

School District of Indian River County

Rosewood Magnet School



2016-17 Schoolwide Improvement Plan

Rosewood Magnet School

3850 16TH ST, Vero Beach, FL 32960

www.indianriverschools.org

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	39%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	A	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Indian River County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Rosewood Magnet School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Rosewood Magnet School, a Core Knowledge School, is to educate every student by involving parents, staff, and the community in a caring environment where academic excellence leads to responsible, productive citizens.

b. Provide the school's vision statement.

The vision statement of Rosewood Magnet School is "A...rich tradition and ... bright future". It is a succinct statement that embraces the mission of our school to educate every student where academic excellence leads to responsible, productive citizens. Our vision statement is mounted on the entrance to our school to remind us that academic excellence for our students is a result of eager to learn students, a challenging educational curriculum, dedicated teachers and staff, involved parents and community support. It embraces all we do. Believing and achieving excellence is the foundation of what our school is built upon. Through our "rich tradition" of excellence, we make a difference in each student's life and "brighten their futures" for a better tomorrow.

2. School Environment

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

Everything we do at Rosewood Magnet School is focused on providing our students with an excellent education in a nurturing environment. We achieve these goals through our integrated Core Knowledge curriculum, and active parent involvement. Our Core Knowledge curriculum focuses the content of the information being taught to students. It is intended to promote equity in education by building a common base of knowledge for all students in the early years of school. It is a rigorous curriculum that teaches students about a specific subject matter through integrated lessons in language arts, history, geography, visual arts, music, mathematics and science. Our teachers plan standards based, engaging, instructional lessons that support the teaching of the Florida Standards preparing them for the next level of their education when they leave our school. Teachers and staff are integrating community building activities they have learned through professional development provided by the district and Learning Alliance Moonshot Academy school initiatives. Our strong home school connection fosters the relationships between teachers/staff and families. Our volunteer commitment, active PTA and School Advisory Council (SAC) provide opportunities for our parents to be involved in the school improvement process.

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

At Rosewood, the home school connection is the key to providing a safe and nurturing place for students to learn. Parent and our community/business organizations are encouraged to be involved in all aspects of our school through volunteering. Parents trust their children are being cared for and supervised at all times. Parent involvement helps create an environment where students feel safe and respected throughout their instructional day.

Student and staff safety is a top priority. Access to our school is highly monitored and all visitors, including parents are required to sign in and out of the front office when visiting campus. All students arriving late or leaving early are also required to check in or out through the front office. All staff wear

an identification badge.

There is a before and after school program to ensure students are cared and supervised before and after their instructional day. We provide extracurricular programs such as a Mileage Club, Girls on the Run, safety patrol, chorus, student council, student ambassadors, track and field team, academic games, and many others that help students build self esteem, confidence and focus on academic success as well as their health and wellness. After school programs such as SNAG golf and the Mardy Fish After School tennis programs are also offered to help develop well rounded learners.

All teachers and staff participate in numerous safety training sessions throughout the year on bullying, child abuse, sexual harassment, medication training, ethics, and others which helps to foster our safe, nurturing environment.

All staff are trained and knowledgeable of our school wide emergency management plan. The school wide emergency management plan is in place and available to all staff to ensure that in a crisis or emergency situation all stakeholders know their responsibilities and can act in the best interest of all involved. Our school has a positive working relationship with our city police department in which they provide an on campus officer during morning and afternoon drop off and pick up. This allows the officer to be familiar with our students, staff and families and become an integral part of our Rosewood family. Our fifth grade students participate in the D.A.R.E. (Drug and Alcohol Resistance Education) program provided in collaboration with the Indian River County School District and Vero Beach Police Department.

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

Rosewood Magnet School's code of conduct is based on 3 R's...being respectful, responsible and ready to learn. There are 3 basic school rules: Respect people and their property; Keep your hands, feet and objects to yourself and always walk. These are based on keeping students safe. Our school wide behavioral system is based on a social skills training program called "Stop and Think". It is based on the premise of making good or bad choices. Students are taught problem solving strategies to help them solve issues when they perhaps have made a bad choice. We involve peer mediation and conflict resolution strategies. A Positive Paw program is in place for staff to recognize good behavior and good choices when they see students or classes making positive choices. A staff member gives the teacher a "paw" sticker that rewards points for their class. These paws are displayed in the classroom. There are incentives for earning a set number of paw sticker points throughout the year.

Rosewood Magnet School emphasizes the pillars of the Character Counts program and words of the month on our daily announcements. At the end of the month, students are selected by their teacher to receive a Good Citizens award based on the monthly character trait.

Each classroom has routines and class rules that set high expectations and keep students engaged in their learning with minimal disruptions. Many teachers utilize Conscious Discipline strategies daily. Teachers also use color coded charts where students can move their clips up or down depending on the choices they make during the day. Notes are sent home to parents in student agendas about their daily behavior to keep parents well informed on how their child is performing at school. School wide

behavioral expectations are defined for all areas of the school such as cafeteria, structured activity time (playground rule and recess) and field trips.

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

Our teachers and support staff work together to ensure the social and emotional needs of all students are met. Our Student Support Specialist is readily available to counsel and mentor individuals or small groups of students. Teachers use many of the Whole Brain, Conscious Discipline, and P.I.E. strategies that teach students to be physically, intellectually and emotionally safe. There is a school psychologist available to our teachers, students and our families. Lists of outside community resources are available as suggestions to parents who may need assistance outside of the school through our Student Support Specialist.

Rosewood Magnet works with outside agencies such as High Hopes, CASTLE, and Connected for Kids to provide assistance, support or information on resources available to parents with students who are in need of social and emotional support.

Our school is fortunate to have a strong group of seasoned volunteers who work daily in our classrooms to support learning, academic progress and offer a means for students to share events and happenings in their lives. These relationships form connections to students who are in need of a lending ear.

Our safety patrols are viewed as role models in our school and encouraged to model safe, positive behavior throughout the school.

3. Early Warning Systems

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

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Rosewood Magnet School prides itself on providing an inviting and welcoming atmosphere to all our families and community guests. Our PTA is a very productive organization at our school whose goal is to provide opportunities for parents to meet and build new relationships with other school families. This is accomplished through many PTA sponsored events such as Fall Family Fun Day, Family Movie Nights, Family Skate Nights, Family Dinner Nights at local school business partners such as Chic-fil-a or Chili's. PTA maintains a PTA facebook page to keep parents informed of the upcoming events as well as a link on our school web page. Our PTA also sends out monthly newsletters reminding parents of upcoming events and how the PTA is currently supporting our school. All event themes center around what students are learning in the classroom or reflect our vision statement by sponsoring traditional events such as our annual holiday courtyard celebration, floats in community parades or school participation in community events with the Learning Alliance, American Heart Association, American Cancer Society and the March of Dimes. Our School Advisory Council (SAC) serves a different purpose by serving as a recommending board to the principal on school improvement ideas. The school opens its doors to the many volunteers who provide approximately 10,000 hours of volunteer time each year to our school. Other ways in which we build positive relationships with our families and communicate our mission and vision are listed below.

*100% of the parents will meet the magnet school requirement of 10 hours of volunteer time per family by the end of the school year.

*PTA membership for 2015-16 school year will increase by 2% from the previous year's total.

*PTA distributes a monthly newsletter with pertinent information for parents that relate to school and community events. They use social media such as an online link "Just Between Friends" and Facebook to keep parents informed.

*PTA has a link on our school webpage that provides parents with additional information about what PTA is, how parents can join, and special events.

*PTA coordinates the following programs to help supplement school improvement initiatives and specific areas of need, i.e. recess equipment, school supplies: Box Tops in Education, Campbell Soup labels, Coke Rewards.

*PTA supports school/business partnerships to enhance/expand our school community: Family Business nights, i.e. Chic-fil-A, family nights, Family Skatenights.

*Scheduled School Orientation and Open House events in August/September provide information on curriculum, grading policies and procedures, classroom management plans, grade level syllabi, school policies and procedures to our school families.

*Curriculum Information in reading, math and science for various grade levels is provided at Open House and throughout the school year.

*Collaborate with the school PTA to provide family events at the school throughout the year to allow

families to get to know each other and promote family involvement. Ex. Family Fall Fun Festival, Family Movie Night, Science Nights

*Continue our All Pro Dads and other programs to involve dads/ moms, grandfathers/grandmothers and other family members in their child's education.

*Parent/Teacher Conferences are held twice a year or as needed to keep parents informed of their child's progress at school.

* Our Rosewood App for Apple and Android users. Parents and family members receive push notifications of events and reminders. The app currently boasts our calendar, lunch menu, staff directory, newsletters and useful links. We keep our app current by utilizing our technology/lab assistant to update the information weekly.

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

In collaboration with the Learning Alliance and the Moonshot Moment Goal for our school, our school continues to provide on campus after school program that features a strong academic component combined with fun and engaging enrichment activities for students in the primary grades. The program's mission is to accelerate and support students to help close the achievement gap and be on grade level by third grade. By working closely with the Learning Alliance, the program will also provide an opportunity for our teachers to deepen their knowledge and skills through after school accelerated professional development facilitated by our school literacy coach and the Moonshot Institute trainers. The focus of the training is on the components of a balanced literacy program in reading, language arts and writing. Rosewood continues to deepen teachers' understanding of high yield instructional strategies through their work with unit planning and collaborating with the learning alliance as they serve in the role of Collaborative Classroom Models.

Our school works in conjunction with the community's Education Foundation supporting its events and participating in the Sneaker Exchange Program and School Backpacks program each year. Our school has begun a new partnership with a local yogurt shop, Berry Bon Bon, to recognize students who have shown positive behaviors through our Character Counts award.

Our fourth graders participate in the Justice Teaching program which is an innovative approach to civic education. It is a volunteer-based initiative founded with the intent to enhance civic education through interactive exercises. It provides a trained attorney or judge volunteer who visits our school and utilizes lesson plans which focus on civic education and the U.S. Constitution. Judges and lawyers are trained to use the approved lesson plans and curriculum that provide students with a meaningful opportunity to learn more about government institutions, how they interact and how they impact our daily life.

Our school actively participates with community service projects that support different causes such as the American Heart Associations, Jump Rope for Heart program; American Cancer Society's Relay for Life event; The March of Dimes Walk-a thon; Runner's Depot Rosewood 5K Citrus Run which supported our school's Mileage Club; and many health, wellness and fitness organizations and businesses that are vendors at our PTA's annual Health and Wellness Fair. PTA sponsors a float in the City Holiday Parade and Martin Luther King parade each year.

The Audubon Society sponsors the Square Foot Garden project at our school. Representatives work with our ESE teachers and students along with a third and fifth grade teacher and students to maintain vegetable and flower gardens at our school. A community volunteer helps to keep our gardens healthy and assists the students in making nutritious treats from the garden.

School businesses and organizations provide support to our school through our Target Guest Readers program, Leglers Orthodontics dental program, Riverside Children's Theatre productions, Dermody and

Visor program. Local community members help judge our 4 H Tropicana Speech Contest, District Spelling Bee and School Science Fair. Vero Beach Police Department sponsors the D.A.R.E program for all fifth grade students. The local chapter of the Elks Lodge donates books for all third grade students. The local Professional Golf Association offers an after school golf program (SNAG Golf) for students. The Mardy Fish Foundation offers an after school tennis program.

Our school provides a before and after school program for our students and their families. Local businesses and organizations provide special performances and activities during the year for the students involved in the program.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Flores, Casandra	Principal
Norris, Jennifer	Assistant Principal
Ross, Lisa	Instructional Coach

b. Duties

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

Principal - serves as instructional leader; oversees the completion of the CIMS plan and works closely with the School Advisory Council on school improvement issues

Resource Specialist- Facilitator of MTSS, paperwork compliance

Student Support Specialist- Schedules MTSS meetings, behavior observations and facilitates behavior interventions

Assistant Principal-volunteer coordinator, MTSS paperwork compliance, initial Gifted screenings, begins MTSS referral process with teachers, data gatherer and collaborates with our leadership team and teachers in the completion of the CIMS plan, assessment coordinator

Literacy Coach- facilitates reading interventions & Professional development; oversees Reading, Language Arts and Writing goals for the CIMS plan

School Psychologist- further evaluations, facilitates interventions

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

At Rosewood Magnet School, the MTSS team meets regularly to discuss data and works together as a team to meet the needs of the students. The team identifies both strengths and areas of concern, and then formulates goals to address these areas. The team uses a problem solving approach to interventions. The data is reviewed to address changes in all three Tiers of instruction. The team also meets with individual teachers and/or grade level small groups as needed to add additional support and assistance.

The school leadership team identifies and aligns all available resources to meet the needs of our students and maximize desired student outcomes. This is accomplished through our leadership team meetings with grade level chairpersons, team data meetings, MTSS meetings, Professional Development trainings and online resources. We work closely with community and business organizations who help support our school. They allow us an opportunity to offer extracurricular activities to our students before and after school. The use of donations and grant monies helps supports some of these programs. Activities are offered to meet the needs of students ranging from at risk to gifted. The frequency of the meetings depends on the groups and their goals that support school improvement.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Casandra Flores	Principal
Amy Kelly	Parent
Elaine Ragley	Parent
Bonnie Reamy	Parent
Debbie Hines	Parent
Natalie Ern	Teacher
Deidre Creech	Teacher
Kelli Beal	Student
Suzy Kulscar	Parent
Becky Tate	Parent
Sheila Smith	Education Support Employee
LaShann Biondi	Education Support Employee
Ivy King	Education Support Employee
Laurie Fletcher	Teacher
Kelly Palmer	Teacher
Susan Rosier	Teacher
Jessica Comes	Parent
Melissa Ogonoski	Parent
Danielle McLean	Parent
Melissa Stanton	Education Support Employee
Padrica Davis	Parent
Jeb Hudson	Business/Community
Megan Maguire	Parent
Ben Trautman	Parent
Karla Boles	Parent
Steve Hayes	Parent
	Student
Dot Ervin	Education Support Employee
Steven Hayes	Parent
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The Principal and Assistant Principal provide a final presentation at end of the year to our SAC to review the progress on the school improvement goals. We provide supporting data to show where goals have been met or exceeded as well as those goals that progress fell short. We discuss possible reasons for the limited or lack of progress and discuss strategies or interventions on how we can meet the goals in the future. The FSA(if available) and School grade(if available) data is reviewed as

well with the purpose of making our parents informed parents who can share information on our school's progress with other parents and members of the community.

b. Development of this school improvement plan

Members will contribute ideas and strategies as well as approve the plan at a SAC meeting. This year the State has provided SAC funds for school improvement. The SAC membership will need to discuss and vote on proposals for how the SAC funds will be expended during the year. SAC will review, revise or rewrite the climate surveys for parents, teachers, support staff and students K-5. Membership will also review the results of the Superintendent's climate surveys and compare the results of the surveys. Areas of strengths and improvement will be discussed and discussions will be held on ways to improve our school. Topics of Legislative interest and educational topics will be points of discussion as they relate to our school improvement goals.

c. Preparation of the school's annual budget and plan

The Principal, Assistant Principal and Administrative Assistant to the Principal will present the school budget for review as well as the SAC budget to the membership. Questions on the school budget will be addressed to keep parents informed of how the budget is created, where monies are allocated and why.

Proposals will be submitted to the SAC from our school staff on how the SAC funds can best service our students and school. The SAC membership will vote on the proposal that will best meet the needs of our school and help us achieve our goals in raising student achievement.

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

Last year SAC funds were used to support collaborative planning sessions for our teachers. Teachers planned collaboratively for Math and ELA, creating a curriculum map, common assessments, weekly and daily lesson plans.

This year's remaining roll forward SAC funds will be combined with the SAC allocation given to the school's this year. It will be used again for professional development opportunities for our teachers or as a funding source for increasing student achievement.

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

No

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

At this time, we are in compliance with State regulations. Our principal and leadership team will make every effort to reach out to parents and community members to retain and build members of our School Advisory Council.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Flores, Casandra	Principal
Norris, Jennifer	Assistant Principal
Ross, Lisa	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT will focus on providing PD in ELA standards based instruction.

The Literacy Leadership team members will continue to work closely with the District Foundations Coach to provide meaningful training and feedback to our Kindergarten, First and Second grade teachers who are implementing the Foundations program this year to ensure fidelity of the implementation of strategies and instructional practices.

The LLT will continue to work closely with The Learning Alliance to develop professional development for teachers that is designed to enhance the delivery of instruction to all students and provide more rigorous standards based Tier 1 instruction in an effort to increase student achievement at all levels. Professional development will include "Making Thinking Visible" which will provide more instructional strategies for intentional planning to meet standards and increase student achievement.

The Literacy Coach is providing support by coaching teachers who are implementing the strategies from Foundations and school based or Learning Alliance professional development opportunities. She will provide support in collaborative planning, creating and using common formative and summative assessments, facilitating using feedback and reflective questioning, establishing goals, and making a plan to achieve their goals.

The Literacy team will also work this year to monitor the rigor of instruction being provided to students. They will look at how work is being differentiated to meet the needs of both struggling students and those students who are working at/above grade level. They will focus on literacy centers to ensure that quality work is being completed when students are at reading centers during the 90 minute reading block. The team will also look at what interventions are being used for struggling students and if these interventions are being used with fidelity. They will monitor throughout the year to see if the interventions are having a positive impact or if other interventions need to be utilized.

D. Public and Collaborative Teaching

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

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

Teachers will be provided time and guidance to walk through the collaborative planning process. Research will be shared to reinforce the importance of collaborative planning and the impact it can have on student learning. Teachers will work to plan collaboratively weekly. They will break down standards, map out their plans and create common summative and formative assessments for each unit. The leadership team will work with grade levels as they go through the process to provide support and any needed resources. Teachers will be encouraged to share ideas and plans openly and to review student data to gear instruction as a team in order to best meet the needs of all students and utilize each other's strengths.

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

1. The principal, assistant principal and leadership team seek out highly qualified teachers via an interview process. Questions will be designed to target specific examples of how the teacher candidate has implemented and/or demonstrated effective instructional strategies and best practices based on the Marzano Model for Effective Teaching and the implementation of the Florida State Standards.

Persons Responsible: Principal, Assistant Principal, Literacy Coach, and Interview Team Members

2. Grade level leadership chairs will meet on an as needed basis with new personnel working with their grade level.

Persons Responsible: Approved Grade Level Chairpersons

3. All new teachers to our school will be assigned a peer teacher and mentor from our leadership team.

Persons Responsible: The school based Professional Development Coordinator will work with the district PD department to support new teachers, meet monthly with mentors and mentees and provide regular support. Teachers trained in Clinical Educator Training and approved peer teachers; the Principal, Assistant Principal; Literacy Coach; and Student Support Specialist are also used to support our new teachers.

4. Support a learning environment that provides opportunities for Professional Learning Communities, collegiality and collaboration among teachers and the administrative leadership team via PLC's, PD 360, True North Logic PD resources on line, cPalms on line access, book reads, and school based training opportunities using train the trainers in Marzano, Collaborative Teaching, CANVAS, FOCUS, and PM2.

Persons Responsible: Principal, Assistant Principal; Literacy Coach, Grad level Chairpersons, Math, Science and Professional Development School Based Coordinators, District Based Literacy, Math and Science Coordinators, District Foundations Coach; Learning Alliance Training Opportunities, District professional development opportunities

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

All new teachers are paired with a mentor in their grade group or a grade group similar to their's so they can ask any curriculum related questions as well as general school setting or classroom management type of questions.

The school based professional development coordinator meets monthly with the mentors and mentees to check how things are going.

All Kindergarten, First and Second Grade teachers were trained in the Foundations program as it is a newly implemented program. District and school based personnel train and model lessons and provide feedback to ensure fidelity of implementation and effective delivery of instructional strategies associated with the program.

Persons Responsible: District Foundations Trainer assigned to our school and our School Based Literacy Coach

Teacher Leaders will offer professional learning communities in the following topics: Strategies That Work; Inquiry Based Learning; Correlation between Marzano and standards based instruction using LAFS and MAFS; Foundations;

Persons Responsible: Assistant Principal, Literacy Coach, a third and fourth grade teacher, VE/LD

Resource Teacher

Principal will mentor teachers interested in participating in ICE (Institute for Coaching Excellence) programs for aspiring lead teachers who are interested in administrative or supervisory positions.

Person Responsible: Principal and Assistant Principal

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Rosewood monitors lesson plans and daily instruction to ensure that the curriculum being used matches the standards specified for each grade level. We review the curriculum as we plan our curriculum maps for the year and check that what we are using the materials in a way that supports and correlates to the Florida Standards. Material may be added or deleted as it relates to the standard and assessments are created to monitor progress towards the standard.

b. Instructional Strategies

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

We conduct monthly data chats to review student data on district, state and school assessments. This data is used to track the progress of students towards mastery of the presented standards. Lesson plans are created based on the review of data, including reteaching and remediation on any standards where students were struggling. Data is also used to create our tiered intervention groups in order to focus on the students' greatest academic needs. If the data shows that there are standards the students are not mastering then reteaching or differentiation may be needed. If data shows it is a standard students have already mastered then time does not need to be dedicated to this standard at the same extent of other standards.

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

Strategy: After School Program

Minutes added to school year: 1,140

Linguistics, Equations, Presidents/Current Events, Mighty Mu Math. The teams meet twice a week for practice for one hour until the competitions and then attend three competitions after school for each section of the academic games competition.

Strategy Rationale

The Academic Games and Mighty Mu Math program are facilitated by our school based math coordinator and media special. They target the academic content areas of math, language arts (grammar) and social studies/ current events. It provides enrichment in the content areas but providing friendly, mild competitions at a higher level of learning which according to Marzano has a positive influence on learning. The use of games that focus on academic content increases student engagement and achievement.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Norris, Jennifer, jennifer.norris@indianriverschools.org

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

Team and individual rankings, awards

Strategy: After School Program

Minutes added to school year: 630

Mardy Fish Tennis Program

Strategy Rationale

The Mardy Fish Tennis program builds students athletic skills and provides them an opportunity to learn the rules of the game, how to play tennis, keep score, court etiquette and builds fitness and strategies for friendly competition. Twenty students are participating in the program

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Feedback from the Mardy Fish Coaches on the progress of the students. Game competition results.

Strategy: Before School Program

Minutes added to school year: 1,440

Our Panther Performers school chorus is comprised of up to 80 students in grades 4 and 5. The students learn to work as a choral group and how to perform on stage in front of audiences. The chorus performs at school and community functions throughout the school year. The chorus meets twice a week for practice before school for 45 minutes for eight months. They also perform after school for community events.

Strategy Rationale

Students learn how to perform together as a group as well as learning different kinds of music, the history behind the music or song, the meaning of the song and learn about the musicians who sing the songs.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Number of members in the chorus, Feedback on their school and community performances. The number of performances they perform in.

Strategy: After School Program

Minutes added to school year: 2,160

The Girls on the Run Program provides a life changing experience for all girls in grades three to five. It is an after school program that combines running and training for a 5K race with life lessons that encourage healthy habits, self esteem, positive thinking and an active lifestyle. It is a 12 week program in which students participate in workouts and team activities that build self esteem, character and positive lifestyles. The program is twice a week on Tuesday and Thursday for 1.5 hours each day. Two Rosewood teachers coordinate the program.

Strategy Rationale

Girls on the Run gives the students an opportunity to evaluate consequences of right and wrong choices, how to respect their bodies, like who you are, manage peer pressure, listen, cooperate and work as a team, eat nutritiously, understand media influences, and learn how to exercise to keep healthy.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

The coordinators of the program will be keeping data on the number of laps along with completion times for the laps in preparation for the final 5K run. Final data will be the time each student completes the 5K run in.

Strategy: Extended School Day

Minutes added to school year: 7,560

The Moonshot Academy After School tutoring program is for Kindergarten thru 3rd grade students. It is held three days a week for 2 hours each day for 10 weeks. We will offer two, 10 week sessions during the 2016-17 school year. The program is offered to students in K-3 who have been identified as needing remediation in literacy skills.

Strategy Rationale

The after school tutoring program provides additional support to students in reading comprehension and/or decoding/encoding skills. It also provides community building and energizing, enrichment activities that compliment the literature being used in the core tutoring time.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Ross, Lisa, lisa.ross@indianriverschools.org

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

The data that will be used to analyze the effectiveness of the program will be an increase in student achievement as seen on a variety of reading assessments.

Strategy: After School Program

Minutes added to school year: 700

Sunshine State Readers and Battle of the Books after school programs give the students and opportunity to read 15 of the Sunshine State Reader identified books. The students meet before school and during their lunch times to discuss the books. The students then compete in the Battle of the Books against other schools in May. The program runs from March through May.

Strategy Rationale

This team competition is facilitated by our media specialist. The students are exposed to good literature and have to focus on details of the book and well as a strong understanding of what the book is about in order to compete and be successful. The mild competition increases students engagement and achievement.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Flores, Casandra, casandra.flores@indianriverschools.org

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

Team rankings among other schools & awards

Strategy: After School Program

Minutes added to school year: 6,000

Moonshot Institute and Collaborative Classrooms Professional Development for Teachers. Teachers meet once a month for 2 hours after school to participate in training on the components of the performance cycle. The teachers who are apart of the Collaborative Classroom professional development also attend the institutes and have access to side by side coaching with performance artists from around the country as well as visiting other collaborative classrooms at our school and around the district.

Strategy Rationale

The teachers that provide the after school tutoring attend professional development training after school on the components of the Performance Cycle for the purpose of implementing the strategies they are learning in the after school tutoring program. They participated in a book read titled "Reason to Read" and learned how to use the strategies in their classroom instruction. These training's will deepen their knowledge on how to plan & implement standards based instruction & assessment through the Performance Cycle.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Ross, Lisa, lisa.ross@indianriverschools.org

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

Literacy Coach feedback and observations of the correct use of the strategies & assessments learned. Student and classroom data from formative and summative assessments.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Our Kindergarten teachers host a Kindergarten Round Up Night in the spring for parents and children of incoming Kindergarteners. Strategies for helping to make a seamless transition, curricula highlights and general schedules are shared. The night culminates with classroom tours. The Kindergarten teachers host a Kindergarten Curriculum night in the Fall for families to learn about all the curricula that is used and how best to support their children. Staggered start for all new Kindergarten students.

Annual Welcome Breakfast sponsored by the PTA for all parents. A welcome letter is sent to all new Kindergartners from their teacher in July with information about the first day of school. Classroom newsletters and school/classroom websites to support the home-school connection.

Fifth grade classes work to prepare students for the middle school transition by practicing rotating classes. They also discuss the types of classes available at the middle school level and look at elective choices that are possible. Middle schools send our students information about their prospective programs at each of the middle schools. Many of the middle schools also do

presentations and open house sessions to prepare the fifth grade students for moving on to sixth grade.

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Based on local assessment data from the 2015-16 school year, Rosewood Magnet School will increase math proficiency 4% and ELA proficiency 6% school wide by providing rigorous, engaging, standards based instruction, to the depths of the content limits.
- G2.** Rosewood will differentiate instruction to meet the needs of both struggling learners and students working at or above grade level through intervention and enrichment.

Strategic Goals Detail

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

G1. Based on local assessment data from the 2015-16 school year, Rosewood Magnet School will increase math proficiency 4% and ELA proficiency 6% school wide by providing rigorous, engaging, standards based instruction, to the depths of the content limits. 1a

G086149

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	73.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	45.0
FSA Mathematics Achievement	80.0
Math Gains	73.0
Math Lowest 25% Gains	46.0

Targeted Barriers to Achieving the Goal 3

- Clear understanding of teachers (and as a result, students) of learning targets and performance scales.
- Teacher understanding of the Florida Standards, understanding of how to collaboratively plan for and implement a standards based instructional unit that integrates multiple content areas.
- Time for collaborative planning within grade groups and with ESE and special area teachers.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Highly qualified and dedicated teachers Literacy Coach School Based Math Coordinator Administrative colleagues willing to allow us to come observe practices working at other schools. Supportive and knowledgeable Leadership Team District Math Coach available to come meet with us monthly District Literacy Coach available to meet with us quarterly. ESE program specialist assigned to our school to help support weekly/monthly Collaborative Planning model District provided performance scales

Plan to Monitor Progress Toward G1. 8

In collaboration with the leadership team, teachers will analyze their district benchmark data for progress toward increased student achievement and standards proficiency. Teachers will adjust planning and instruction accordingly.

Person Responsible

Casandra Flores

Schedule

Quarterly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Data monitoring & comparisons from 2016 to 2017.

G2. Rosewood will differentiate instruction to meet the needs of both struggling learners and students working at or above grade level through intervention and enrichment. 1a

G086150

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	45.0
Math Gains	73.0
Math Lowest 25% Gains	46.0

Targeted Barriers to Achieving the Goal 3

- Scheduling or personnel issues resulting in lost instructional time/opportunities.
- Quality instruction/activities at adequate levels of rigor for both intervention and enrichment.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Dedicated teachers Leadership Team Literacy Coach Learning Alliance Moonshot Moment Initiative and Moonshot Institute Site Based Learning Alliance Professional Development opportunities District Foundations Coach and Learning Alliance Liason Lucy Calkins Units of Study in Writing- K-2 School Based Multi-tiered System of Support (MTSS)/ problem solving team District math and literacy coaches ESE program specialists Gifted teacher's expertise Moonshot Academy- afterschool program volunteers Collaborative Grade Level Teams CPalms and DOE sites for centers/activities 5th grades Digital initiative focused on Science

Plan to Monitor Progress Toward G2. 8

In collaboration with the leadership team, teachers will analyze multiple sources of data, including but not limited to: district benchmark data, I Ready, Unify, I Station, etc. for progress toward increased student achievement and standards proficiency. Data meetings will analyze learning gains in both ELA and Math for both struggling students and students working at/above grade level. Grade levels will monitor trend data to see how well schedules are being followed and if available personnel are being utilized. Teachers will monitor that instruction is being differentiated adequately and adjust planning and instruction accordingly.

Person Responsible

Jennifer Norris

Schedule

Quarterly, from 10/1/2014 to 6/9/2015

Evidence of Completion

Increased student achievement on formative and summative assessments, and district ELA benchmarks; data comparisons from 2015-2016. Data will be analyzed for both struggling students and students working at/above grade level, focusing on learning gains. Trend data will show that schedules are being followed to provide maximum time focused on instruction. (Bell to bell)

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Based on local assessment data from the 2015-16 school year, Rosewood Magnet School will increase math proficiency 4% and ELA proficiency 6% school wide by providing rigorous, engaging, standards based instruction, to the depths of the content limits. **1**

 G086149

G1.B1 Clear understanding of teachers (and as a result, students) of learning targets and performance scales. **2**

 B228856

G1.B1.S1 Provide professional development to support performance scales released by district, to help teachers effectively utilize these as teaching and progress monitoring tools. Provide structured time to plan collaboratively, review provided scales and create scales for science/social studies. Create common formative assessments to monitor student progress towards mastery of standards and drive instruction in a consistent manner across grade levels. **4**

 S241300

Strategy Rationale

Teachers will gain deeper understanding of the standard and the intended rigor of each standard through the performance scales. They will have a common understanding of what mastery should look like and how to progress monitor students utilizing the performance scales.

Action Step 1 **5**

Provide professional development on performance scales and common assessments.

Person Responsible

Casandra Flores

Schedule

Quarterly, from 8/4/2016 to 5/30/2017

Evidence of Completion

Formative Assessments created, lesson plans, classroom observations (monitoring use of performance scales by both teachers and students), trend data.

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

If we provide professional development and support we should see teacher routinely using performance scales to plan instruction and to monitor student progress throughout instruction. Students should also be able to utilize scales to monitor progress towards the standard.

Person Responsible

Casandra Flores

Schedule

Quarterly, from 8/4/2016 to 5/31/2017

Evidence of Completion

Lesson plans, common assessments, created performance scales, observation notes (looking for use of performance scales by both teachers and students), trend data. We should see increased student achievement in both math and ELA.

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

Teachers will use performance scales to drive instruction during planning. Teachers will refer to scales throughout instruction. Students will use scales to monitor their progress towards standards/goals. Teachers common assessments will relate to performance scales.

Person Responsible

Casandra Flores

Schedule

Quarterly, from 8/4/2016 to 5/31/2017

Evidence of Completion

Lesson plans, common assessments, observation notes, trend data, student data. Increased student achievement as evidenced in classroom and district assessments. Gains is FSA data in both ELA and math.

G1.B2 Teacher understanding of the Florida Standards, understanding of how to collaboratively plan for and implement a standards based instructional unit that integrates multiple content areas. **2**

 B228857

G1.B2.S1 Provide uninterrupted time and a structured collaborative planning process for teachers to collaboratively break down standards and focus on the content limits of each standard, while planning for and providing engaging, standards based instruction that will encourage increased cognitive complexity. Teachers will create common formative and summative assessments to use as progress monitoring tools to track student progress toward mastery of the standards and to drive instruction in a consistent manner across grade levels. **4**

 S241301

Strategy Rationale

Teachers will gain the understanding and knowledge of how to plan, implement, deliver and monitor engaging standards based instruction in mathematics that will lead to increased student achievement.

Action Step 1 **5**

Teachers will participate in uninterrupted, structured, collaborative planning processes where they will break down standards and focus on the content limits of each standard while developing standards based, engaging lessons that will encourage increased cognitive complexity. Teachers will review performance scales to ensure they have an understanding of the scales and how to use them during instruction. Teachers will create common formative and summative assessments with varying levels of cognitive complexity.

Person Responsible

Casandra Flores

Schedule

Quarterly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Lesson plans, formative assessments, teacher participation

Action Step 2 5

Teachers will utilize their collaborative plans to deliver engaging, standards based instruction that will encourage increased cognitive complexity. Teachers will assess their students progress using the common formative assessments and adjust instruction as needed. Teachers will utilize performance scales to guide instruction and monitor student progress towards mastery of the standards.

Person Responsible

Casandra Flores

Schedule

Evidence of Completion

lesson plans, common formative assessments, data from formative assessments, classroom observations

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

The Leadership Team will attend collaborative planning sessions periodically throughout the year to ensure the process is being followed and will provide support and monitor planning sessions. They will monitor instruction in the classrooms and look for consistencies or lack thereof across grade levels. We will collect and monitor common assessments across grade levels.

Person Responsible

Casandra Flores

Schedule

Quarterly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Attendance roster, collaborative plans, classroom instruction trends, common assessments

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

The Leadership Team will facilitate data meetings to review common assessments and the effectiveness of the assessments created. Teachers and administrators will monitor student progress towards the standards each nine weeks.

Person Responsible

Casandra Flores

Schedule

Evidence of Completion

Increased student data that shows progress toward standards, on both teacher created common assessments and district assessments. Observational trends that show increased understanding of standards, common assessments and team abilities to plan collaboratively during collaborative planning sessions.

G1.B3 Time for collaborative planning within grade groups and with ESE and special area teachers. 2

B228858

G1.B3.S1 Provide uninterrupted time for teachers to meet weekly with grade groups as well as ESE teachers and special area teachers to plan collaboratively. Teachers will create common assessments and instruction. Teachers will plan to differentiate instruction/assessment to meet the needs of both struggling students and those at grade level that need to be challenged. Utilize gifted teacher as well for instruction/assessment ideas. 4

S241302

Strategy Rationale

Dedicated time will allow teachers to create common assessments and instruction. This will allow and encourage collaboration between the general classroom teachers, ESE teachers and special area teachers. Teachers can look at both the needs of struggling students and those students who are working on grade level or above, teachers will also look at data for each subgroup.

Action Step 1 5

Provide time weekly for teachers to plan collaboratively with grade groups, as well as dedicated time to plan with ESE teachers and special area teachers. Evaluate student performance data, taking care to look at all subgroups of students in order to close achievement gaps.

Person Responsible

Casandra Flores

Schedule

Evidence of Completion

Grade level meeting notes, schedules, grade chair meeting notes, lesson plans, common assessments.

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

Collaborative planning meetings will be attended by administration/leadership team periodically throughout the year to monitor how they are progressing.

Person Responsible

Casandra Flores

Schedule

Evidence of Completion

Observation notes from meetings attended. Lesson plans/common assessments and notes from meetings will be turned in to administration monthly.

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

Administration will monitor how often teams are meeting. Are they utilizing the time that has been designated? Lesson plans and Assessment data will be monitored at grade group meetings, grade chair meetings and during data chats with leadership teams.

Person Responsible

Jennifer Norris

Schedule

Evidence of Completion

Assessment data from classroom assessments, benchmarks and other district/state assessment.

G2. Rosewood will differentiate instruction to meet the needs of both struggling learners and students working at or above grade level through intervention and enrichment. 1

G086150

G2.B1 Scheduling or personnel issues resulting in lost instructional time/opportunities. 2

B228859

G2.B1.S1 Teachers and Administration will look at schedules to identify problem areas and make the best use out of all available instructional time. RTI will be scheduled in a manner where available personnel may be used to support intervention or enrichment. Focus on Bell to bell instruction will be maintained throughout the year. 4

S241303

Strategy Rationale

Problem areas can be identified so time can be used efficiently and focused on student instruction. Available personnel will be used to provide additional support for enrichment and/or allow for smaller groups of intervention as needed.

Action Step 1 5

Teachers will identify any problem areas within their grade level schedules or the school master schedule.

Person Responsible

Jennifer Norris

Schedule

Quarterly, from 8/4/2016 to 5/31/2017

Evidence of Completion

Master schedule, notes taken from scheduling meeting.

Action Step 2 5

Identify staff members who could be utilized to support intervention/enrichment. Identify times in the day when they can be used.

Person Responsible

Casandra Flores

Schedule

Quarterly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Master schedule, RTI groupings, Enrichment groupings, Data chats

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monitor that grade groups are following schedules once they are developed. Send out trend data periodically to all staff.

Person Responsible

Casandra Flores

Schedule

Biweekly, from 8/4/2016 to 5/31/2017

Evidence of Completion

Observation notes, trend data from walk throughs focused on schedules. Data chat notes. Increased student performance data as a result of more time focused on specific instruction for intervention or enrichment.

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

Monitor that intervention or enrichment lessons are being presented with fidelity. Monitor that schedules are being followed with fidelity. Monitor individual teacher's daily schedules.

Person Responsible

Jennifer Norris

Schedule

Monthly, from 8/12/2014 to 6/4/2015

Evidence of Completion

Individual teacher's daily schedules. Observation notes, trend data, student achievement data. More time on task, focused instruction on intervention or enrichment. All available staff are helping to support both areas of intervention and enrichment.

G2.B2 Quality instruction/activities at adequate levels of rigor for both intervention and enrichment. **2**

 B228860

G2.B2.S1 Ensure that quality instruction at adequate levels of rigor is being provided to meet the needs of all students. Intervention for struggling students and enrichment for those at/above grade level standards. Work with ESE staff to appropriately differentiate instruction. Work with teachers to ensure they are monitoring achievement of all subgroups. **4**

 S241304

Strategy Rationale

Providing quality differentiated instruction to meet the needs of varied learners (including all subgroups) will lead to learning gains in both the bottom 25% of students and those working at/above grade level.

Action Step 1 **5**

Provide professional development as needed to teachers on specific intervention programs to be utilized for RTI in Math or ELA. Monitor that these programs are being implemented with fidelity.

Person Responsible

Lisa Ross

Schedule

Monthly, from 8/9/2016 to 5/31/2017

Evidence of Completion

RTI plans, agenda from training, observation notes, teacher use of the intervention tools. Progress monitoring data from RTI meetings. Student performance data, monitoring all student subgroups. Address any achievement gaps between subgroups.

Action Step 2 **5**

Provide training or support on resources/tools and strategies to use for enrichment groups. Monitor instruction being provided to enrichment groups, ensure the rigor is appropriate. Monitor the schedule to ensure time is being used efficiently and no instructional time is lost.

Person Responsible

Lisa Ross

Schedule

Monthly, from 8/9/2016 to 5/31/2017

Evidence of Completion

Enrichment lesson plans, agenda from training, attendance sheets, participant reflections/questions, observation notes, teacher use of the resources. Progress monitoring data from data chat meetings. Student performance data, monitoring all subgroups of students.

Action Step 3 5

Involve ESE teachers (including gifted teacher) in planning meetings with grade groups. ESE teachers can provide insight on differentiation and enrichment to meet the needs of diverse groups of students.

Person Responsible

Casandra Flores

Schedule

Monthly, from 8/30/2016 to 5/31/2017

Evidence of Completion

Grade group meeting notes, ESE meeting notes, student performance data. Teacher use of strategies provided by ESE staff.

Action Step 4 5

Focus on use of higher order questions/tasks during instruction and practice.

Person Responsible

Casandra Flores

Schedule

Monthly, from 9/12/2016 to 5/31/2017

Evidence of Completion

Trend data to show the frequency and levels of questions being used during instruction.
Lesson plans to show intentional planning for higher order questions.

Action Step 5 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Attend grade group planning sessions to monitor planning for RTI and enrichment. Observe instruction during RTI/enrichment times to monitor differentiation of material and instruction at adequate levels of rigor. Monitor use of intervention tools.

Person Responsible

Lisa Ross

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

RTI/Enrichment lesson plans, identified questions in lesson plans, trend data, observation notes during RTI time, data chats to review student academic progress. Student achievement should show learning gains are being made.

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

The leadership team will monitor classroom instruction and collaborative planning sessions, looking at RTI/enrichment activities, focusing on rigor and differentiation.

Person Responsible

Jennifer Norris

Schedule

Biweekly, from 9/1/2016 to 5/31/2017

Evidence of Completion


Participant reflections and share outs, lesson plans including noted differentiation and questions being used. Trend data to show levels of questioning. Classroom trend observations that should include RTI/enrichment activities, increased student work which displays student thinking and shows differentiation, Student performance data that shows learning gains being made. Gains should be made by both struggling students and students working at/above grade level.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S1.MA1  M321566	The Leadership Team will facilitate data meetings to review common assessments and the...	Flores, Casandra	No Start Date	Increased student data that shows progress toward standards, on both teacher created common assessments and district assessments. Observational trends that show increased understanding of standards, common assessments and team abilities to plan collaboratively during collaborative planning sessions.	No End Date monthly
G1.B2.S1.A2  A312287	Teachers will utilize their collaborative plans to deliver engaging, standards based instruction...	Flores, Casandra	No Start Date	lesson plans, common formative assessments, data from formative assessments, classroom observations	No End Date quarterly
G1.B3.S1.MA1  M321568	Administration will monitor how often teams are meeting. Are they utilizing the time that has been...	Norris, Jennifer	No Start Date	Assessment data from classroom assessments, benchmarks and other district/state assessment.	No End Date monthly
G1.B3.S1.MA1  M321569	Collaborative planning meetings will be attended by administration/leadership team periodically...	Flores, Casandra	No Start Date	Observation notes from meetings attended. Lesson plans/common assessments and notes from meetings will be turned in to administration monthly.	No End Date monthly
G1.B3.S1.A1  A312288	Provide time weekly for teachers to plan collaboratively with grade groups, as well as dedicated...	Flores, Casandra	No Start Date	Grade level meeting notes, schedules, grade chair meeting notes, lesson plans, common assessments.	No End Date weekly
G2.B2.S1.A5  A312295	[no content entered]		No Start Date		No End Date one-time
G2.B1.S1.MA1  M321571	Monitor that intervention or enrichment lessons are being presented with fidelity. Monitor that...	Norris, Jennifer	8/12/2014	Individual teacher's daily schedules. Observation notes, trend data, student achievement data. More time on task, focused instruction on intervention or enrichment. All available staff are helping to support both areas of intervention and enrichment.	6/4/2015 monthly
G2.MA1  M321575	In collaboration with the leadership team, teachers will analyze multiple sources of data,...	Norris, Jennifer	10/1/2014	Increased student achievement on formative and summative assessments, and district ELA benchmarks; data comparisons from 2015-2016. Data will be analyzed for both struggling students and students working at/above grade level, focusing on learning gains. Trend data will show that schedules are being followed to provide maximum time focused on instruction. (Bell to bell)	6/9/2015 quarterly
G1.B1.S1.A1  A312285	Provide professional development on performance scales and common assessments.	Flores, Casandra	8/4/2016	Formative Assessments created, lesson plans, classroom observations (monitoring use of performance scales by both teachers and students), trend data.	5/30/2017 quarterly
G1.MA1  M321570	In collaboration with the leadership team, teachers will analyze their district benchmark data for...	Flores, Casandra	9/1/2016	Data monitoring & comparisons from 2016 to 2017.	5/31/2017 quarterly
G1.B1.S1.MA1  M321564	Teachers will use performance scales to drive instruction during planning. Teachers will refer to...	Flores, Casandra	8/4/2016	Lesson plans, common assessments, observation notes, trend data, student data. Increased student achievement as evidenced in classroom and district assessments. Gains is FSA data in both ELA and math.	5/31/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1 M321565	If we provide professional development and support we should see teacher routinely using...	Flores, Casandra	8/4/2016	Lesson plans, common assessments, created performance scales, observation notes (looking for use of performance scales by both teachers and students), trend data. We should see increased student achievement in both math and ELA.	5/31/2017 quarterly
G1.B2.S1.MA1 M321567	The Leadership Team will attend collaborative planning sessions periodically throughout the year to...	Flores, Casandra	9/1/2016	Attendance roster, collaborative plans, classroom instruction trends, common assessments	5/31/2017 quarterly
G1.B2.S1.A1 A312286	Teachers will participate in uninterrupted, structured, collaborative planning processes where they...	Flores, Casandra	9/1/2016	Lesson plans, formative assessments, teacher participation	5/31/2017 quarterly
G2.B1.S1.MA1 M321572	Monitor that grade groups are following schedules once they are developed. Send out trend data...	Flores, Casandra	8/4/2016	Observation notes, trend data from walk throughs focused on schedules. Data chat notes. Increased student performance data as a result of more time focused on specific instruction for intervention or enrichment.	5/31/2017 biweekly
G2.B1.S1.A1 A312289	Teachers will identify any problem areas within their grade level schedules or the school master...	Norris, Jennifer	8/4/2016	Master schedule, notes taken from scheduling meeting.	5/31/2017 quarterly
G2.B1.S1.A2 A312290	Identify staff members who could be utilized to support intervention/enrichment. Identify times in...	Flores, Casandra	8/3/2016	Master schedule, RTI groupings, Enrichment groupings, Data chats	5/31/2017 quarterly
G2.B2.S1.MA1 M321573	The leadership team will monitor classroom instruction and collaborative planning sessions,...	Norris, Jennifer	9/1/2016	Participant reflections and share outs, lesson plans including noted differentiation and questions being used. Trend data to show levels of questioning. Classroom trend observations that should include RTI/enrichment activities, increased student work which displays student thinking and shows differentiation, Student performance data that shows learning gains being made. Gains should be made by both struggling students and students working at/above grade level.	5/31/2017 biweekly
G2.B2.S1.MA1 M321574	Attend grade group planning sessions to monitor planning for RTI and enrichment. Observe...	Ross, Lisa	9/1/2016	RTI/Enrichment lesson plans, identified questions in lesson plans, trend data, observation notes during RTI time, data chats to review student academic progress. Student achievement should show learning gains are being made.	5/31/2017 monthly
G2.B2.S1.A1 A312291	Provide professional development as needed to teachers on specific intervention programs to be...	Ross, Lisa	8/9/2016	RTI plans, agenda from training, observation notes, teacher use of the intervention tools. Progress monitoring data from RTI meetings. Student performance data, monitoring all student subgroups. Address any achievement gaps between subgroups.	5/31/2017 monthly
G2.B2.S1.A2 A312292	Provide training or support on resources/tools and strategies to use for enrichment groups. Monitor...	Ross, Lisa	8/9/2016	Enrichment lesson plans, agenda from training, attendance sheets, participant reflections/questions, observation notes, teacher use of the resources. Progress monitoring data from data chat meetings. Student performance data, monitoring all subgroups of students.	5/31/2017 monthly
G2.B2.S1.A3 A312293	Involve ESE teachers (including gifted teacher) in planning meetings with grade groups. ESE...	Flores, Casandra	8/30/2016	Grade group meeting notes, ESE meeting notes, student performance data. Teacher use of strategies provided by ESE staff.	5/31/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A4  A312294	Focus on use of higher order questions/ tasks during instruction and practice.	Flores, Casandra	9/12/2016	Trend data to show the frequency and levels of questions being used during instruction. Lesson plans to show intentional planning for higher order questions.	5/31/2017 monthly

V. Professional Development Opportunities

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

G1. Based on local assessment data from the 2015-16 school year, Rosewood Magnet School will increase math proficiency 4% and ELA proficiency 6% school wide by providing rigorous, engaging, standards based instruction, to the depths of the content limits.

G1.B1 Clear understanding of teachers (and as a result, students) of learning targets and performance scales.

G1.B1.S1 Provide professional development to support performance scales released by district, to help teachers effectively utilize these as teaching and progress monitoring tools. Provide structured time to plan collaboratively, review provided scales and create scales for science/social studies. Create common formative assessments to monitor student progress towards mastery of standards and drive instruction in a consistent manner across grade levels.

PD Opportunity 1

Provide professional development on performance scales and common assessments.

Facilitator

Casandra Flores, Jennifer Norris, Deb Berg (District Professional Development team), Teacher leaders

Participants

All Teachers

Schedule

Quarterly, from 8/4/2016 to 5/30/2017

G1.B2 Teacher understanding of the Florida Standards, understanding of how to collaboratively plan for and implement a standards based instructional unit that integrates multiple content areas.

G1.B2.S1 Provide uninterrupted time and a structured collaborative planning process for teachers to collaboratively break down standards and focus on the content limits of each standard, while planning for and providing engaging, standards based instruction that will encourage increased cognitive complexity. Teachers will create common formative and summative assessments to use as progress monitoring tools to track student progress toward mastery of the standards and to drive instruction in a consistent manner across grade levels.

PD Opportunity 1

Teachers will participate in uninterrupted, structured, collaborative planning processes where they will break down standards and focus on the content limits of each standard while developing standards based, engaging lessons that will encourage increased cognitive complexity. Teachers will review performance scales to ensure they have an understanding of the scales and how to use them during instruction. Teachers will create common formative and summative assessments with varying levels of cognitive complexity.

Facilitator

Casandra Flores, Jennifer Norris and District Math Coach

Participants

K-5 classroom teachers

Schedule

Quarterly, from 9/1/2016 to 5/31/2017

G2. Rosewood will differentiate instruction to meet the needs of both struggling learners and students working at or above grade level through intervention and enrichment.

G2.B2 Quality instruction/activities at adequate levels of rigor for both intervention and enrichment.

G2.B2.S1 Ensure that quality instruction at adequate levels of rigor is being provided to meet the needs of all students. Intervention for struggling students and enrichment for those at/above grade level standards. Work with ESE staff to appropriately differentiate instruction. Work with teachers to ensure they are monitoring achievement of all subgroups.

PD Opportunity 1

Provide professional development as needed to teachers on specific intervention programs to be utilized for RTI in Math or ELA. Monitor that these programs are being implemented with fidelity.

Facilitator

Literacy Coach, Principal, Assistant Principal

Participants

All instructional staff and administrators

Schedule

Monthly, from 8/9/2016 to 5/31/2017

PD Opportunity 2

Provide training or support on resources/tools and strategies to use for enrichment groups. Monitor instruction being provided to enrichment groups, ensure the rigor is appropriate. Monitor the schedule to ensure time is being used efficiently and no instructional time is lost.

Facilitator

Literacy Coach, chosen facilitators, Principal, Assistant Principal

Participants

All instructional staff

Schedule

Monthly, from 8/9/2016 to 5/31/2017

PD Opportunity 3

Focus on use of higher order questions/tasks during instruction and practice.

Facilitator

Flores and Norris

Participants

Teachers

Schedule

Monthly, from 9/12/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide professional development on performance scales and common assessments.				\$0.00
2	G1.B2.S1.A1	Teachers will participate in uninterrupted, structured, collaborative planning processes where they will break down standards and focus on the content limits of each standard while developing standards based, engaging lessons that will encourage increased cognitive complexity. Teachers will review performance scales to ensure they have an understanding of the scales and how to use them during instruction. Teachers will create common formative and summative assessments with varying levels of cognitive complexity.				\$883.50
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	500-Materials and Supplies	0041 - Rosewood Magnet School	Other		\$850.00
<i>Notes: Standards/Test Spec Books 1 per teacher \$400.00 Lucy Calkins - Units of Study - Readers Workshop - 1 set, 1st grade \$450.00</i>						
	5100	500-Materials and Supplies	0041 - Rosewood Magnet School	Other		\$33.50
<i>Notes: Writing Rubrics and Exemplars</i>						
3	G1.B2.S1.A2	Teachers will utilize their collaborative plans to deliver engaging, standards based instruction that will encourage increased cognitive complexity. Teachers will assess their students progress using the common formative assessments and adjust instruction as needed. Teachers will utilize performance scales to guide instruction and monitor student progress towards mastery of the standards.				\$0.00
4	G1.B3.S1.A1	Provide time weekly for teachers to plan collaboratively with grade groups, as well as dedicated time to plan with ESE teachers and special area teachers. Evaluate student performance data, taking care to look at all subgroups of students in order to close achievement gaps.				\$0.00
5	G2.B1.S1.A1	Teachers will identify any problem areas within their grade level schedules or the school master schedule.				\$0.00
6	G2.B1.S1.A2	Identify staff members who could be utilized to support intervention/enrichment. Identify times in the day when they can be used.				\$0.00
7	G2.B2.S1.A1	Provide professional development as needed to teachers on specific intervention programs to be utilized for RTI in Math or ELA. Monitor that these programs are being implemented with fidelity.				\$0.00
8	G2.B2.S1.A2	Provide training or support on resources/tools and strategies to use for enrichment groups. Monitor instruction being provided to enrichment groups, ensure the rigor is appropriate. Monitor the schedule to ensure time is being used efficiently and no instructional time is lost.				\$417.85
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

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	5100	500-Materials and Supplies	0041 - Rosewood Magnet School	Other		\$310.00
			<i>Notes: Reading Support - Lucy Calkins - Readers Workshop</i>			
	5100	500-Materials and Supplies	0041 - Rosewood Magnet School	Other		\$107.85
			<i>Notes: Writing - Informational Writing Support to go along with Units of Study</i>			
9	G2.B2.S1.A3	Involve ESE teachers (including gifted teacher) in planning meetings with grade groups. ESE teachers can provide insight on differentiation and enrichment to meet the needs of diverse groups of students.				\$0.00
10	G2.B2.S1.A4	Focus on use of higher order questions/tasks during instruction and practice.				\$0.00
11	G2.B2.S1.A5					\$0.00
					Total:	\$1,301.35