/2015

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 AIMSweb reading assessments and other progress monitoring tools.

G2.B4.S2 In February, Rosemont will launch its "Rosemont Strong" multitiered campaign to increase student achievement through incentivizing certain aspects of school life; such as: being in class everyday on time, reaching goals for the Accelerated Reader program, and other academic criteria. 4

 S104862

Strategy Rationale

Action Step 1 5

Rosemont Strong incentive program.

Person Responsible

Patty Harrelson

Schedule

Weekly, from 2/6/2015 to 3/13/2015

Evidence of Completion

Weekly prizes will be awarded and desired results will be indicated in the targetted areas like attendance.

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

Program's affect on attendance and tardy rates.

Person Responsible

Patty Harrelson

Schedule

Weekly, from 2/6/2015 to 3/13/2015

Evidence of Completion

A downward trend of weekly/daily tardies and an upward trend of attendance rates.

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7

The impact it has on student achievement.

Person Responsible

Patty Harrelson


Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Attendance and tardy rates, discipline referral rates and student achievement.

G2.B5 New standards 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. 2

 B093823

G2.B5.S1 Professional Learning Communities (PLCs), Initial User Training and Going Deeper Trainings on HMH Materials (curriculum resources). 4

 S104863

Strategy Rationale

Action Step 1 5

Having effective Professional Learning Communities

Person Responsible

Rachel Fortunat

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Meeting agendas, sign-in sheets and meeting notes.

Action Step 2 5

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

Person Responsible

Rachel Fortunat

Schedule

Monthly, from 8/11/2014 to 6/5/2015

Evidence of Completion

In-service points for professional development.

Action Step 3 5

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

Person Responsible

Rachel Fortunat

Schedule

Every 6 Weeks, from 8/11/2014 to 6/5/2015

Evidence of Completion

In-service points for professional development.

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

All teachers should have attended all the trainings.

Person Responsible

Rachel Fortunat

Schedule

Monthly, from 8/11/2014 to 6/5/2015

Evidence of Completion

All teachers will have taken the required courses.

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Due to the trainings, teachers will be able to successfully utilize the instructional materials successfully.

Person Responsible

Patty Harrelson

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Students will increase on their weekly assessment 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.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Students will experience small group pull-out/push-in interventions, small group center work, tutoring and classroom interventions.	Fortunat, Rachel	9/4/2014	Student assessment results.	5/29/2015 biweekly
G1.B1.S2.A1	Free after school tutoring program.	Fortunat, Rachel	9/8/2014	Attendance logs.	3/27/2015 weekly
G1.B2.S1.A1	District offered trainings.	Fortunat, Rachel	8/11/2014	Professional development CEUs.	6/5/2015 quarterly
G1.B2.S2.A1	Eagle pack - Cohort mentoring program.	Fortunat, Rachel	8/18/2014	Sign-in sheets and mentoring logs.	5/22/2015 one-time
G1.B2.S3.A1	Movement of the lowest 30% of students who have not made learning gains to more experienced teachers.	Harrelson, Patty	1/1/2015	Students not making adequate learning gains are switched into more experienced teachers' classes.	1/30/2015 one-time
G1.B3.S1.A1	Program utilization during class.	Darr, Kari	8/18/2014	i-ready reports.	6/3/2015 daily
G1.B4.S1.A1	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.	Nelson, Martha	9/9/2014	Agendas and sign-in sheets.	5/26/2015 monthly
G1.B5.S1.A1	Organize and call parent to notify them of the time change monthly.	Darr, Kari	8/18/2014	Meeting notes.	6/3/2015 weekly
G1.B5.S2.A1	"Rosemont Strong" incentive program where students earn tickets, based upon certain criterion - attendance and tardies are one criteria, to go into a weekly drawing for prizes.	Nelson, Martha	8/18/2014	The amount of tickets entered and prizes given will be evidence of the program's completion; with a decrease in tardies and absent students being evidence of the program's effectiveness.	5/1/2015 weekly
G2.B1.S1.A1	Ensure that students are appropriately placed into MTSS small group interventions	Fortunat, Rachel	9/4/2014	Data from AIMSweb assessment results along with STAR and classroom data will be analyzed to determine growth or if further interventions are necessary.	5/29/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.A1	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.	Fortunat, Rachel	8/11/2014	Mentor logs, results of classroom observations and meeting notes.	6/5/2015 monthly
G2.B3.S1.A1	Rosemont Elementary School will host monthly Rosemont Parent University classes during and after school. Topics will be chosen based upon survey results and administrative views on apparent need.	Nelson, Martha	9/9/2014	Sign-in sheets and meeting agendas.	5/26/2015 monthly
G2.B4.S1.A1	Notifying parents of the importance of having their children at school and on time when a student accumulates 5 or more absences.	Darr, Kari	8/18/2014	Certified letters sent home, attendance contracts and impact will be determine by the attendance rate for those individual students.	6/3/2015 daily
G2.B4.S2.A1	Rosemont Strong incentive program.	Harrelson, Patty	2/6/2015	Weekly prizes will be awarded and desired results will be indicated in the targetted areas like attendance.	3/13/2015 weekly
G2.B5.S1.A1	Having effective Professional Learning Communities	Fortunat, Rachel	8/11/2014	Meeting agendas, sign-in sheets and meeting notes.	6/5/2015 weekly
G1.B4.S2.A1	Parents will be invited to "Chat and Chew."	Seyler, Lisa	10/6/2014	Parents will sign in at "Chat and Chew"	6/26/2015 weekly
G2.B2.S1.A2	Beginning teachers will be given opportunities to observe high-performing teachers who will model best practices.	Harrelson, Patty	8/18/2014	The beginning teacher must submit a reflection to the principal and meet with the principal and assistant principal sto discuss what was seen and learned.	5/29/2015 monthly
G2.B4.S1.A2	Holding parent meetings and Child Study Team Meetings.	Darr, Kari	8/18/2014	Certified letters sent home, attendance contracts and impact will be determine by the attendance rate for those individual students.	6/3/2015 daily
G2.B5.S1.A2	Ensuring that all personnel receive Initial User Training for the new curriculum and support materials.	Fortunat, Rachel	8/11/2014	In-service points for professional development.	6/5/2015 monthly
G2.B5.S1.A3	All instructional personnel will receive Going Deeper, Training's for Curriculum resources (HMH)	Fortunat, Rachel	8/11/2014	In-service points for professional development.	6/5/2015 every-6-weeks
G1.MA1	Data meetings and classroom observations/evaluations.	Harrelson, Patty	8/18/2014	The results of AIMSweb math testing. Grades 3-5 will also have common formative assessment data, and benchmark data.	6/3/2015 daily
G1.B1.S1.MA1	Student progress monitoring assessment data.	Darr, Kari	8/18/2014	Student assessment scores increasing.	6/3/2015 biweekly
G1.B1.S1.MA1	Student MTP scores and monitoring lesson plans to validate implementation of scope and sequence and dig deeper.	Harrelson, Patty	8/18/2014	Student academic assessment data and classroom walk-throughs/ evaluations.	6/3/2015 weekly
G1.B2.S1.MA1	Classroom observations with feedback.	Nelson, Martha	8/18/2014	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.	6/3/2015 daily
G1.B2.S1.MA1	Tracking new teacher instructional needs, and staff development attended	Fortunat, Rachel	9/2/2014	New teachers will be monitored through daily classroom walkthroughs, iobservation informals and formal observations.	6/2/2015 monthly
G1.B3.S1.MA1	Student assessment data.	Darr, Kari	8/25/2014	Increase in student test scores on the multiple mathematics assessments taken; including: AIMSweb, iReady,	5/29/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				common assessments, and qualitative information given by teachers to administration during data chats.	
G1.B3.S1.MA1	iReady reports and other student data.	Harrelson, Patty	9/9/2014	Data presented to principal during data chats.	5/5/2015 one-time
G1.B4.S1.MA1	Exit slips from parent university and media nights, along with end of the year survey.	Nelson, Martha	9/9/2014	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.	5/26/2015 monthly
G1.B4.S1.MA1	Collection of meeting agendas and sign-in sheets.	Nelson, Martha	9/9/2014	Meeting agendas and sign-in sheets completed.	5/26/2015 monthly
G1.B5.S1.MA1	The attendance and tardy data will be analyzed monthly.	Darr, Kari	8/18/2014	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.	6/3/2015 weekly
G1.B5.S1.MA1	Monitoring of monthly attendance data.	Darr, Kari	8/18/2014	Attendance reports generated by district and school.	6/3/2015 weekly
G1.B1.S2.MA1	Student achievement on various assessments.	Fortunat, Rachel	9/8/2014	Student achievement will increase.	4/24/2015 one-time
G1.B1.S2.MA1	Attendance is taken to ensure that students do not miss more than one day, and to ensure that invited students are attending regularly.	Fortunat, Rachel	9/15/2014	Attendance sheets and the individual students' progress on the online programs.	3/27/2015 weekly
G1.B2.S2.MA1	The new teachers will increase their experience/effectiveness level of pedagogy and student achievement based upon classroom walk-throughs, discipline data, student achievement data and observations.	Fortunat, Rachel	8/4/2014	The principal and assistant principal meet with and/or email teachers to discuss what they viewed during class visits, hold monthly grade level meetings and individual data meetings which are documented on internal newsletter and master calendar.	6/5/2015 monthly
G1.B2.S2.MA1	The cohort will meet monthly as a group and with their individual mentors daily/weekly as needed.	Fortunat, Rachel	9/1/2014	Mentor logs and meeting notes/sign-in sheets.	6/5/2015 monthly
G1.B5.S2.MA1	The amount of students coming to school late, or being absent.	Nelson, Martha	8/18/2014	The percentage of students arriving late and the percent of students absent, will decrease.	5/29/2015 one-time
G1.B5.S2.MA1	Teachers will provide students with tickets for satisfying certain criteria, being on time and present for the entire week being one, those tickets will be deposited in their desired prize boxes.	Nelson, Martha	8/11/2014	Every Friday, a ticket will be pulled for each prize. The amount of tickets in each drawing will be indicative of participation. The drawings will be viewed by the entire school via the media productions group and internal broadcasting capabilities.	5/1/2015 one-time
G1.B4.S2.MA1	Parents will provide feedback on their implementations of take away parenting strategies at home.		10/6/2014	Parents feedback.	5/29/2015 monthly
G1.B4.S2.MA1	Parents will provide feedback on the book study.	Seyler, Lisa	10/6/2014	Parents' feedback	6/5/2015 monthly
G1.B2.S3.MA1	Students scoring in the lowest 30%	Harrelson, Patty	8/11/2014	Students scoring in the lowest 30% will have their MTP scores pulled	6/5/2015 biweekly
G1.B2.S3.MA1	The academic gains that the lowest 30% are making.	Harrelson, Patty	8/18/2014	Lowest 30% not making gains are moved.	5/1/2015 one-time
G2.MA1	Administration and teachers will complete on going progress monitoring and make the appropriate changes to instruction and interventions to ensure	Harrelson, Patty	9/4/2014	Results of student performance on AIMSweb Reading testing for all grades and the Reading portion of the Florida Standard minis.	5/29/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	students reach their academic potential.				
G2.B1.S1.MA1	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.	Fortunat, Rachel	9/4/2014	The individual student's academic achievement and growth that is demonstrated on the different assessments, AIMSweb reading assessment data for each grade level and the reading Florida Standard minis for grades 3-5, will be the evidence utilized to determine program efficacy.	5/29/2015 weekly
G2.B1.S1.MA1	The implementation of small group interventions based upon MTSS.	Fortunat, Rachel	9/4/2014	Student academic growth demonstrated on AIMSweb reading assessments and other progress monitoring tools.	5/29/2015 weekly
G2.B2.S1.MA1	The amount of student behavior referrals and off task behaviors that were occurring before, verses after, the professional development; as witnessed by administration completing classroom walk-throughs.	Harrelson, Patty	8/18/2014	A documented decrease in behavior referrals and off task behaviors witnessed within the classroom and while transitioning on campus, by leadership team members.	6/3/2015 daily
G2.B2.S1.MA1	The intervention coach spearheads the "Eagle Pack" group for new teachers.	Fortunat, Rachel	8/11/2014	The mentors must keep logs and when a teacher observe a model teacher, they must complete a reflection and discuss what they saw and will implement with the principal and assistant principals.	6/5/2015 monthly
G2.B3.S1.MA1	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.	Nelson, Martha	9/9/2014	End of the year survey and exit slips from meetings.	5/26/2015 monthly
G2.B3.S1.MA1	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.	Nelson, Martha	9/9/2014	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.	5/26/2015 monthly
G2.B4.S1.MA1	Actively monitoring student attendance and tardy rates.	Darr, Kari	8/18/2014	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 AIMSweb reading assessments and other progress monitoring tools.	6/3/2015 daily
G2.B4.S1.MA1	Sending home parent notifications, holding Child Study Team and attendance meetings.	Darr, Kari	8/18/2014	Copies of attendance letters and meeting notes.	6/3/2015 daily
G2.B5.S1.MA1	Due to the trainings, teachers will be able to successfully utilize the instructional materials successfully.	Harrelson, Patty	8/18/2014	Students will increase on their weekly assessment and AIMS testing due to being taught highly effective lessons. Also, teachers will receive evaluation	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				scores and unofficial feedback to encourage and monitor appropriate use of high yield strategies and resources.	
G2.B5.S1.MA1	All teachers should have attended all the trainings.	Fortunat, Rachel	8/11/2014	All teachers will have taken the required courses.	6/5/2015 monthly
G2.B4.S2.MA1	The impact it has on student achievement.	Harrelson, Patty	8/18/2014	Attendance and tardy rates, discipline referral rates and student achievement.	6/5/2015 monthly
G2.B4.S2.MA1	Program's affect on attendance and tardy rates.	Harrelson, Patty	2/6/2015	A downward trend of weekly/daily tardies and an upward trend of attendance rates.	3/13/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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.

G1.B2 New and/or inexperienced teachers.

G1.B2.S1 Attend 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.

Schedule

Quarterly, from 8/11/2014 to 6/5/2015

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

G2.B5 New standards 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.

Schedule

Monthly, from 8/11/2014 to 6/5/2015

PD Opportunity 2

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

Facilitator

Various district personnel.

Participants

All instructional staff.

Schedule

Every 6 Weeks, from 8/11/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Based on the analysis of student achievement data, Rosemont Elementary will increase Mathematics literacy achievement scores for all students.	100,000
Goal 2: Based on the analysis of student achievement data, Rosemont Elementary will increase literacy achievement scores for all students.	2,750
Grand Total	102,750

Goal 1: Based on the analysis of student achievement data, Rosemont Elementary will increase Mathematics literacy achievement scores for all students.

Description	Source	Total
B1.S1.A1 - Tutoring will be funded through SAI supplemental funds. Interventions during the day will be provided by teachers purchased with general fund monies.	General Fund	43,000
B2.S1.A1 - Staff development will be provided by the principal, coaches, leadership team members, and district coaches assigned to RES.	General Fund	25,000
B2.S2.A1 - District funded substitute days for teachers to observe other master teachers	Other	0
B3.S1.A1 - I-ready purchased for all users K-5	Title I Part A	22,000
B4.S1.A1	Title I Part A	10,000
Total Goal 1		100,000

Goal 2: Based on the analysis of student achievement data, Rosemont Elementary will increase literacy achievement scores for all students.

Description	Source	Total
B1.S1.A1 - Purchase of AIMS Web progress monitoring (annual fee)	Title I Part A	2,750
Total Goal 2		2,750