

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: Schools of Hope – Whole School Transformation Model (Traditional Public Schools) (TOP-3) ROSEMONT ELEMENTARY SCHOOL TAPS NUMBER: 18A085	DOE USE ONLY Date Received Project Number (DOE Assigned)
B) Name and Address of Eligible Applicant: School Board of Orange County, Florida Orange County Public Schools 445 W. Amelia Street Orlando, Florida 32801		

C) Total Funds Requested: \$1,648,000 <hr style="width: 50%; margin: 10px auto;"/> <div style="text-align: center;"> DOE USE ONLY Total Approved Project: \$ </div>	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> Contact Name: Frenchie Porter, Senior Manager, Proposal Development Fiscal Contact Name: Jaquay Rembert, Senior Manager, Compliance </td> <td style="width: 40%;"> Telephone Numbers: 407-317-3200 X2002326 407-317-3200 X2002322 </td> </tr> <tr> <td> Mailing Address: 445 West Amelia Street Orlando, Florida 32801-1129 </td> <td> E-mail Addresses: Frenchie.porter@ocps.net Jaquay.rembert@ocps.net </td> </tr> <tr> <td> Physical/Facility Address: 445 West Amelia Street Orlando, Florida 32801-1129 </td> <td> DUNS number: 190414359 FEIN number: 59-6000771 </td> </tr> </table>	Contact Name: Frenchie Porter, Senior Manager, Proposal Development Fiscal Contact Name: Jaquay Rembert, Senior Manager, Compliance	Telephone Numbers: 407-317-3200 X2002326 407-317-3200 X2002322	Mailing Address: 445 West Amelia Street Orlando, Florida 32801-1129	E-mail Addresses: Frenchie.porter@ocps.net Jaquay.rembert@ocps.net	Physical/Facility Address: 445 West Amelia Street Orlando, Florida 32801-1129	DUNS number: 190414359 FEIN number: 59-6000771
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CERTIFICATION

I, **Barbara M. Jenkins**, (*Please Type Name*) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E)

Signature of Agency Head

Superintendent

Title

8/11/17
Date



Competitive Application for Whole-School Transformation Model (Traditional Public Schools) – TOP 3 Orange County Public Schools

This form satisfies the requirements of Form TOP-3 in conjunction with Form TOP-2 (first-time DMT). Only districts seeking funding under the Schools of Hope program for traditional public schools should apply. This application is due August 15, 2017.

Rosemont Elementary School - 1271

WRAP-AROUND SERVICES THROUGH DISTRICT-MANAGED TURNAROUND

Part I: Needs Assessment

Item 1: Description of the needs assessment methodology and summary of the results to develop the whole-school transformation plan. Also, describe who participated in the formulation of this plan.

The school principal, learning community office, and school leadership with the input and feedback of the Community Assessment Team (CAT) and School Advisory Council (SAC) conducted a comprehensive needs assessment. This needs assessment identified data in the areas of ‘Stakeholder Feedback’, ‘Student Performance Data’, ‘Professional Capacity/Teacher Experience’, and ‘Student Behavior and Attendance’.

Overall Stakeholder Feedback (AdvancED Survey)

Parents, students and school staff complete an externally validated survey developed by AdvancED, the accrediting agency for Orange County Public Schools. This survey provides asks all stakeholders about the culture, climate and expectations of the school. This survey has been conducted in all Orange County schools for three years, allowing for comparisons across schools and over time. Each indicator in the survey for parents and staff is rated on a scale from ‘1’ to ‘5’, where ‘1’ is the lowest score and ‘5’ is the highest score. For students, each indicator in the survey is rated on a scale from ‘1’ to ‘3’, where ‘1’ is the lowest score and ‘3’ is the highest score.

AdvancED Survey Data 2016-2017

Standard	Parent (1-5)	Staff (1-5)	Student (1-3)
Purpose and Direction	4.18	3.91	2.79
Governance and Leadership	4.13	4.01	2.25
Teaching and Assessing for Learning	4.36	3.84	2.64
Resources and Support Systems	4.28	3.75	2.52

Turnaround Option Plan –3

Using Results for Continuous Improvement	4.33	3.90	2.52
Average Response by Stakeholder Group	4.26	3.88	2.54

Effective Leadership (AdvancED Survey)

Parents rated the school in the category of ‘Governance and Leadership’ at a ‘4.13’, and staff rated this category at ‘4.01’. The largest area for growth in this area according to adult stakeholders is in Indicator 2.2 asking respondents whether or not “The governing body operates responsibly and functions effectively.” The highest-rated indicator for staff was “Leadership and staff supervision and evaluation processes result in improved professional practice and student success.” Parents rated “Leadership and staff foster a culture consistent with the school’s purpose and direction.” as the highest indicator. However, all average scores were near a 4.0, which shows the leadership of the school could show improvement in this area. Students’ overall score for indicator 2.4, “Leadership and staff foster a culture consistent with the school’s purpose and direction,” was the highest.

Ambitious Instruction and Learning (AdvancED Survey)

The AdvancED survey asks multiple questions associated with perceptions on the quality and rigor of instructional at the school. In the area of Teaching and Assessing for Learning, parent respondents rated the school at 4.36 and the staff rated it slightly lower at 3.84. Rosemont staff report that “Mentoring, coaching and induction programs support instructional improvement consistent with the school’s values and beliefs about teaching and learning” is an area in which they excel. Parents rated “Leadership and staff foster a culture consistent with the school’s purpose and direction,” as their highest indicator, which shows that the school is working to build a culture that creates consistent expectations. Students feel like teachers “implement the school’s instructional process in support of student learning.” The biggest area for growth at Rosemont for staff is in “Grading and reporting based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.” Staff and leadership will need to work to clearly define learning and grading processes across the grade levels at Rosemont.

Safe and Supportive Environment (AdvancED Survey)

Students and staff at Rosemont rated this domain very low in comparison to others. On a scale of one to three, students rate the indicator 4.2 “The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff,” at a 1.93. This is the lowest of any indicators. Staff also rated this same item as an area that needs attention. Overall, staff rated standard 4, Resources and Support Systems as an area for improvement with the lowest average rating of any standard. In order to show growth in this area leadership at Rosemont will need to focus on instructional time, material resources and fiscal resources, support services to meet the physical, social and emotional needs of the student population. This also includes guaranteeing that qualified professional and support staff are sufficient in number to fulfill

Turnaround Option Plan –3

their roles and responsibilities.

Student Performance Data

The table below displays the school grade components and totals for Rosemont Elementary for the last three years. The 2014-15 partial school grades did not include learning gains components.

School Grade Components and Totals (FDOE)

	2014-2015	2015-2016	2016 - 2017
*ELA -Proficiency	32	32	30
-Learning Gains		42	37
-Lowest 25%		35	40
Math - Proficiency	35	27	30
-Learning Gains		33	44
-Lowest 25%		31	37
Science	39	24	29
Total Points Earned	106/300	224/700	247/700
% of Possible Points	35 (D)	32 (D)	35 (D)

Rosemont Elementary demonstrated slight improvement on the Florida Standards Assessment (FSA) in the areas of mathematics, science, and the lowest quartile of students assessed in English Language Arts (ELA). During the 2017 administration of the assessment 99% of students were assessed, with 30% demonstrating proficiency in ELA, 30% demonstrating proficiency in mathematics, and 29% demonstrating proficiency in science. Learning gains in ELA decreased from 42% to 37% while the lowest quartile of students increased

from 35% to 40%. In mathematics, Rosemont students demonstrated growth in all categories. Mathematics learning gains increased from 33% to 44%. The lowest quartile of students increased from 31% to 37%. FSA results indicate that areas of strength include interventions provided to the lowest students to support their areas for growth in mathematics and reading. Based on the data, an area for growth at Rosemont is the effective delivery of core standards-based instruction in all content areas.

Professional Capacity/Teacher Experience

Rosemont has experienced turnover in their teacher population. Overall, 30 out of 54 instructional staff members, or 55%, are new to Rosemont. For teachers returning to Rosemont, the ratings are as follows on the district Marzano Instructional Framework: 79% Highly Effective, 4% Effective, 4% Needs Improvement, and 13% did not receiving a data.

Of Rosemont’s 54 instructional staff members, 20% are new to the district and 46% have three years or less of overall teaching experience. Teachers experience ranges from 0 years to 27 years, with an average of 6 years of teaching experience. To develop expertise, there is a need to use multiple sources to monitor instructional delivery, evaluate proficiency and provide timely, actionable feedback on the effectiveness of instructional goals and the cause/effect relationship between professional development, instructional practices and student achievement.

The attendance rate for the instructional staff at Rosemont Elementary was 91.7% compared to the district rate of all instructional employees of 95.68%. The school is seeking ways to motivate and encourage attendance among both the students and instructional staff.

Student Behavior and Attendance

Student behavior and attendance directly impact student achievement, and these factors are a concern at Rosemont Elementary. The next two tables below compare referrals and suspensions over the last three years. When comparing the 2015-16 school year to the 2016-17 school year, Level 1 offenses increased from 1 to 11, Level 2 offenses decreased by 27% , Level 3 offenses decreased by 58%, and Level 4 offenses decreased by 46%. Both in-school and out-of-school suspensions decreased by more than half in the 2016-2017 school year.

School Referrals

	2014-15	2015-16	2016-17
Level 1	1	1	12
Level 2	86	92	67
Level 3	88	304	129

Turnaround Option Plan –3

Level 4	0	1	6
Total	175	398	214

School Suspensions

	2014-15	2015-16	2016-17
<i>In-school suspensions (Students)</i>	69	81	39
<i>In-school suspensions (Total)</i>	90	102	48
<i>Out-of-school suspensions (Students)</i>	58	147	48
<i>Out-of-school suspensions (Total)</i>	85	289	64

Rosemont's student enrollment increased from 2016-17 to 2015-16. During the 2016-2017 school year at Rosemont, 701 students were enrolled, compared to 671 students enrolled in the 2015-2016.

The table below describes student attendance for the 2015-16 and 2016-17 school years. The number of students with 10 or more absences declined in 2016-17, though more improvement is needed to ensure students receive more quality instruction during the year.

Student Attendance

	Total Absences 1-9 Days	Total Absences 10+ Days	Total Absences 10-20 Days	Total Absences 21+ Days
<i>2016-2017</i>	544	385	256	129
<i>2015-2016</i>	606	420	277	143

Stakeholder Support and Cooperation for Plan

Orange County is committed to providing maximum flexibility for turnaround schools by limiting the barriers that reduce the ability of the school to rapidly make changes. To support, this school principal supervisor and the Chief Academic Officer report directly to the Deputy Superintendent of Teaching and Learning. The Deputy Superintendent of the Division of Teaching and Learning is responsible for making decisions about resources within the division and supporting the hiring and retention of high-quality personnel. When other concerns may arise, the Deputy Superintendent has direct access to the Superintendent in order to remove barriers and find solutions. The helps to ensure that any plan developed has the ability to be executed with fidelity.

Rosemont has earned a grade of ‘D’ for the last three years. When analyzing multiple data sources, multiple areas are in need of strategic and targeted support in order to increase student achievement. Using the district-managed turnaround option, Rosemont will be provided with support from various district departments collaborating and aligning district initiatives to support school improvement. The district will provide the school with a systematic approach to reduce and eliminate barriers impeding expected growth through the district’s Corrective Programs department. This department works with schools identified by the Deputy Superintendent based on school grade trends, school leadership experience, and other student data points (e.g., attendance, behavior, etc.). These data also provide the information used in the comprehensive school needs assessment. This targeted support uses improvement science to develop processes and systems that support sustainable school improvement. This targeted support includes district staff experienced in working with turnaround schools. The district provides guidance on the use of resources to maximize effectiveness as well as develop leadership and build capacity at the school site.

Orange County Public Schools (OCPS) is structured with each school belonging to a Learning Community and receiving guidance and support from their Area Superintendent, Executive Area Director, and Learning Community Senior Administrator. The Area Superintendent evaluates the principal. The Executive Area Director and Senior Administrator serve to support and monitor principals in improving student achievement through instructional plan implementation, faculty and leadership development, and organizational leadership. This Learning Community support at Rosemont Elementary is provided in direct collaboration with the Corrective Programs department to ensure that there are no inconsistencies in the resources, support or counsel provided.

Corrective Programs is a team of Senior Administrators reporting to the Chief Academic Officer. This team is composed of seven Senior Administrators all supporting schools identified by the Deputy Superintendent in need of support. Support is differentiated based on need shown in school data. Two Corrective Programs Senior Administrators will support Rosemont Elementary in the 2017-18 school year. These Senior Administrators have been selected for support by the Chief Academic Officer based on their ability to support the school in ways identified in the needs assessment.

The Corrective Programs department, in conjunction with the Learning Community, supports the school-based leadership team (SBLT) in implementing and monitoring school-wide systems regarding instructional delivery, use of data to drive instructional decisions, and professional development to build capacity of faculty and staff. Content area program specialists work to build capacity of school-based instructional coaches regarding content, professional learning communities (PLCs), and instructional coaching of teachers.

The whole-school transformation plan was developed not only with the collaboration of these district

departments and SBLT, but with input from the community and staff as well. Community members were able to review data, voice concerns, and offer input during both School Advisory Council (SAC) and Community Assessment Team (CAT) meetings; feedback from parents, staff, and students was gathered through surveys administered by the school; and multiple meetings were held between the Learning Community administrators, the Corrective Programs team, and the SBLT to review both qualitative and quantitative data to formulate a plan that best meets the needs of the community and school.

As part of the whole-school transformation plan, the Corrective Programs team and the Learning Community will collaborate to conduct: informal and formal meetings with the principal and/or the SBLT; side-by-side walkthroughs to build leadership capacity in assessing standards-based instruction and providing immediate, actionable feedback; and formal meetings to review available student performance data and devise plans of action to address areas of concern.

The Learning Community and Corrective Programs Senior Administrators will jointly monitor this support through monthly collaborative instructional walks and monitoring of student progress data in collaboration with the Chief Academic Office Executive Leadership, Learning Community administrators, and the SBLT. Immediate adjustments to support will be made based on the results of the monthly instructional walks and student data. A report detailing areas of growth and need will be shared with district-level leadership through the Chief Academic Officer monthly.

School Capacity

Rosemont achieved 35% of the total possible points placing them at a grade of a “D”. The principal and long-standing assistant principal were replaced for the 2017-2018 school year.

Administrators

Kelly Maldonado, Principal

Start date with School: June 2017

Start date with District: August 2004

Selection process:

All principals must complete the Preparing New Principals Academy (PNPA) through the district. At completion they can apply for their principal certification and apply for positions. Once selected for an interview, they meet with a panel composed of the Area Superintendent, Executive Area Director, and representation of school faculty and parents. The desired candidate is then reviewed and vetted through the Deputy Superintendent and Superintendent prior to selection.

Leadership Experience:

Principal Kelly Maldonado has served as a school principal for 4 years. This will be her first year as principal of Rosemont. Prior to serving at Rosemont she was principal of Azalea Park Elementary (a similar Title 1 school) in Orange County for 4 years. She has also served as an Assistant Principal of Instruction at Avalon Middle School for 2 years, Glenridge Middle School for 6 years and Stone Lakes Elementary for 2 years. Ms. Maldonado has experience with turnaround, through her work with the regional DA team while Principal of Azalea Park Elementary. While at Azalea Park, Ms. Maldonado brought a true wraparound team together to meet the needs of the students and community. Students had the ability to participate in multiple academic and performing arts opportunities either before or after school daily to include: ELL extra help, afterschool tutoring, art club, chorus, guitar, drums, running club, Kinetic Klub, STEM club, violins, golf,

tennis and Notes to Your Neighborhood in partnership with the Orlando Philharmonic Orchestra. To help parents gain English literacy and job skills, Azalea Park offered weekly adult English literacy classes in the evening during extended media hours. Parents could drop off their school-age children in the media center and attend classes. In addition, parents were offered assistance with resume writing skills, job searches and clothing for interviews. Azalea Park also partnered with the Love Pantry and Second Harvest Food Banks to ensure no student or family was hungry.

The district builds capacity of principals through principal meetings and the district PLC. Principals have operational flexibility to select their school-based content coaches and instructional staff. Assistant Principals are matched with school principals by the Learning Community based on school needs and areas of strength/weakness of the principal.

If the school does not improve under the principal's tenure, district leadership will meet to evaluate all available data and determine whether retention or replacement will best meet the needs of the school.

Assistant Principals

Thomas Traub

Start Date (with School): November 2016

Start Date (with District): August 2009

Thomas Traub was appointed at Rosemont Elementary as Assistant Principal of Rosemont in November 2016. Prior to that he served as curriculum resource teacher and was a district instructional coach with the OCPS School Transformation Office for 3 years where he worked with struggling schools. Mr. Traub has participated in the turnaround process on multiple levels; as a classroom teacher at Engelwood Elementary School taking it from a school grade of F to C. Mr. Traub was recognized by the state for having a minimum of 70% learning gains in both Reading and Mathematics. As a district instructional coach at Cypress Park Elementary, Mr. Traub was part of a district turnaround team coaching math and science and moved the school from an F to a C. In addition, Mr. Traub has experience working with multiple schools that are at some point within the turnaround process. Mr. Traub has worked at the district level developing curriculum and assessments aligned the standards to support all schools in Orange County.

Emily Smith

Start Date (with School): June 2017

Start Date (with District): August 2000

Emily Smith was appointed as an Assistant Principal at Rosemont Elementary in June, 2017. She has previously served as an Assistant Principal of Instruction for two years at Wolf Lake Middle, a successful middle school in Orange County. She was also Assistant Principal of Instruction at Piedmont Lakes Middle School for two years and Lockhart Middle School for 2 years. At Lockhart Middle, Ms. Smith provided professional development to build capacity of teachers by implementing the Spring Board curriculum with fidelity. In addition, Ms. Smith coached teachers on sustaining positive classroom management techniques to promote instructional time. At Piedmont Lakes, Ms. Smith met with teachers to build professional learning communities focused on collaboration, lesson planning and small group instruction. Ms. Smith was responsible for the ESE department and the multiple self-contained units. In all settings Ms. Smith has worked side by side with the principal to plan for and implement the School Improvement Plan. Prior to coming to Orange County, Ms. Smith worked as a Supervisor 3 for the Office of School Improvement in

Cleveland, Ohio. In this position, Ms. Smith worked in inner-city Cleveland Schools to identify areas of strength and weaknesses in order to develop actions plans for improvement.

Selection process:

All assistant principals must complete an application and vetting process to enter the assistant principal pool. At completion they can apply for positions. Once selected by the Area Superintendent and Executive Area Director for an interview, they meet with a panel composed of the Executive Area Director and principals. The candidate is then selected for a school that matches the applicant's experience and strengths. Once selected they are reviewed and vetted by the Deputy Superintendent prior to final placement.

If the school does not improve under the principal and assistant principal's tenure, district leadership will meet to evaluate all available data and determine whether retention or replacement will best meet the needs of the school.

Item 2: Explain how the school is going to leverage community assets, improve school and community collaboration, and develop family and community partnerships.

Rosemont Elementary develops family and community partnerships through numerous activities and initiatives. A Parent Engagement Liaison (PEL) has been newly appointed for the 2017-18 school year and will be responsible for coordinating all community-school events. The role of the PEL is to further increase family involvement. Providing this full-time position that focuses on removing barriers that prohibit families from engaging in school events and children's education shows Rosemont Elementary School's dedication to increasing parental involvement and community engagement. In addition to coordinating all school family events, the PEL will assist with such tasks as organizing transportation for parents unable to reach the school for events and providing language-to-English translation for families who are not yet able to communicate in English.

Rosemont Elementary is fortunate to be able to leverage the many assets of their partnership Rosemont Community Center to provide services for students and families. Some of the services provided are childcare, enrichment activities, swimming lessons, and tutoring for students of all ages. The Rosemont Community Center has been awarded the 21st Century Grant, which allows for the support of project and STEM based learning opportunities for the students at Rosemont Elementary. An exciting new initiative starting in the 2017-18 school year will be a chapter of My Brother's Keeper to provide one-on-one mentors for our students with successful male role models. The Community Center is committed to working with Rosemont students to mentor and teach appropriate social interactions and provide guidance by bridging the school and community connection.

The Orlando Police Department partners with Rosemont to provide character education through Super Kids, a program geared towards educating fifth grade students about neighborhood risks. Additionally, Rosemont Elementary will utilize the OCPS Partners in Education (PIE) program to pair with local businesses and faith organizations to build family and community partnerships. Rosemont Elementary has wonderful partnerships with Hyatt Hotels and the Orlando Magic to support school and student initiatives. The partnership between 'DD's Discount', a local business, and Rosemont has helped to provide free books for students to support building literacy rich home environments. Through these PIE programs, Rosemont will build sustained community engagement and foster partnerships between the

school and community.

Part II: Implementation Plan

A. Areas of Assurance for Whole-School Transformation Plan

Below are the six key areas of assurance selected by the district based upon the school's needs assessment to implement a whole-school transformation model.

The school will:

1. Provide wrap-around services that develop family and community partnerships
2. Increase parental involvement and engagement in the child's education
3. Establish clearly defined and measurable high academic and character standards
4. Identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge
5. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.

The school district will:

6. Identify, recruit, retain, and reward instructional personnel.

Item 3: Explain the strategies the school will implement to provide wrap-around services that develop family and community partnerships.

Rosemont Elementary has an established partnership with the City of Orlando - Rosemont Community Center to provide wraparound services for students and the community. Services provided include child care, mentoring, job finding services for high school students and parents as well as team sports opportunities at little to no cost. By providing these services the Community Center supports the whole child and allows students to participate in extracurricular activities.

In addition, Rosemont Elementary has partnered with Community Health Centers to provide low or no cost medical, dental, vision and mental health care services. By helping families stay healthy and having some of their basic health needs met, students come to the classroom ready to learn. Rosemont has also partnered with Aspire, an outside mental health agency, to provide on campus licensed mental health counselors as well as in home family support.

Additionally, Rosemont Elementary partners with the Love Pantry and the Second Harvest Food Bank to provide shelf stable and fresh fruits and vegetables to all families. The Love Pantry provides short-term assistance with food on an as-needed basis. The Second Harvest Food Bank will set up a farmer's market at Rosemont Elementary monthly. This will provide families the opportunity to come and select fresh fruits and vegetables at no cost.

To provide expanded academic opportunities, all students receive an extra hour of reading instruction daily for enrichment or intervention based on specific student needs. Every other Saturday, students are offered instruction to further their knowledge in mathematics and science through project based learning experiences. Before and after school academic clubs allow students to participate in fun, engaging

Turnaround Option Plan –3

activities outside of school hours with the support of school personnel. This year Rosemont Elementary will be sponsoring or participating in the National Elementary Honor Society, Battle of the Books, Modern Woodsman Oration Contest, Scripps Spelling Bee, STEM Club, Kinetic Klub, Eagle Drumline, Stepping Eagles, Science Olympiad, Mathletes, Running Eagles, chorus and art clubs.

Item 4: Explain the strategies the school will implement to increase parental involvement and engagement in the child's education.

A Parent Engagement Liaison (PEL) has been newly appointed for the 2017-18 school year. The role of the PEL is to further increase family involvement. Providing this full-time position focusing on removing barriers that prohibit families from engaging in school events and children's education shows Rosemont Elementary School's dedication to increasing parental involvement and community engagement. In addition to coordinating all school family events, the PEL will assist with such tasks as organizing transportation for parents unable to reach the school for events and providing language-to-English translation for families who are not yet able to communicate in English.

Monthly events will be held to support student achievement in literacy, math and science. In addition, Rosemont will host a Fall Multicultural Night to celebrate diversity while providing parents with resources to support student achievement. During Saturday School support for students, parents will have the opportunity to attend monthly Rosemont Parent Academies to understand resources and services available to support their child's achievement.

Item 5: Explain the strategies the school will implement to establish clearly defined and measurable high academic and character standards.

Rosemont Elementary has clearly stated school improvement goals as part of the 2017-18 School Improvement Plan: an increase in overall proficiency in ELA, Mathematics and Science, an increase in learning gains for the lowest 25%ile in Reading and Math and implementation of the District Professional Learning Community (DPLC) process to build literacy in all grade levels.

Strategies to increase overall proficiency include: targeted use of iReady for all students to remediate gaps in learning in both Reading and Mathematics, common planning for teachers to examine the alignment of the task to the grade level standard, and to provide enrichment opportunities for all students to build prior knowledge.

Strategies to increase learning gains in the lowest quartile in Reading and Mathematics include: targeted interventions in a small group setting utilizing the "walk to" model of support; using iReady diagnostic data, students will be instructionally grouped based on their specific needs and teachers will target instruction to fill those gaps; teachers will receive professional development on differentiating small group instruction with feedback to provide immediate support for students in the small group setting; and the DPLC process will allow for teacher leaders to be highly trained in the latest literacy strategies to implement and share with their grade level colleagues.

Strategies to implement the DPLC will include: professional development approximately every six weeks for the teacher with the support of district funding for the substitutes; school based instructional

coaches will then support the teacher leader in creating lesson plans to implement learned information and provide guidance as needed; throughout this process, teacher leaders will share with their grade level teams in common planning sessions to guide the work of reading instruction.

Rosemont Elementary will be utilizing the Curriculum Resource Materials (CRM) created and vetted by OCPS district personnel to support clearly defined and measureable academic standards. In addition, Rosemont will progress monitor all achievement through the use of the OCPS Corrective Programs Instructional Focus Calendars for ELA, Mathematics and Science. Common assessments such as iReady Standards Mastery will be used to monitor students who are at/or above grade level. All students will take iReady diagnostics and those with deficiencies will also take growth-monitoring assessments. All students will complete the Culminating Tasks for each CRM to provide the ability to monitor all students and subgroups and their performance on a given standard.

To ensure that high-quality instruction is occurring in every classroom, teachers who received the rating of ‘Unsatisfactory’ or ‘Needs Improvement’ on the statewide value-added model were transferred out of Rosemont Elementary. The transfer was based on only the statewide value-added model rating. This means that if a teacher received a rating of ‘Unsatisfactory’ or ‘Needs Improvement’ on the statewide value-added model yet had a higher summative evaluation rating, the teacher was still transferred.

Rosemont Elementary will be implementing Positive Behavior Incentives and Support (PBIS) this school year to build a foundation of positive expectations for all students. Students will receive Eagle Bucks for exhibiting positive character traits and can also be chosen as Eagle of the Month. Each month Rosemont will have an Eagle of the Month celebration highlighting specific character traits such as: cooperation, perseverance, caring, etc. Weekly, students will be able to use their Eagle Bucks to trade for school supplies and toys.

By focusing on positive behavior and increasing the rigor of our instruction, Rosemont will build well-rounded successful students.

Item 6: Explain the strategies the school will implement to identify a knowledge-rich curriculum that the school will use to focus on developing a student’s background knowledge.

In order to provide additional support for teachers implementing high quality standards-based instruction, the OCPS Curriculum, Instruction and Digital Learning teams provide schools with Curriculum Resource Materials (CRMs). CRMs provide assistance to first-year teachers and teachers new to content or grade levels with the intent (the “why” and “how”) to teach standards via strategies and tasks. The CRMs provide teachers with model lesson plans, examples of questioning to engage students in accessing prior knowledge and higher level thinking, and strategies to monitor student learning and make adjustments to meet their needs.

One benefit of the CRMs is that a teacher has access to prior grade-level standards and scales. This information helps teachers understand the vertical alignment of standards so they know what students have previously experienced in prior grades. During common planning, teachers are able to collaborate and develop strategies to build on the student’s background knowledge using data and analyzing student product to create targeted lessons that individualizes support for student success.

CRMs also have built-in questions that allow teachers to discover what students already know about a topic. Students have the opportunity to share their background knowledge so a teacher knows how to build upon that previous knowledge. Additionally, the CRMs contain additional materials that teachers can use to meet the specific needs of his or her students. These include digital resources as well as print material such as trade books.

The Corrective Program senior administrators, in collaboration with the Learning Community senior administrator and content area program specialists, will support teachers and school-based instructional coaches with use of the CRMs to best meet the needs of the students in developing their background knowledge in order to be able to make connections and retain new information to meet the rigor of the Florida Standards.

In addition to the CRMs, students will participate in the i-Ready program whereby students are placed in a program level based on a diagnostic assessment that determines the students' ability levels in both reading and mathematics. It's an adaptive program in which students begin work at their current ability level and build upon their existing knowledge to advance through work to achieve progress on current grade-level standards. Teachers are also able to assign targeted iReady lessons for individual students or groups of students to build up deficits in order to help them meet grade level standards. With the support of the district teams, the teacher provides lessons that support the students in their specific areas of need. During small group guided reading, the teacher provides students with the necessary background knowledge to help them access the grade-level standards.

Item 7: Explain the strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.

Rosemont Elementary will participate in Orange County's District PLC process, a three-year plan for system-wide improvement, whereby teacher designees and the principal attend monthly professional training that focuses on core content knowledge and best practices in pedagogy in order to deliver school-wide, rigorous instruction for students. The teachers and principal, with guidance from the Learning Community Area Superintendent and Executive Area Director, will collaborate to develop an implementation plan that includes how content knowledge and instructional strategies will be communicated and modeled to staff each month in order to ensure transfer of learning into school-wide instructional practice.

Teachers at Rosemont Elementary receive weekly, job-embedded training on both academic content knowledge and pedagogical strategies through the school's PLC and planning structure. During lesson plan development, teachers meet with instructional coaches to receive guidance and feedback – based on the work of the District Professional Learning Community (DPLC) – in creating rigorous, standards-based lessons. Teacher designees then share and model instructional strategies with their peers during collaborative planning sessions where lesson plans are carefully reviewed by all team members to ensure rigorous, direct instruction is taking place across all classrooms.

Professional development will focus on building literacy instruction through the DPLC process. The same teacher leaders chosen for the DPLC also attended a PLC Leader Summer Institute at Rosemont to support their professional development and promote a common vision of rigorous student achievement. These DPLC leaders will meet six times per month: once with district support at the DPLC meeting, once with the Reading Specialist to examine and implement professional strategies that support rigorous

student achievement and four times with their grade level colleagues to share professional knowledge. The DPLC leader will then also be responsible for supporting and monitoring literacy initiatives in their grade level teams.

By utilizing the Curriculum Resource Materials (CRMs) created and vetted by OCPS district personnel to support clearly defined and measureable academic standards, Rosemont Elementary is providing students with rigorous content. By having a focused progress monitoring structure, the Rosemont Leadership Team in collaboration with the Learning Community and the Corrective Programs team will provide feedback to teachers to ensure high quality daily instruction.

Through progress monitoring and shifts in instruction based on specific needs, students will receive high quality, standards-based instruction to close achievement gaps to reach proficiency. To remove the barrier of teacher quality, teachers with the rating of ‘Unsatisfactory’ or ‘Needs Improvement’ on the student learning growth portion of their evaluation were transferred so that Rosemont Elementary provides high quality instruction for all students.

Rosemont Elementary will be implementing Positive Behavior Incentives and Support (PBIS) this school year to build a foundation of positive expectations for all students. Students will receive Eagle Bucks for exhibiting positive character traits and can also be chosen as Eagle of the Month. Each month Rosemont will have an Eagle of the Month celebration highlighting specific character traits such as: cooperation, perseverance, caring, etc. Weekly, students will be able to use their Eagle Bucks to trade for school supplies and toys.

Rosemont Elementary supports targeted professional development based on data and classroom trends and needs. As stated in the 2017-2018 SIP goals, a clear alignment of the task to the standard will be a focus of professional development to ensure grade level standards are being taught and assessed at the appropriate level of rigor for the standard.

Item 8: Explain the strategies the school district will implement to identify, recruit, retain, and reward instructional personnel.

Rigorous studies conducted over the last two decades have found teacher quality to be the most important factor for student achievement within the control of the school and district (Wright, Horn and Sanders, 1997; Rivkin, Hanushek and Kain, 2000; Rury 2013). Orange County Public Schools (OCPS) supports the improvement of teacher quality through the recruitment of new teachers showing strong potential and by increasing the expertise of teachers already working for the district. Recently, this work has become more difficult with the dramatic decline in enrollments in higher education programs along with other state and national factors. The enrollment of students in education majors in the State University System (SUS) has declined from a high of 18,041 in 2007 to 12,045 in 2016. This decline in enrollment and associated declines in degrees awarded pose challenges to the recruitment of strong teachers, particularly in schools in need of the most support.

In May, the district launched a three-year pilot program at Carver Middle School where teachers could earn a salary supplement of up to \$70,000 over three years to teach at the school. Attracting high-quality teachers to Carver was a priority, and past experience has shown that few potential teachers applied to open positions at the school. In some cases, there were no applicants. Per the pilot program, teachers hired at Carver Middle School will receive an annual salary supplement of \$20,000 during their first year,

Turnaround Option Plan –3

and \$25,000 in years two and three. Over 500 teachers statewide have applied to teach at Carver, providing the school with a pool of high-quality applicants. To vet these applicants, the School Transformation Office along with other district departments have examined prior results including statewide and local value-added scores when available to ensure hires have a history of demonstrated success.

We propose using all funds associated with the TOP-3 plans for this purpose using the same supplement structure. If we have high-quality teachers with a demonstrated history of success who want to teach at the school and commit to multiple years of service, we believe that student achievement will improve dramatically. Both past experience for the district and research support this theory of action.

In the budget information provided with the TOP-3 grant, the district calculates the funds that the grant would not provide support for the full three years of incentives for Rosemont. The TOP-3 grant would cover all teacher incentives for the first year, less than half of the teacher incentives for the second year, and none of the teacher incentives for the third year. Orange County Public Schools is committed to supporting all three years of incentives if the state funds Rosemont's TOP-3 application, even though the grant provides less than half of the funds over three years needed to provide these supplements.

B. Correlation Between Whole-School Transformation Model and District-Managed Turnaround

The evaluation process for this application will consider how this model correlates to the strategies and activities listed in the TOP-2 document.

Item 9: Summary of the strategies the district will implement to reduce or eliminate internal systemic barriers and address the needs of the school, including a description of how the district will address all of the Areas of Assurance.

Orange County is committed to providing maximum flexibility for turnaround schools by limiting the barriers that reduce the ability of the school to rapidly make changes. To support, this school principal supervisor and the Chief Academic Officer report directly to the Deputy Superintendent of Teaching and Learning. The Deputy Superintendent of the Division of Teaching and Learning is responsible for making decisions about resources within the division and supporting the hiring and retention of high-quality personnel. When other concerns may arise, the Deputy Superintendent has direct access to the Superintendent in order to remove barriers and find solutions. The helps to ensure that any plan developed has the ability to be executed with fidelity.

Using the whole-school transformation plan, Rosemont Elementary will be provided with support from various district departments collaborating and aligning district initiatives to support school improvement. The district will provide the school with a systematic approach to reduce and eliminate barriers impeding expected growth through the district's Corrective Programs department in collaboration with the Learning Community and school-based leadership team (SBLT). These departments work with schools identified by the Superintendent, Deputy Superintendent, Area Superintendent and Chief Academic Officer in need of support based on school grade trends, school leadership experience, and other student data points (e.g., attendance, behavior, etc.). This targeted support uses improvement science to identify root causes of systemic barriers in order to develop an effective implementation plan for school improvement. The district provides guidance on the use of resources to maximize effectiveness as well as develop leadership and build capacity at the school site.

Turnaround Option Plan –3

Orange County Public Schools (OCPS) is structured with each school belonging to a Learning Community and receiving guidance and support from their Area Superintendent, Executive Area Director, and Learning Community Senior Administrator. The Area Superintendent evaluates the principal. The Executive Area Director and Senior Administrator serve to support and monitor principals in improving student achievement through instructional plan implementation, faculty and leadership development, and organizational leadership. Learning Community support at Rosemont is provided in collaboration with the Corrective Programs department.

Corrective Programs is a team of Senior Administrators reporting to the Chief Academic Officer. This team is composed of seven Senior Administrators all supporting schools identified by the Superintendent, Deputy Superintendent, Area Superintendent and Chief Academic Officer in need of support. Support is differentiated based on need shown in school data. Two Corrective Programs Senior Administrators will support Rosemont Elementary School in the 2017-18 school year. These Senior Administrators have been selected for support by the Chief Academic Officer based on their ability to support the school in ways identified in the needs assessment.

Corrective Programs, in conjunction with the Learning Community, support the SBLT in implementing and monitoring school-wide systems regarding instructional delivery, use of data to drive instructional decisions, and professional development to build capacity of faculty and staff. Content area program specialists work to build capacity of school-based instructional coaches regarding content, professional learning communities (PLCs), and instructional coaching of teachers.

As part of the whole-school transformation plan, the Corrective Programs team and the Learning Community will collaborate to conduct: informal and formal meetings with the principal and/or the SBLT; side-by-side walkthroughs to build leadership capacity in assessing standards-based instruction and providing immediate, actionable feedback; and formal meetings to review available student performance data and devise plans of action to address identified barriers or areas of concern.

The Learning Community and Corrective Programs Senior Administrator(s) were jointly monitor this work through monthly collaborative instructional walks and monitoring of student progress data. Immediate adjustments to support will be made based on the results of the monthly instructional walks and student data. A report detailing areas of growth and need will be shared with district-level leadership through the Chief Academic Officer monthly.

In addition to the departments discussed above, the Title I Department will organize periodic OCPS Parent Academies in each of the learning communities. These academies are hosted at a high school in the designated learning community. Middle and elementary schools may offer buses from their school to the high school to remove the transportation barrier. The Title I Department will also offer digital academies to make information more accessible to parents who may not have resources in the household or the transportation to participate.

The district addresses all Areas of Assurance both through the TOP-2 implementation plan as well as through the funding of the PEL at Rosemont Elementary. The role of the PEL is to further increase family involvement. Providing this full-time position focusing on removing barriers that prohibit families from engaging in school events and children's education shows Rosemont Elementary School's dedication to increasing parental involvement and community engagement. In addition to coordinating

Turnaround Option Plan –3

all school family events, the PEL will assist with such tasks as organizing transportation for parents unable to reach the school for events and providing language-to-English translation for families who are not yet able to communicate in English.

Item 10: Summary of how this model correlates to the strategies and activities listed in the district-managed turnaround plan submitted in the TOP-2 document.

Similar to the district-managed turnaround plan, the whole-school transformation plan will also incorporate the collaboration of multiple district departments with the SBLT. These departments include but are not limited to: the Title I department, Corrective Programs, Curriculum, Instruction and Digital Learning team, and the Learning Community. In both plans, the teams work collaboratively to ensure systemic barriers are removed and structures are put in place to support the building of staff capacity to achieve sustainable school improvement. Both plans were developed with input from key stakeholders, including important community partners, parents, students, and staff.

Like the district-managed turnaround plan, the whole-school transformation plan will be heavily supported and monitored through the Corrective Programs collaboration with the SBLT and Learning Community: a model where observational and student data are frequently reviewed to assess areas of strength and need to make adjustments accordingly.

Item 11: Identify and describe the areas of assurance your district has the capacity to sustain after the Schools of Hope funding expires.

OCPS began this work without dedicated, statewide funds. This demonstrates a commitment of the district to providing additional supplements to teachers in order to attract and retain high-quality teachers at schools in the need of the most support. We recognize that providing these funds for all schools in Differentiated Accountability, however, would be beyond the ability of the school district to support.

The pilot program for Carver has been a joint project with the Orange County Classroom Teachers' Association (OCCTA). The school district and OCCTA support this use of TOP-3 funds and are currently working on an updated Memorandum of Understanding (MOU) that would support this work pending the receipt of funds through the TOP-3 program.

In the budget information provided with the TOP-3 grant, the district calculates the funds that the grant would not provide support for the full three years of incentives for Rosemont. The TOP-3 grant would cover all teacher incentives for the first year, less than half of the teacher incentives for the second year, and none of the teacher incentives for the third year. Orange County Public Schools is committed to supporting all three years of incentives if the state funds Rosemont's TOP-3 application, even though the grant provides less than half of the funds over three years needed to provide these supplements.

By submission of this plan, the district verifies that this whole-school transformation model was developed in consultation with the school's principal.

DOE USE ONLY (Program)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name: _____

Signature: _____

Title: _____

Date: _____

DOE USE ONLY (Grants Management)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name: _____

Signature: _____

Title: _____

Date: _____



