

Rosemont Elementary School

Title I Schoolwide Plan

2016-2017

OVERVIEW

The Troup County School System is located in LaGrange, a growing community in west Georgia, with a population of 68,468. The economy is supported by a goods-producing sector that includes manufacturing (e.g., KIA Auto Plant, textile mills, chemical, machinery, construction). The service-producing sector includes retail trade (e.g., Wal-Mart Distribution Center), finance and insurance, health care and social assistance, and professional, scientific and technical services. The school system is one of the largest employers in Troup County.

The median income for households is \$40,246. About 23% of the population lives below the poverty line; one in three children lives at or below the poverty line. The ethnic makeup of the county is 62% Caucasian, 34% African American, 2% Hispanic, and 2% Asian (2012 Census Bureau estimates).

The Troup County School System has seventeen schools that house 12,442 students in modern, well-maintained facilities. There are 887 professional staff members, with 77% holding advanced degrees. The school system provides state-of-the-art technology in every classroom and provides counselors, art, music, and physical education teachers in all schools Kindergarten through twelfth grade. Strong Parent/Teacher Organizations, school councils, business partners, and a progressive community, which believes in quality education for all students, provide every school with needed support.

In recent years, the Troup County School System has realigned attendance zones for elementary schools. The Rosemont Elementary proximity zone has experienced a great deal of change with several neighborhood areas being reassigned to other schools. Our school also acquired several new attendance areas to our proximity zone including Thrash Road, Costley Road, Whitesville Road and New Hutchinson Mill Road. Due to attendance zone changes, our school community has expanded to include a much larger proximity zone.

Located in the southern part of Troup County, Rosemont Elementary School is outside the city limits of LaGrange. Our school can be found just off interstate 185 (Exit 42) that leads north to Atlanta and south to Columbus. The city of Pine Mountain along with the Callaway Gardens Resort is located to the south of our elementary school. Our school serves approximately 668 students in pre-kindergarten through fifth grade which is a small increase from 660 students last year. The average class size has increased from 22 students per class to 24 students per class this year. Classes are heterogeneously grouped based on race and gender. The school population is composed of 83% white, 10% black, 3% multi-racial, 2% Hispanic and 2% Asian. At this time, 51% of students qualify for free and reduced lunch which identifies 341 of our students as economically disadvantaged.

In the past ten years, Rosemont Elementary School has experienced rapid growth having added approximately 250 students and 10 new classes to our school population indicating a sign of growth in our school and community. Rosemont has two lottery funded Pre-K classes serving 44 students. We currently have four homerooms in kindergarten, second grade, fourth grade and fifth grade. Our first and third grades have five homerooms each for this school year.

At Rosemont Elementary School, we live daily by our motto “With Children Our Focus”. Our mission statement was revised during the 2012-2013 school year and was developed by all stakeholders and truly encompasses the beliefs of our school.

MISSION STATEMENT

Rosemont Elementary is committed to educating and nurturing the whole child in order to develop positive, productive citizens.

OUR SCHOOL BELIEFS

We Believe...

Children are our primary focus.

Each child is valued as a unique individual.

Nurturing relationships are the foundation for growth.

High expectations result in respectful, productive, and responsible citizens.

Effective instruction must engage the students and provide opportunities for deep thinking and complex reasoning.

The effective use of current technology by students and teachers enhances instruction and learning.

Students share the responsibility for their learning

All stakeholders share the responsibility in maintaining a safe environment.

Educators, families, and community members share in the responsibility of supporting our school mission.

1. COMPREHENSIVE NEEDS ASSESSMENT

GKIDS (Georgia Kindergarten Inventory of Developing Skills) is based on the Georgia Performance Standards for Kindergarten. Teachers can make naturalistic observations of students’ performances. These observations provide information about the level of instructional support needed by students entering kindergarten and first grade. On-going assessments throughout the kindergarten year enable teachers to plan instruction based on the needs of individual students. GKIDS provides reliable data that is one indicator of a child’s readiness for first grade.

Data to assess the needs of grades 1-5 is collected from a number of sources and disaggregated to determine strengths and weaknesses within each grade and sub-group. Demographic data is collected and disaggregated in order to provide staff members with an understanding of school and community populations and the implications of those for the educational climate of the building. Perception data is collected via survey to provide information from stakeholder groups. This affords the opportunity for the administration and staff to address concerns of the stakeholders.

The bulk of needs assessment data considered in the creation of the school improvement plan involves student achievement data. Georgia Milestones Assessment System (GMAS) and a variety of system level assessment data is disaggregated and used by staff members to determine sub-group trends, as well as individual student needs. Once the data analysis is complete and academic strengths/weaknesses determined, staff members agree upon Strategic and Specific, Measurable, Attainable, Results-Based, and Time-Bound (S.M.A.R.T.) goals for the year and then write action plans to address identified needs in order to meet those goals.

Specific Needs Assessment data used to create this plan set by teachers for the upcoming school year can be found in Rosemont Elementary School improvement plan data file.

2. SCHOOLWIDE REFORM STRATEGIES THAT ARE SCIENTIFICALLY RESEARCHED BASED

Disaggregated GMAS, system level assessment data, and Lexile data indicated that Rosemont Elementary School needed to implement scientifically researched-based strategies to increase student achievement in Reading, English Language Arts, and Math.

In order to accomplish these goals, the administration and faculty developed action plans containing reform strategies. The action plans and strategies meet the following Title I criteria:

- Provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance on the state mandated curriculum, Common Core Georgia Performance Standards, which are assessed on the GMAS
- Are based upon effective means of raising student achievement
- Use effective instructional methods that increase the quality and amount of learning time
- Address the needs of all children, particularly target populations
- Address how the school will determine if such needs have been met and are consistent with the improvement plans approved under Educate America Act (2000) which seeks to establish frameworks in which to identify world-class academic standards, to measure student progress, and to provide the support that students may need to meet the standards
- Increase student engagement in the classroom
- Build positive relationships with students
- Strengthen parent/teacher relationships and encourage two-way communication

Each action plan contains data points that specify the criteria for establishing that a need exists and that reiterate desired outcomes (S.M.A.R.T. goals), as well as research-based strategies that will be implemented to address identified needs and the implementation timeline.

3. INSTRUCTION BY HIGHLY QUALIFIED PROFESSIONAL STAFF

A highly qualified professional staff provides instruction at Rosemont Elementary School. Administrators, teachers, and paraprofessionals hold clear, renewable, Georgia certificates and meet highly qualified criteria as specified in the No Child Left Behind federal statute. The quality of the staff is further reflected in the educational degrees of Rosemont Elementary School teachers, their years of experience, and both

formal and informal evaluations of teacher performance. Twenty-five percent of the staff holds Educational Specialist's Degrees (ED.S); sixty-three percent have Master's in Education (M.Ed. or M.A.T) degrees; and sixteen percent have earned Bachelor's Degrees (B.S.). The staff has an average of 15.8 years of experience.

4. PROFESSIONAL DEVELOPMENT FOR STAFF TO ENABLE ALL CHILDREN IN THE SCHOOL TO MEET PERFORMANCE STANDARDS

Rosemont Elementary School understands the importance of quality professional development that improves teacher content knowledge and pedagogy, as well as increases student achievement. Student achievement data on state assessments, assessments by teachers and administrators who evaluate teacher and student performance, teacher evaluations and other surveys, leadership team/ grade-level input, as well as individual sessions, all contribute to the needs assessment to accurately reflect the most appropriate professional development.

Rosemont Elementary School's professional development activities are aligned with the state's academic content, Common Core Georgia Performance Standards (CCGPS), and student achievement standards (GKIDS/GMAS). This allows the instructional focus to remain on the achievement of all students.

High impact, research-based professional development activities are implemented with the expectation that they will have substantial, measurable, and positive impact on academic achievement. Several on-going staff development activities center on Learning Focused Schools, Effective Schools Research (Assessment), Implementation of the CCGPS, and Response to Intervention, as well as the content areas of reading and math.

As a school system this year, there is an organized focus for staff development implementing the Rigor/Relevance Framework of Dr. Bill Daggett with the International Center for Leadership in Education (ICLE). Teachers and administrators are being trained on strengthening relationships with students and their families. They are also being trained on providing students with QUAD D learning opportunities that center on higher-order thinking to solve complex problems. The Daggett System for Effective Instruction focuses on teaching, organizational leadership, instructional leadership, and instructional effectiveness to provide rigorous learning for ALL students.

Professional development has taken place to support a recently implemented reading program, as well. iRead is a foundational reading program designed to close early achievement gaps and place all K-2 children on equal footing by Grade 3. The five foundational principles of iRead are a personalized learning progression for each child, embedded assessment that ensures mastery, cognitive science and gaming theory, technology that is complementary to teacher-led instruction, and an engaging, supportive online environment. Professional learning associated with iRead includes a full day of training prior to program implementation and 2 on-site coaching visits per year after the program has begun.

The faculty and staff have numerous opportunities for continued professional learning for both enhancement and remediation throughout the year. Opportunities include: district and school level offerings; college courses; West Georgia RESA classes and workshops; grade-level meetings; visitations to other classrooms and schools to observe examples of "best practices".

The following is a representative sample of classes/workshops currently offered by West Georgia RESA:

- Using Love and Logic to Manage Your Classroom
- Teaching Exceptional Children
- Characteristics of Gifted Students
- Strategies and Materials to Improve Reading and Writing in the Content Area
- TKES Standards Training
- LKES Standards Training
- Ruby Payne: A Framework for Understanding Poverty
- STEM Conferences
- Instructional Technology Offerings
- ESOL Endorsement Courses
- GRASP Refresher Courses
- Classroom Management
- Changes in Science Curriculum Courses
- Intervention Strategies
- Co-Teaching Strategies
- Coding and Programming
- Digital Media

Some of the professional development activities provided by system and/or school-level trainers are as follows:

- Differentiated Instruction
- Universal Design for Learning
- Resource Alignment
- Classroom Management
- Instructional Technology
- Formative Instructional Practices
- Quantum Learning
- Overview of Software Programs—IXL
- Data Analysis (SchoolCity)
- Small Group Reading/Math Instruction
- Strategies That Work—Whole Group Reading/Math Instruction
- Model Lessons/Observe Lessons/Provide Feedback
- Meeting the Needs of At-Risk Students: Response to Intervention (RTI)
- PBIS Behavior Strategies
- TKES Familiarization on Standards
- A World in Motion (AWIM) Science Activities
- ICLE Bill Daggett Training

Through the use of student achievement data results, teacher surveys, and direct teacher input, Rosemont Elementary School has identified professional learning needs for the up-coming school year and has

written an action plan that stipulates what professional learning the staff will participate in, as well as the time-line for completion of PL activities and the funding source for each activity undertaken.

5. STRATEGIES TO ATTRACT HIGHLY QUALIFIED TEACHERS TO HIGH-NEEDS SCHOOLS

The Troup County School System's Personnel Department recruits year-round all over the southeast, including posting vacancies on the Teach Georgia website (www.teachgeorgia.org). The Human Resources Officer also enlists the help of various members of the county, from central office directors to principals to Assistant Principals, and even teachers on occasion, to assist with the recruitment in order to give potential applicants a well-rounded perspective of teaching in Troup County. Candidates are readily provided with opportunities to visit schools, spend time in classrooms if desired, and get an actual feel of the working environment. Because Troup County has close proximity to Auburn University, LaGrange College, Columbus State University, and University of West Georgia, a large number of candidates from these schools apply for employment.

Factors that attract and contribute to the retention rate of highly qualified teachers at Rosemont Elementary School are (1) the building of cohesive grade level teams where teachers work together and form strong relationships, (2) the system-wide establishment of a teacher induction / mentoring program to support new teachers over a three year period, and (3) the opportunity to participate in on-going professional learning.

6. STRATEGIES TO INCREASE PARENTAL INVOLVEMENT

Research has shown that parents play a critical role in the development of a child's education, and parent involvement in schools has positive effects not only on the children, but also on teachers, administration, and the overall school/learning environment (Rose, Gallup & Elam, 1997).

In recognition of the positive benefits of parent involvement in school, Rosemont Elementary School has developed and initiated a School-Parent Compact, a voluntary agreement between the school, the home, and the child, that defines goals, expectations, and shared responsibilities of each partner for student learning.

Involving parents in elementary school activities is generally successful, but there are many parents of struggling children that do not get involved. In order to increase participation and inform parents about school issues, the faculty and staff have identified strategies to continue or to implement:

- Sponsor an annual parent meeting at the beginning of the school year to discuss the school's involvement in and benefits of the Title I Program, Title I requirements, and parents' rights to be involved in the program.
- Utilize the school's Title I Family Liaison to provide timely assistance to parents.
- Offer parent meetings during the year, using flexible scheduling for mornings and evenings. Use a needs assessment to determine the topics and times for parent meetings/workshops throughout the year. Provide childcare, and home visits per available funding to encourage parental involvement.
- Maintain an open-door communication between home and school, whereby parents are encouraged to visit the school or students' classrooms.
- Encourage parents to visit the school in conjunction with special events:
 - Open House

- Award and Recognition Days
 - Grandparents' Game Night
 - Book Fairs
 - Fall Festival
 - Field Day
 - Grade level programs that showcase what students are learning in standards based classrooms
 - Volunteer guest speakers on Career Day
- Invite parents and students to Pre-Kindergarten and fifth grade transition programs.
 - Maintain information on the school's website. The various links provide information on school activities, Accelerated Reader (AR) test lists, newsletters, calendar, lunch menus, Title I, Parent Engagement, parent and student resources, important school documents such as the School Improvement Plan and Parental Involvement Policy
 - Invite parents to become involved with the Rosemont Elementary School Council which meets quarterly to discuss school needs and make recommendations for school improvement.
 - Encourage parents to use the school's Parent Resource Center. The Rosemont Elementary School Family Liaison is available to assist parents in the selection and checking-out of materials for home use in all areas of the curriculum, child-rearing skills, child development, and parenting skills.
 - Invite parents to quarterly PTO meetings and encourage them to get involved with PTO directed fund raising activities.
 - Coordinate and integrate parental involvement programs and activities with other instructional programs (e.g., Title I, Early Intervention Program, and Preschool Programs).
 - Encourage parents to serve as volunteers and mentors. The school will provide volunteer training designed to help parents work with students and help teachers.
 - Encourage parents to utilize after-school instructional programs, summer school, evening learning opportunities, and computer assisted learning for students and parents.
 - Communicate with families-to the extent feasible- in a language they can understand. Translate documents as feasible.
 - Make School Improvement Plan (SIP) available in public places in the school (Parent Resource Center, Media Center)
 - Provide timely information to parents:
 - Weekly classroom newsletters
 - Weekly student assessments and graded class work with parent-friendly commentary specific to individual students
 - Home visits, phone calls, and/or written correspondence

7. PLANS FOR ASSISTING PRESCHOOL CHILDREN IN THE TRANSITION FROM EARLY CHILDHOOD PROGRAMS TO LOCAL ELEMENTARY SCHOOL PROGRAMS (Head Start, Early Reading First as well as our PreK programs)

The transition from Pre-Kindergarten to Kindergarten is an important element in determining a student's future social adjustment and academic success. Therefore, the faculty and staff work diligently to support young students and their parents during this transitional period. The Family Liaison offers parental workshops throughout the year to assist parents. Teachers hold vertical team meetings so that adequate plans can be developed for receiving incoming students for the next school year. Each Pre-K child receives a copy of a children's book with a variety of activities for reading with children.

In the spring of the year, small groups of Pre-K parents and students visit Kindergarten classrooms. This helps parents and students become acquainted with the organization and structure of future classrooms. They also receive a guided tour of the school with the Principal. During the spring Kindergarten Round-up, Kindergarten teachers meet and greet Pre-K families and discuss academic, behavioral and attendance expectations for Kindergarten.

In addition to helping preschool children transition, practices are in place to help our 5th graders transition to middle school. Parents and fifth grade students, transitioning to middle school, attend an orientation at their assigned Middle School. The Principal, Counselor, and 6th grade students conduct a tour the building, including classroom visits, and provide information on the dress code and expectations for academics, behavior, and attendance, ways to be involved in the school and much more.

Website resources provided by the Georgia Department of Education are also posted on the system site and our school's site to aid families in these two important transitions.

8. MEASURES TO INCLUDE TEACHERS IN THE DECISIONS REGARDING THE USE OF ASSESSMENT TO PROVIDE INFORMATION ON, AND TO IMPROVE THE PERFORMANCE OF INDIVIDUAL STUDENTS AND THE OVERALL INSTRUCTIONAL PROGRAM

Teachers at Rosemont Elementary School continually disaggregate assessment data. Some examples are listed below:

- At the beginning of each academic school year, teachers use the data from the previous year's GMAS and benchmark tests in order to plan appropriate instruction.
- Teachers create visual displays of assessment data via an Excel-based spreadsheet.
- During grade-level and leadership team meetings assessment data is discussed and strategies for differentiated instruction are planned.
- A variety of formative and summative assessment data is disaggregated (e.g., GMAS, SchoolCity benchmark pre and post tests, teacher made tests, and reports from various computer software programs.
- Following each nine weeks grading period, grade level teachers develop remediation plans for students who are making failing grades.
- Student assessments completed through the Response to Intervention (RTI) and Student Support Team (SST) processes are analyzed so that individual students who are experiencing academic or behavioral difficulties can receive the necessary support.
- Processes for disaggregating school, classroom, teacher, and individual student data are frequently monitored by administrative teams and system's data support specialist.

9. ACTIVITIES TO ENSURE THAT ALL STUDENTS WHO EXPERIENCE DIFFICULTY MASTERING STANDARDS SHALL BE PROVIDED WITH EFFECTIVE, TIMELY ASSISTANCE

Rosemont Elementary School recognizes the urgency in responding to students who experience difficulty mastering standards. Student progress is reviewed on an on-going basis so the students' academic

program may be revised as needed to provide additional assistance to enable struggling children to meet Georgia's content standards and student performance standards. Assistance provided to students experiencing difficulties include:

1. Identifying students' difficulties in a timely manner:

- Teacher review of cumulative folder information before school begins
- Careful review of school records to make sure each student is provided any modifications in their instructional programs (e.g., IEP, 504 Plan, RTI Interventions in the tiers)
- Consistent test analysis for planning appropriate interventions in a timely manner
- Administration of system level assessments to measure student progress and plan instructional differentiation as necessary
- Review of School City information of each student's benchmark test history
- Administration of GKIDS during the year
- Administration and review of Accelerated Reader reports
- Development of a test item analysis (SchoolCity) that is placed in chart form showing all grade levels and subject areas tested. The chart is reviewed during grade level and vertical team meetings.
- Screening of any student who appears to have a physical disability
- Pyramid of Intervention referrals
- Utilization and documentation of classroom interventions (RTI Tier I and Tier 2)
- Referring students for additional testing that may reflect a need for resource services (RTI Tier 3 and Tier 4)
- Utilization of research-based teaching strategies in standards-based classrooms
- Utilization of iRead programs to address the needs of students

2. Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties:

- On-going staff development focusing on methods and materials to ensure success of all learners
- Teacher/parent training in the interpretation and utilization of test scores for meeting individual instructional needs
- Response to Intervention training
- Collaboration with resource teachers to provide appropriate assistance to students experiencing difficulty

3. Teacher-parent conferences that detail what the school will do to help the student:

- Frequent communication with parents by phone, correspondence, and meetings
- Home visit(s) to work together with parents to increase a student's academic achievement
- School-Parent Compacts
- Promote daily student attendance; contact parents to discuss student absences
- Academic/behavioral interventions established by the school counselor, teachers, and parents
- After School Program

- Night learning opportunities for parents and students that include computer-assisted learning
- Share individual student assessment results and give interpretations for parents

4. Teacher-parent conferences that detail what the parent can do to help the student:

- Utilize the school website (www.troup.org) to gather information about school and classroom happenings.
- Review student folders and agendas sent home during the week.
- As much as possible, assist students with homework.
- Monitor their child's progress closely, paying special attention to homework assignments, progress reports, and report cards.
- Send children to school regularly, on time, and stay the entire day; make appointments after school when possible.
- Remember the school has an Open Door policy regarding parents; they are welcome to contact the school anytime.
- Attend school sponsored meetings (e.g., Open House, PTO, School Council, parent workshops, RTI and SST conferences).
- Utilize the school's Resource Center for checking-out materials for home use in all areas of curriculum, child-rearing skills, child development, and parenting skills.
- Consider becoming a volunteer or mentor.

5. Teacher-parent conferences that detail additional assistance available to the student at the school or in the community:

- Flexible grouping for re-teaching
- Utilization of a variety of research-based instructional methods and materials based on the needs of each student
- Scheduling to maximize instructional time
- Utilization of outside agencies to assist families in education of their children
- Strong instructional focus maintained through out the year to meet individual student needs
- Careful consideration of each student for promotion/retention, in accordance with school district policies and federal/state guidelines
- Tutors/mentors who work with individual students
- Instructional Assistant who works with small groups of students
- Family Liaison who works with parents to resolve student difficulties

10. COORDINATION AND INTEGRATION OF FEDERAL, STATE, AND LOCAL SERVICES AND PROGRAMS, INCLUDING PROGRAMS SUPPORTED UNDER NCLB VIOLENCE PREVENTION PROGRAMS, NUTRITION PROGRAMS, HOUSING PROGRAMS, HEAD START, ADULT EDUCATION, VOCATIONAL/TECHNICAL EDUCATION, AND JOB TRAINING

Troup County School System integrates federal, state, and local services and programs. Federal Title programs include Title I--Part A, Title II--Part A, Title IV--Part A, and Title IV--Part B.

QBE (Quality Basic Education Act) funds are used to fund programs and staff as required by t state law (e.g., salaries, management and operations, professional learning, transportation). SPLOST (Special Local Option Sales Tax) funds are used to supplement QBE funding to provide financing for construction/renovations at the schools.

Schools in the Troup County School District receive Title I allocations based upon the percentage of poverty among the student body. Principals are responsible for determining how funds will be spent. At Rosemont Elementary School, the principal shares decision-making with the leadership team to set spending priorities.

Rosemont Elementary School's Title I funds are used in a supplementary manner to provide additional support services including an instructional specialist, a family liaison, teachers, and paraprofessionals. A portion of the school's Title I allotment is assigned to the district in order to provide a Parental Involvement Coordinator who serves all elementary schools in Troup County.

The Title I plan is developed in coordination with other programs, including those under the School-To-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

11. DESCRIPTION OF HOW INDIVIDUAL STUDENT ASSESSMENT RESULTS AND INTERPRETATION WILL BE PROVIDED TO PARENTS

Ongoing assessment of student achievement and communication of assessment results are available to parents through mid-term progress reports and report cards. Progress reports are sent home every four and one-half weeks, and report cards go home every nine weeks. Teachers communicate directly with parents through telephone calls, Tuesday folders, newsletters, notes sent home, and email as they monitor student progress. State brochures about testing and interpreting results are sent home, as well as information on how to access practice sites for GMAS practice. Parent conferences are scheduled on designated calendar days, as well as when the need arises for individual students. Parents may request conferences at any time.

Furthermore, Rosemont Elementary School utilizes the Title I Annual Parent Meeting each fall. Open House, home visits, parent workshops, PTO and School Council meetings, and the Student Handbook also provide parents timely verbal and written information concerning individual assessment results; the interpretation of those results; a description and explanation of the school curriculum; the assessments used to measure student progress; and the proficiency levels students are expected to meet.

12. PROVISIONS FOR THE COLLECTION AND DISAGGREGATION OF DATA ON THE ACHIEVEMENT AND ASSESSMENT RESULTS OF STUDENTS

The system testing coordinator ensures that all state level testing data is collected according to state guidelines. The Georgia Department of Education and the Governor's Office of Student Accountability disaggregate the data and provide documentation to the system and the school. System and school administrators review the data and develop plans/activities for teachers to analyze data. At the school level, the leadership and grade-level teams disaggregate data to identify trends so that student needs can

be more efficiently met. The Data Specialist provides assistance with data disaggregation and provides professional learning to teachers in the use of the data to inform instruction. Some examples of this data include, but are not limited to GMAS, GKIDS, and system level assessments.

13. PROVISIONS TO ENSURE THAT DISAGGREGATED ASSESSMENT RESULTS FOR EACH CATEGORY ARE VALID AND RELIABLE

The state mandated assessments, GMAS (3rd - 5th grades) and GKIDS (Kindergarten) meet reliability and validity requirements, and are therefore, statistically sound and research-based.

14. PROVISIONS FOR PUBLIC REPORTING OF DISAGGREGATED DATA

Disaggregated test data is reported to the public in accordance with state guidelines. Data is made available to the public in a number of ways:

- The Georgia Department of Education website: www.doe.k12.ga.us
- The Governor's Office of Student Accountability website: www.gaosa.org
- Rosemont Elementary School website: www.troup.org
- The Balanced Scorecard on Troup County School District website: www.troup.k12.ga.us
- Local newspapers, the *LaGrange Daily News* and the *Troup County Banner*
- Channel 19, a local television station, that highlights school events
- Rosemont Elementary School's PTO and School Council

15. PLAN DEVELOPED DURING A ONE YEAR PERIOD, UNLESS LEA, AFTER CONSIDERING THE RECOMMENDATION OF ITS TECHNICAL PROVIDERS, DETERMINES THAT LESS TIME IS NEEDED TO DEVELOP AND IMPLEMENT THE SCHOOLWIDE PROGRAM

The Rosemont Elementary School School-Wide School Improvement Plan was developed during the summer and fall of 2016, using data from the 2015-2016 school year. The plan will be implemented during the 2016-2017 school year.

16. PLAN DEVELOPED WITH THE INVOLVEMENT OF THE COMMUNITY TO BE SERVED AND INDIVIDUALS WHO WILL CARRY OUT THE PLAN INCLUDING TEACHERS, PRINCIPALS, OTHER SCHOOL STAFF, AND PUPIL SERVICE PERSONNEL, PARENTS AND STUDENTS

Stakeholders assisted with the development of the Title I plan in the following ways:

- Parents have opportunities to be involved in the planning, review, and improvement of the Title I plan in an organized, on-going, and timely manner based on Section 1114 (b). Valuable input is gathered during School Council and PTO meetings; parent-teacher conferences when needs and priorities are

determined; and when parents complete surveys and evaluations to propose suggestions for the Title I plan/program.

- The Leadership Team, consisting of the Counselor, Family Liaison, Speech Therapist, Media Specialist, six grade level teachers, met with the district's Coordinator of Federal Programs and the school's Principal to discuss the components of this plan. Further discussion about Title I requirements will be discussed in grade level team meetings.
- Upper elementary students share their input through focus interviews.
- Rosemont Elementary School provides information about the Title I plan to Partners-in-Education, community organizations, faith-based groups, and businesses about ways to support instructional and motivational programs.

17. PLAN AVAILABLE TO LEA, PARENTS, AND THE PUBLIC

A copy of the Rosemont Elementary School Title I Schoolwide Plan will be readily available for parents and stakeholders upon request. The Coordinator of Federal Programs, located at the Troup County Board of Education, will have a copy. One copy will be available in the Parent Resource Center at the school. Also, the School Council and the PTO will be privy to the plan. The plan will be posted on the school's website.

18. PLAN TRANSLATED TO THE EXTENT FEASIBLE, INTO ANY LANGUAGE THAT A SIGNIFICANT PERCENTAGE OF THE PARENTS OF PARTICIPATING STUDENTS IN THE SCHOOL SPEAK AS THEIR PRIMARY LANGUAGE

Rosemont Elementary School will ensure, to the extent possible, that information related to school and parent programs, meetings, and activities will be sent to the homes in the language spoken in the home. This will be accomplished through the ESOL (English as a Second Language) teacher or the translator provided through the system Title I office. Other languages can be accomplished by using TransAct, a translation program provided to school systems by the Georgia Department of Education.

19. PLAN IS SUBJECT TO THE SCHOOL IMPROVEMENT PROVISIONS OF SECTION 1116

Rosemont Elementary School will abide by the requirements of the School Improvement provisions of Title I Section 1116.