

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	42%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	A	B	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2018-19 DA Category and Statuses for Rosewood Magnet School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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. This year we will continue to add some Project Based Learning paired with our core knowledge to encourage learning to extend beyond the lesson and the classroom. 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. Parents 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. We are a single entry 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. Rosewood now has a full time SRO on campus throughout the week.

There is a before and after school program to ensure students are cared for and supervised before and after their instructional day. We provide extracurricular programs such as a Girls on the Run, safety patrols, chorus, student council, Artworks art program, 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.

Throughout the year we encourage and recognize positive behavior that helps keep our school safe by utilizing brag tags and Caught being responsible recognition in order to enforce safe and positive choices by our students.

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.

This year we have implemented the PBIS infrastructure and tied it to our Sanford Harmony social skills curriculum. The Sanford Harmony curriculum will provide teachers with a resource to teach, model and practice social skills with the students.

Last year we began adding brag tag recognition for positive behavior. When students were spotted by teachers or staff making safe or helpful choices they could be recognized with a brag tag (as well as being announced on our morning announcements) for responsible behavior. We utilized the tags to reinforce positive academics and good effort as well as behavior. This is an ongoing initiative for this year and students can earn the tags all year round.

Each classroom has routines and class rules that set high expectations and keep students engaged in their learning with minimal disruptions, these are tied across campus with our PBIS expectations. 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.

This year we will also utilize the Sanford Harmon Curriculum to provide instruction, modeling and practice with social skills development.

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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Attendance: We have established an attendance committee that will be looking at student attendance monthly. We have a list of students who are frequently late, absent or leave early, all of which take time away from learning. We pull a report each month and have a letter we will be sending home to notify the parents of the amount of absences as well as the impact to learning. As a magnet school we will also remind them that part of their agreement to attend the magnet school is that they will be

present and on time for learning each day.

Course Failure: Teachers are asked to notify parents anytime a student's grade looks like it will drop below a C. This is to make families aware and to conference about strategies that could help the student. They also notify administration if a student has multiple course failures, these students are brought up in our MTSS process as well to look at interventions and progress monitoring. We also work with the truancy coordinator for the district to schedule home visits when needed, continue further parent contact and follow up with any steps that can be done beyond the school.

Level 1 scores: Teachers are aware of any students who have scored a level 1 on state assessments. We look at them for RTI needs and discuss them in our PST (Problem Solving team) meetings.

One or more suspensions: We have a very low suspension rate within our school, we utilize all measures available to keep students in school and still address any concerns. We work with parents to provide consequences that occur within school and support that instruction is key for all students. Last year we only had two students receive out of school suspension and no one received in school suspension.

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	1	6	2	4	6	3	0	0	0	0	0	0	0	22
One or more suspensions	0	0	0	1	0	2	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	0	0	3	0	6	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	11	9	9	0	0	0	0	0	0	0	29
	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	2	2	4	0	0	0	0	0	0	0	8

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

We utilize our MTSS process to meet the needs of our students and improve academic performance. This is a collaboration of the Attendance committee, the discipline committee and our RTI core team (PST team) to look at the student overall. We look at attendance issues, course failures, interventions being provided, progress monitoring and any behaviors that could be contributing to learning difficulties.

We meet every 6 weeks to discuss academic progress and look at the interventions being provided during RTI. We check for fidelity of RTI instruction and the impact it is having on the student's learning. We progress monitor weekly and meet to discuss, every 6 weeks, any needed changes in intervention, continuation of intervention or if the needs are no longer there, what the next step is in the progression.

We provide small group instruction and at times one on one instruction when needed.

We provide after school tutoring through our Moonshot Academy for struggling students, in three sessions of six weeks throughout the year.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP 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 Family Glow Social, Family Movie Nights, Family Skate Nights, Family Dinner Nights such as Burgers and Bingo and/or 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.

*We have started a school facebook page and twitter account to help parents stay informed of what is going on and to share positive news and information about the school and our students.

*We utilize our new digital marquee and our monthly newsletter to keep parents and interested community members aware of what is going on at Rosewood and how they can get involved. As well as to share positive news about the school.

*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 2018-19 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 Facebook to keep parents informed.

*PTA has a link on our school web page 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 and Boosterthon.

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

*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 in our newsletters and during our SAC (school advisory council) meetings.

*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 Glow Social, 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.

* Rosewood connect call messages relay information to parents as needed.

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 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 United Way's Day of Caring, American Cancer Society's Relay for Life event and the March of Dimes Walk-a thon. 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 Credit Union 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

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, keeps staff, parents and community informed of progress in academic progress and how initiatives relate to SIP, keep the focus on students' academic progress, monitors academic and behavior data and subgroup data within this data, and works closely with the School Advisory Council on school improvement issues

Resource Specialist- Recorder of MTSS, paperwork compliance, supports ESE population and teachers in providing accommodations and instruction. Monitors academic and behavior data related to ESE subgroups.

Student Support Specialist- Schedules MTSS meetings, behavior observations and facilitates behavior interventions, monitors behavior and sub-group data related to behavior.

Assistant Principal-Facilitator of MTSS, 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, active member of the PST/MTSS team, monitors student academic data, and monitors fidelity of RTI interventions

School Psychologist- further evaluations, facilitates interventions, completed initial gifted screening referrals, and participates in PST process as needed

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 (minimum of every 6 weeks, more often when working on individual student cases) 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.

Lisa Ross our literacy coach is responsible for aligning intervention resources to the needs of the students. She maintains the inventory of what interventions are available as well as any outside resources we could pull from. She also monitors the fidelity of interventions in the classrooms and provides trainings (of finds training) as needed for teachers. At times Mrs. Ross also provides intervention instruction to small groups of students. Mrs. Ross helps in the collection of data and participates in all progress monitoring meetings.

Mrs. Norris works to organize the MTSS progress monitoring meetings, assists teachers in setting up the MTSS process in FOCUS and work through the process through our data meetings. Also monitors fidelity of interventions.

Mrs. Flores leads the progress monitoring data meetings (along with Mrs. Norris and Mrs. Ross), monitors fidelity of interventions, provides needed support/flexibility in scheduling in order to meet student needs.

Mrs. King is currently the lead in our RTI core team and PST process, she schedules meetings, maintains records, ensures data is accurately maintained and provides support. This will transition to Mrs. Norris and Mrs. Ross as Mrs. King retires this year.

Mrs. Johnston is our ESE Resource Specialist and will become the RTI/MTSS recorder. She will conduct IEP meetings, participate in PST meetings and monitor intervention data

Mrs. Miller - School Psychologist - assists with testing, collecting and analyzing data, and determining appropriate interventions

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
Elaine Ragley	Parent
Debbie Hines	Parent
Suzy Kulscar	Parent
Jeb Hudson	Business/Community
Ben Trautman	Parent
Megan Nesper	Teacher
Steven Hayes	Parent
Keya Billue	Parent
Andrea Beana	Parent
Crystal Cade	Teacher
Taby Johnston	Education Support Employee
April Willis	Parent
Erin Rains	Parent
Kelly Palmer	Teacher
Christina Watkins	Teacher
LaShann Biondi	Education Support Employee

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The Principal and Assistant Principal provide a final presentation at end of the year (this will be readdressed in our beginning of the year SAC meeting since we will have all data back from the state at this point) 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.

At the beginning of this year we reviewed last year's data as well as referred back to last year's SIP and looked at what goals we made and which we did not. We had the SAC team provide input as to what they felt like we should focus on this year, what they felt like worked last year and what goals they felt we should set for the data. They submitted this for review to be incorporated along with the input from teachers during preplanning to go into the SIP building process. This way all stakeholders had opportunity to be involved.

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 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 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 resources for project based learning and student enrichment. Teachers planned collaboratively for Project Based learning, which will integrate Math and ELA across content areas. They created pacing maps, common assessments, project ideas, and began to locate outside community resources that could be brought in to support the projects and provide students with real world experiences beyond the classroom.

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 for collaborative planning and 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 professional

development team to provide meaningful training and feedback to our Kindergarten, First and Second grade teachers who are utilizing the Wonders 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 a book study on "The Book Whisperer" which will provide more instructional strategies for intentional planning to meet standards and increase student achievement, with a focus on student reading. We will also look at the Marzano Elements within the teachers instructional framework to identify and provide professional development on key high effect strategies that are shown to increase student achievement, when implemented effectively.

The Literacy Coach is providing support by coaching teachers who are implementing the strategies from Wonders 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. This year we will continue to 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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, leadership team will sit in at least monthly to assist with the process. They will break down standards, map out their plans and create common summative and formative assessments for each unit. Teachers will utilize the unit assessments provided by district this year as well. 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.

This year we will also provide a structured and guided collaborative planning session for each grade level, once each nine weeks, where we will dedicate one day to long term planning and discussion of standards and instruction across the grade level.

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 mentor and participate in the district STAR mentor/mentee program.

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. Principal will assign mentors, meet monthly with mentors and mentees, provide professional development on Marzano and other instructional strategies as well as any school based needs. Teachers trained in Clinical Educator Training and approved peer/mentor 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, 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, 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, as well as some teachers with 2-3 years experience and anyone new to the district, are paired with a mentor in their grade group or a grade group similar to theirs' 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 and administration meet monthly with the mentors and mentees to check how things are going. The district has developed a new STAR (supporting teachers and relationships) mentor/mentee program that provides guidance in professional development for the new teachers each month. Marzano strategies from the instructional framework are reviewed each month to help with building strategies for instruction in the classroom.

Teachers have the opportunity to observe each others' classrooms. The mentee should observe the mentor and vice versa. To gain experience and share feedback.

Principal will recommend teachers interested in participating in ICE (Institute for Coaching Excellence) programs to the district professional development department 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, as well as weekly assessments, 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 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 data chats every six weeks (more often if a need is revealed) 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

Norris, Jennifer, jennifer.norris@indianriverschools.org

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

Flores, Casandra, casandra.flores@indianriverschools.org

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

Flores, Casandra, casandra.flores@indianriverschools.org

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 First thru 3rd grade students. It is held two days a week for 2 hours each day for 12-15 weeks. We will offer three sessions during the 2018-19 school year. The program is offered to students in 1-3 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. 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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. The middle schools also send counselors towards the end of the year to our school to meet with groups of students and talk about the schools and what is available.

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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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.** If Rosewood Magnet provides rigorous, engaging, standards based instruction, aligned to the Florida standards and to the depths of the content limits in math, then we will increase math proficiency and math bottom quartile gains.
- G2.** If Rosewood Magnet provides rigorous, engaging, standards based instruction, aligned to the Florida Standards and to the depths of the content limits in ELA, then we will increase ELA proficiency and bottom quartile gains.

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. If Rosewood Magnet provides rigorous, engaging, standards based instruction, aligned to the Florida standards and to the depths of the content limits in math, than we will increase math proficiency and math bottom quartile gains. **1a**

G100464

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	72.0
ELA/Reading Gains	62.0
ELA/Reading Lowest 25% Gains	50.0
FSA Mathematics Achievement	78.0
Math Gains	75.0
Math Lowest 25% Gains	61.0

Targeted Barriers to Achieving the Goal **3**

- A lack of clear understanding by teachers (and as a result, students) of the shifts in the FL Math Standards and the depths of the content limits, which leads to a lack of intentional instruction and progress monitoring.
- A lack of dedicated time for collaborative planning and understanding of how to collaboratively plan for and implement standards based instruction to the depths of the standard, as well as time to observe other classrooms presenting standards based instruction.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Highly qualified and dedicated teachers Literacy Coach School Based Math Coordinator (A. Falana) 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 quarterly (R. Marr) ESE program specialist assigned to our school to help support weekly/monthly Collaborative Planning model District provided performance scales Standards Books and Test Specifications Unit Assessments created by district team Curriculum maps and Instructional routines updated by district team

Plan to Monitor Progress Toward G1. **8**

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

Person Responsible

Casandra Flores

Schedule

Quarterly, from 8/6/2018 to 5/23/2019

Evidence of Completion

Data monitoring & comparisons from 2018 to 2019. Unit assessment scores and FSA scores.

G2. If Rosewood Magnet provides rigorous, engaging, standards based instruction, aligned to the Florida Standards and to the depths of the content limits in ELA, then we will increase ELA proficiency and bottom quartile gains. **1a**

G100465

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains	62.0
ELA/Reading Lowest 25% Gains	50.0
FSA ELA Achievement	72.0

Targeted Barriers to Achieving the Goal **3**

- Lack of a clear understanding by teachers (and as a result, students) of the shifts in ELA Standards, the standards themselves, and the depths of the content limits, which leads to a lack of intentional instruction and progress monitoring. Lack of understanding and consistency in the collaborative planning process.
- Lack of dedicated time for collaborative planning and understanding of how to collaboratively plan for and implement standards based instruction to the depths of the standard, as well as time to observe other classrooms presenting standards based instruction.

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 School Based Multi-tiered System of Support (MTSS)/ problem solving team Administrative colleagues willing to allow us to come observe practices working at other schools. ESE program specialists Moonshot Academy- afterschool program Collaborative Grade Level Teams CPalms and DOE sites for centers/activities Collaborative Planning Model District provided performance scales Standards Books and Test Specifications Unit Assessments created by district team Curriculum maps and Instructional routines updated by district team District Professional Development on ELA shifts

Plan to Monitor Progress Toward G2. **8**

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

Person Responsible

Jennifer Norris

Schedule

Quarterly, from 8/6/2018 to 5/23/2019

Evidence of Completion

Data monitoring & comparisons from 2018 to 2019. Unit assessment scores and FSA scores.

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. If Rosewood Magnet provides rigorous, engaging, standards based instruction, aligned to the Florida standards and to the depths of the content limits in math, then we will increase math proficiency and math bottom quartile gains. 1

G100464

G1.B1 A lack of clear understanding by teachers (and as a result, students) of the shifts in the FL Math Standards and the depths of the content limits, which leads to a lack of intentional instruction and progress monitoring. 2

B270869

G1.B1.S1 Provide professional development on the instructional shifts in math. Provide structured time to plan collaboratively, review provided scales, curriculum maps, instructional routines and unit assessments. Create common formative/Summative assessments to monitor student progress towards mastery of standards and drive instruction in a consistent manner across grade levels. 4

S286789

Strategy Rationale

Teachers will gain deeper understanding of the standard and the intended rigor of each standard through the Standards book, Common Core Companion, District curriculum resources and the test item specifications as well as 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, and test item specifications.

Action Step 1 5

Provide professional development on FL Math Instructional Shifts

Person Responsible

Casandra Flores

Schedule

Quarterly, from 8/6/2018 to 8/6/2018

Evidence of Completion

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

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

Monitor teacher instruction and planning to see that they reach the depths of the standards.

Person Responsible

Casandra Flores

Schedule

Quarterly, from 8/6/2018 to 8/6/2018

Evidence of Completion

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

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

Monitor student data to see impact of instruction on the standards.

Person Responsible

Casandra Flores

Schedule

Quarterly, from 8/6/2018 to 8/6/2018

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 Math.

G1.B2 A lack of dedicated time for collaborative planning and understanding of how to collaboratively plan for and implement standards based instruction to the depths of the standard, as well as time to observe other classrooms presenting standards based instruction. **2**

 B270870

G1.B2.S1 Provide uninterrupted time and a structured process for teachers to collaboratively break down standards and focus on content limits, while planning for standards based instruction that will encourage increased cognitive complexity. Teachers create common assessments and utilize district unit assessments to progress monitor. Provide instruction consistently across grade levels. **4**

 S286790

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.

Person Responsible

Casandra Flores

Schedule

Quarterly, from 8/6/2018 to 5/23/2019

Evidence of Completion

Lesson plans, formative assessments, teacher participation, observing collaborative planning

Action Step 2 5

Teachers will deliver engaging, standards based instruction that will encourage increased cognitive complexity. Teachers will utilize performance scales to guide instruction and monitor student progress towards mastery of the standards.

Person Responsible

Casandra Flores

Schedule

Quarterly, from 8/6/2018 to 5/23/2019

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

Attend collaborative planning sessions throughout the year to ensure the process is being followed and provide support.

Person Responsible

Casandra Flores

Schedule

Quarterly, from 8/6/2018 to 5/23/2019

Evidence of Completion

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

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

Monitor instruction in the classrooms and student data to see impact on student achievement.

Person Responsible

Casandra Flores

Schedule

Quarterly, from 8/6/2018 to 5/23/2019

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.

G2. If Rosewood Magnet provides rigorous, engaging, standards based instruction, aligned to the Florida Standards and to the depths of the content limits in ELA, then we will increase ELA proficiency and bottom quartile gains. 1

G100465

G2.B1 Lack of a clear understanding by teachers (and as a result, students) of the shifts in ELA Standards, the standards themselves, and the depths of the content limits, which leads to a lack of intentional instruction and progress monitoring. Lack of understanding and consistency in the collaborative planning process. 2

B270871

G2.B1.S1 Provide professional development on the instructional shifts in ELA. Provide structured time to plan collaboratively, review provided scales, curriculum maps, instructional routines and unit assessments. Create common formative/Summative assessments to monitor student progress towards mastery of standards and drive instruction in a consistent manner across grade levels. . 4

S286791

Strategy Rationale

Teachers will gain deeper understanding of the standard and the intended rigor of each standard through the Standards book, Common Core Companion, District curriculum resources and the test item specifications as well as 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, and test item specifications.

Action Step 1 5

Provide professional development in FL ELA shifts.

Person Responsible

Lisa Ross

Schedule

Quarterly, from 8/6/2018 to 5/23/2019

Evidence of Completion

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

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

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

Monitor teacher instruction and planning to see that they reach the depths of the standards.

Person Responsible

Jennifer Norris

Schedule

Quarterly, from 8/6/2018 to 5/23/2019

Evidence of Completion

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

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

Monitor student data to see impact of instruction on the standards.

Person Responsible

Jennifer Norris

Schedule

Monthly, from 8/6/2018 to 5/23/2019

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 ELA.

G2.B2 Lack of dedicated time for collaborative planning and understanding of how to collaboratively plan for and implement standards based instruction to the depths of the standard, as well as time to observe other classrooms presenting standards based instruction. **2**

 B270872

G2.B2.S1 Provide uninterrupted time and a structured process for teachers to collaboratively break down standards and focus on content limits, while planning for standards based instruction, encouraging increased cognitive complexity. Teachers will create common assessments, utilize district unit assessments as progress monitoring tools, and provide consistent instruction across grade levels. **4**

 S286792

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. Teachers will review performance scales to ensure they have an understanding of the scales and how to use them during instruction.

Person Responsible

Casandra Flores

Schedule

Quarterly, from 8/6/2018 to 5/23/2019

Evidence of Completion

Lesson plans, formative assessments, teacher participation, observing collaborative planning

Action Step 2 **5**

Teachers will deliver engaging, standards based instruction that will encourage increased cognitive complexity. Teachers will utilize performance scales to guide instruction and monitor student progress towards mastery of the standards.

Person Responsible

Casandra Flores

Schedule

Quarterly, from 8/6/2018 to 5/23/2019

Evidence of Completion

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

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

Attend collaborative planning sessions throughout the year to ensure the process is being followed and provide support.

Person Responsible

Casandra Flores

Schedule

Quarterly, from 8/6/2018 to 5/23/2019

Evidence of Completion

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

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

Monitor instruction in the classrooms and student data to see impact on student achievement.

Person Responsible

Jennifer Norris

Schedule

Quarterly, from 8/6/2018 to 5/23/2019

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.

V. Professional Development Opportunities

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

G1. If Rosewood Magnet provides rigorous, engaging, standards based instruction, aligned to the Florida standards and to the depths of the content limits in math, than we will increase math proficiency and math bottom quartile gains.

G1.B1 A lack of clear understanding by teachers (and as a result, students) of the shifts in the FL Math Standards and the depths of the content limits, which leads to a lack of intentional instruction and progress monitoring.

G1.B1.S1 Provide professional development on the instructional shifts in math. Provide structured time to plan collaboratively, review provided scales, curriculum maps, instructional routines and unit assessments. Create common formative/Summative 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 FL Math Instructional Shifts

Facilitator

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

Participants

All Teachers

Schedule

Quarterly, from 8/6/2018 to 8/6/2018

G1.B2 A lack of dedicated time for collaborative planning and understanding of how to collaboratively plan for and implement standards based instruction to the depths of the standard, as well as time to observe other classrooms presenting standards based instruction.

G1.B2.S1 Provide uninterrupted time and a structured process for teachers to collaboratively break down standards and focus on content limits, while planning for standards based instruction that will encourage increased cognitive complexity. Teachers create common assessments and utilize district unit assessments to progress monitor. Provide instruction consistently 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.

Facilitator

Casandra Flores, Jennifer Norris

Participants

K-5 classroom teachers

Schedule

Quarterly, from 8/6/2018 to 5/23/2019

PD Opportunity 2

Teachers will deliver engaging, standards based instruction that will encourage increased cognitive complexity. Teachers will utilize performance scales to guide instruction and monitor student progress towards mastery of the standards.

Facilitator

Casandra Flores, Allison Falana

Participants

K-5 teachers

Schedule

Quarterly, from 8/6/2018 to 5/23/2019

G2. If Rosewood Magnet provides rigorous, engaging, standards based instruction, aligned to the Florida Standards and to the depths of the content limits in ELA, then we will increase ELA proficiency and bottom quartile gains.

G2.B1 Lack of a clear understanding by teachers (and as a result, students) of the shifts in ELA Standards, the standards themselves, and the depths of the content limits, which leads to a lack of intentional instruction and progress monitoring. Lack of understanding and consistency in the collaborative planning process.

G2.B1.S1 Provide professional development on the instructional shifts in ELA. Provide structured time to plan collaboratively, review provided scales, curriculum maps, instructional routines and unit assessments. Create common formative/Summative 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 in FL ELA shifts.

Facilitator

Literacy Coach

Participants

All teachers

Schedule

Quarterly, from 8/6/2018 to 5/23/2019

G2.B2 Lack of dedicated time for collaborative planning and understanding of how to collaboratively plan for and implement standards based instruction to the depths of the standard, as well as time to observe other classrooms presenting standards based instruction.

G2.B2.S1 Provide uninterrupted time and a structured process for teachers to collaboratively break down standards and focus on content limits, while planning for standards based instruction, encouraging increased cognitive complexity. Teachers will create common assessments, utilize district unit assessments as progress monitoring tools, and provide consistent instruction across grade levels.

PD Opportunity 1

Teachers will participate in uninterrupted, structured, collaborative planning processes. Teachers will review performance scales to ensure they have an understanding of the scales and how to use them during instruction.

Facilitator

Casandra Flores, Jennifer Norris

Participants

All instructional staff and administrators

Schedule

Quarterly, from 8/6/2018 to 5/23/2019

PD Opportunity 2

Teachers will deliver engaging, standards based instruction that will encourage increased cognitive complexity. Teachers will utilize performance scales to guide instruction and monitor student progress towards mastery of the standards.

Facilitator

Literacy Coach, Principal, Assistant Principal

Participants

All instructional staff and administrators

Schedule

Quarterly, from 8/6/2018 to 5/23/2019

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 FL Math Instructional Shifts				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	5100	500-Materials and Supplies	0041 - Rosewood Magnet School	Other		\$200.00
			<i>Notes: Standards books, test specs, other pd resources, PD notebooks.</i>			
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.				\$3,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	5100	500-Materials and Supplies	0041 - Rosewood Magnet School	Other		\$100.00
			<i>Notes: Standards/Test Spec Books 1 per teacher as needed for replacements \$100.00 Copies of unit assessments from district \$400.00</i>			
	5100	750-Other Personal Services	0041 - Rosewood Magnet School	Other		\$3,500.00
			<i>Notes: Substitute Coverage for collaborative planning days</i>			
3	G1.B2.S1.A2	Teachers will deliver engaging, standards based instruction that will encourage increased cognitive complexity. Teachers will utilize performance scales to guide instruction and monitor student progress towards mastery of the standards.				\$0.00
4	G2.B1.S1.A1	Provide professional development in FL ELA shifts.				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	5100	510-Supplies	0041 - Rosewood Magnet School	General Fund		\$300.00
			<i>Notes: Test specs books. Common Core Companions. Book Study, "The Book Whisperer" text. PD notebooks. Pd materials.</i>			
5	G2.B1.S1.A2					\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0041 - Rosewood Magnet School			\$0.00
6	G2.B2.S1.A1	Teachers will participate in uninterrupted, structured, collaborative planning processes. Teachers will review performance scales to ensure they have an understanding of the scales and how to use them during instruction.				\$3,500.00

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	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	5100	750-Other Personal Services	0041 - Rosewood Magnet School	Other		\$3,500.00
			<i>Notes: Substitute coverage for teachers to participate in collaborative planning and professional development.</i>			
7	G2.B2.S1.A2	Teachers will deliver engaging, standards based instruction that will encourage increased cognitive complexity. Teachers will utilize performance scales to guide instruction and monitor student progress towards mastery of the standards.				\$0.00
					Total:	\$7,600.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G2.B1.S1.A2  A388260	[no content entered]		No Start Date		No End Date quarterly
G1.B1.S1.MA1  M424210	Monitor student data to see impact of instruction on the standards.	Flores, Casandra	8/6/2018	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 Math.	8/6/2018 quarterly
G1.B1.S1.MA1  M424211	Monitor teacher instruction and planning to see that they reach the depths of the standards.	Flores, Casandra	8/6/2018	Lesson plans, common assessments, reference to and use of performance scales, observation notes (looking for use of performance scales by both teachers and students), trend data. We should see increased student achievement in math.	8/6/2018 quarterly
G1.B1.S1.A1  A388256	Provide professional development on FL Math Instructional Shifts	Flores, Casandra	8/6/2018	Formative Assessments created, lesson plans, classroom observations (monitoring use of performance scales, test item specifications, and unit assessments by both teachers and students), trend data.	8/6/2018 quarterly
G1.MA1  M424214	In collaboration with the leadership team, teachers will analyze their district unit assessment...	Flores, Casandra	8/6/2018	Data monitoring & comparisons from 2018 to 2019. Unit assessment scores and FSA scores.	5/23/2019 quarterly
G2.MA1  M424219	In collaboration with the leadership team, teachers will analyze their district unit assessment...	Norris, Jennifer	8/6/2018	Data monitoring & comparisons from 2018 to 2019. Unit assessment scores and FSA scores.	5/23/2019 quarterly
G1.B2.S1.MA1  M424212	Monitor instruction in the classrooms and student data to see impact on student achievement.	Flores, Casandra	8/6/2018	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.	5/23/2019 quarterly
G1.B2.S1.MA1  M424213	Attend collaborative planning sessions throughout the year to ensure the process is being followed...	Flores, Casandra	8/6/2018	Attendance roster, collaborative plans, classroom instruction trends, common assessments	5/23/2019 quarterly
G1.B2.S1.A1  A388257	Teachers will participate in uninterrupted, structured, collaborative planning processes where they...	Flores, Casandra	8/6/2018	Lesson plans, formative assessments, teacher participation, observing collaborative planning	5/23/2019 quarterly
G1.B2.S1.A2  A388258	Teachers will deliver engaging, standards based instruction that will encourage increased cognitive...	Flores, Casandra	8/6/2018	lesson plans, common formative assessments, data from formative assessments, classroom observations	5/23/2019 quarterly
G2.B1.S1.MA1  M424215	Monitor student data to see impact of instruction on the standards.	Norris, Jennifer	8/6/2018	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 ELA.	5/23/2019 monthly
G2.B1.S1.MA1  M424216	Monitor teacher instruction and planning to see that they reach the depths of the standards.	Norris, Jennifer	8/6/2018	Lesson plans, common assessments, reference to and use of performance scales, observation notes (looking for use of performance scales by both teachers and students), trend data. We	5/23/2019 quarterly

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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
				should see increased student achievement in ELA.	
G2.B1.S1.A1 A388259	Provide professional development in FL ELA shifts.	Ross, Lisa	8/6/2018	Formative Assessments created, lesson plans, classroom observations (monitoring use of performance scales, test item specifications, and unit assessments by both teachers and students), trend data.	5/23/2019 quarterly
G2.B2.S1.MA1 M424217	Monitor instruction in the classrooms and student data to see impact on student achievement.	Norris, Jennifer	8/6/2018	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.	5/23/2019 quarterly
G2.B2.S1.MA1 M424218	Attend collaborative planning sessions throughout the year to ensure the process is being followed...	Flores, Casandra	8/6/2018	Attendance roster, collaborative plans, classroom instruction trends, common assessments	5/23/2019 quarterly
G2.B2.S1.A1 A388261	Teachers will participate in uninterrupted, structured, collaborative planning processes. Teachers...	Flores, Casandra	8/6/2018	Lesson plans, formative assessments, teacher participation, observing collaborative planning	5/23/2019 quarterly
G2.B2.S1.A2 A388262	Teachers will deliver engaging, standards based instruction that will encourage increased cognitive...	Flores, Casandra	8/6/2018	lesson plans, common formative assessments, data from formative assessments, classroom observations	5/23/2019 quarterly