

School District of Indian River County

Rosewood Magnet School



2015-16 School Improvement Plan

Rosewood Magnet School

3850 16TH ST, Vero Beach, FL 32960

www.indianriverschools.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	41%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	25%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

*Preliminary 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 was approved by the Indian River County School Board on 11/11/2015.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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.

Provide the school's vision statement

The vision statement of Rosewood Magnet School is "A+...rich tradition and ...a 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.

School Environment

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, behavioral and uniform dress code and active parent involvement. Our Core Knowledge curriculum focuses the content of the information being taught to students. It is intended to promote equity in education by building a common base of knowledge for all students in the early years of school. It is a rigorous curriculum that teaches students about a specific subject matter through integrated lessons in language arts, history, geography, visual arts, music, mathematics and science. Our teachers plan standards based, engaging, instructional lessons that support the teaching of the Florida Standards preparing them for the next level of their education when they leave our school. Teachers and staff are integrating community building activities they have learned through professional development provided by the Indian River Fellowship for Instructional Leaders (IRFIL) 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.

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

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

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

where an identification badge.

There is a before and after school program to ensure students are cared and supervised before and after their instructional day. We provide extracurricular programs such as a Mileage Club, Girls on the Run, safety patrol, chorus, student council, student ambassadors, track and field team, academic games, and many others that help students build self esteem, confidence and focus on academic success as well as their health and wellness. After school programs such as SNAG golf and the Mardy Fish After School tennis programs are also offered to help develop well rounded learners. All teachers and staff participate in numerous safety training sessions throughout the year on bullying, child abuse, sexual harassment, medication training, ethics, and others which helps to foster our safe, nurturing environment.

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

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

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

Rosewood Magnet School emphasizes the pillars of the Character Counts program and words of the month on our daily announcements. At the end of the month, students are selected by their teacher to receive a Good Citizens award based on the monthly character trait. Progress in math is also recognized through a monthly Math Superstars award given to students who show significant progress in Mathematics.

Each classroom has routines and class rules that set high expectations and keep students engaged in their learning with minimal disruptions. Many teachers utilize Conscious Discipline strategies daily. Teachers also use color coded charts where students can move their clips up or down depending on the choices they make during the day. Notes are sent home to parents in student agendas about their daily behavior to keep parents well informed on how their child is performing at school. School wide behavioral expectations are defined for all areas of the school such as cafeteria, structured activity time (playground rule and recess) and field trips.

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

Our teachers and support staff work together to ensure the social and emotional needs of all students are met. Our Student Support Specialist is readily available to counsel and mentor individuals or

small groups of students. Teachers use many of the Whole Brain, Conscious Discipline, and P.I.E. strategies that teach students to be physically, intellectually and emotionally safe. There is a school psychologist available to our teachers, students and our families. Lists of outside community resources are available as suggestions to parents who may need assistance outside of the school through our Student Support Specialist.

Rosewood Magnet works with outside agencies such as High Hopes, CASTLE, Whole Child 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.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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

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

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

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

*PTA has a link on our school webpage that provides parents with additional information about what

PTA is, how parents can join, and special events.

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

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

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

*Curriculum Nights in reading, math and science for various grade levels throughout the school year

*Collaborate with the school PTA to provide family events at the school throughout the year to allow families to get to know each other and promote family involvement. Ex. Family Fall Fun Festival, Family Movie Night, Science Nights

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

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

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

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 was selected as a pilot school for an 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 Magnet School was selected as one of the first locations in Indian River County for the Vero Beach Museum of Art Moonshot Masterpiece program. This project will bring reproductions of artwork from the Museum's permanent collection into the community for all to enjoy. The focus in the program is to find ways to bring integrate arts into the literacy efforts of the Moonshot Moment goal to increase literacy in our community and our school. Our first piece of artwork that is displayed at our school is the "Giant Sequoia" by artist photographer James Balog. It is a digital multiple exposure photograph. Students and parents are able to interact with the artwork as it is on display.

Our school works in conjunction with the community's Education Foundation supporting its events and participating in the Sneaker Exchange Program and School Backpacks program each year.

Our school has begun a new partnership with a local yogurt shop, Berry Bon Bon, to recognize students who have shown positive behaviors through our Character Counts award.

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

Our school actively participates with community service projects that support different causes such as

the American Heart Associations, Jump Rope for Heart program; American Cancer Society's Relay for Life event; The March of Dimes Walk-a thon; Runner's Depot Rosewood 5K Citrus Run which supported our school's Mileage Club; A 5K Run that supported raising funds for one of our student's who is in need of a heart transplant; and many health, wellness and fitness organizations and businesses that are vendors at our PTA's annual Health and Wellness Fair. PTA sponsors a float in the City Holiday Parade and Martin Luther King parade each year. One Blood Mobile sponsored a blood drive for a student at our school needing a heart transplant. The student council supported the Blood Drive by selling pink and red ribbons with a heart attached in support of Breast Cancer Month and the American Heart Association. The Audubon Society sponsors the Square Foot Garden project at our school. Representatives work with our ESE teachers and students along with a third and fifth grade teacher and students to maintain vegetable and flower gardens at our school. A community volunteer helps to keep our gardens healthy and assists the students in making nutritious treats from the garden.

School businesses and organizations provide support to our school through our Target Guest Readers program, Leglers Orthodontics dental program, Riverside Children's Theatre productions, Dermody Visor program and High School Juniorette Volunteer program. Local community members help judge our 4 H Tropicana Speech Contest, Scripps 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 dictionary thesaurus 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. Examples are Riverside Children's Theatre and Tae Kwondo.

Effective Leadership

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

School Leadership Team

Membership:

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

Duties

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

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

Resource Specialist- Facilitator of MTSS, paperwork compliance

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

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

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

School Psychologist- further evaluations, facilitates interventions

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 weekly 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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Casandra Flores	Principal
Amy Kelly	Parent
Lesley Kelso	Parent
Elaine Ragley	Parent
Bonnie Reamy	Parent
Jack Childs	Teacher
Debbie Hines	Parent
Natalie Ern	Teacher
Fannie Moore	Parent
Deidre Creech	Teacher
Kelli Beal	Student
Christina Richard	Parent
Suzy Kulscar	Parent
Becky Tate	Parent
Rickey Smith	Education Support Employee
Jeb Hudson	Parent
Carla Boles	Parent
Debbie O'Brien	Business/Community
Angelina Vitter	Student

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

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

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

The remaining roll forward funds from last year's SAC budget were used for summer vertical planning for all teachers. Teachers planned collaboratively on Core Knowledge Units of Study, literacy and technology plans.

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

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

No

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

At this time, we are still evaluating our compliance with State regulations. Our principal and leadership team will make every effort to reach out to parents of these groups to become a member of our School Advisory Council.

Literacy Leadership Team (LLT)

Membership:

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

Duties

Describe how the LLT promotes literacy within the school

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

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

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

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

Public and Collaborative Teaching

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

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

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

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, and Interview Team Members

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

Persons Responsible: Approved Grade Level Chairpersons

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

Persons Responsible: Teachers trained in Clinical Educator Training and approved peer teachers; the Principal, Assistant Principal; Literacy Coach; and Student Support Specialist are used as mentors to our new teachers.

4. Support a learning environment that provides opportunities for Professional Learning Communities, colleageality and collaboration among teachers and the administrative leadership team via PLC's, PD 360 Edvation on line training, cPalms on line access, book reads, and school based training opportunities using train the trainers in Marzano, FASTe Observer Florida State Standards, Learning Focused Lessons, QAR; STEM and Inquiry Based Learning. Collaborative Teaching, CANVAS, FOCUS, and PM2.

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

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

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

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

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

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

3. Principal will mentor teachers interested in participating in the IRPLAN (LEADS) administrative training program and ICE (Institute for Coaching Excellence) programs for aspiring lead teachers who are interested in administrative or supervisory positions.

Person Responsible: Principal and Assistant Principal

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

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

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 specialist. 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

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

Team and individual rankings, awards

Strategy: After School Program

Minutes added to school year: 630

Mardy Fish Tennis Program

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

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

Strategy: Before School Program

Minutes added to school year: 1,440

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

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

Strategy: Before School Program

Minutes added to school year: 960

Forty one students in grades K-5 participate in an after school BOKS program. BOKS stands for Building Our Kids Success. The school's art teacher and a fourth grade teacher attended the train the trainers workshop and now facilitate the program at our school. The students meet twice a week on before school for 40 minutes for their lessons.

Strategy Rationale

The BOKS program is supported by research that shows that students who exercise see significant boosts in student achievement at school. The program starts with a warm up activity as students check in and then a brief review of the learning goal for the day which focuses on the skill for the week. Running is an essential part of every class. The students practice an essential skill such as push-ups, sit-ups, squats, etc. The class ends with a teamwork activity and playful game. Cool down involves a time for students to discuss the nutrition of the week. This is a great way to get the students energized for learning and to have a successful day at school. It also improves students attendance as they don't want to miss the fun activities planned to start their day.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Number of students who complete the program from start to finish. Facilitator observation. Students comments about the program.

Strategy: After School Program

Minutes added to school year: 2,160

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

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

Strategy: Extended School Day

Minutes added to school year: 1,890

The Moonshot Academy After School tutoring program is for second and third grades. It is held three days a week for 2 hours each day for seven weeks. The program is offered to second and third grade students.

Strategy Rationale

The after school tutoring program provides additional support to students in reading comprehension skills. It also provides energizing enrichment activities that target health and wellness.

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

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 Academy Accelerated Professional Development for Teachers. Teachers met 3 times a week for four weeks two hours a day twice during the year (once each semester) for inservice training on the components of the performance cycle. They participated in a book read titled "Reason to Read" and learned how to use the strategies in their classroom instruction.

Strategy Rationale

The teachers that would provide the after school tutoring went through an intensive accelerated professional development training after school on the components of the Performance Cycle for the purpose of implementing the strategies they learned in the after school tutoring program.

Strategy Purpose(s)

- Core Academic Instruction
- 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 learned. Data from student assessments through teacher observation. Surveys. Reflection slips.

Student Transition and Readiness

PreK-12 Transition

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

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

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 Boo Hoo Welcome Breakfast sponsored by the PTA for all new Kindergarten parents. A welcome letter is sent to all new Kindergarteners 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.

College and Career Readiness

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Based on local assessment data from the 2014-15 school year, Rosewood Magnet School will increase math proficiency 5% school wide by providing rigorous, engaging, standards based instruction, to the depths of the content limits, in math.
- G2.** Based on local assessment data from the 2014-15 school year, Rosewood Magnet School will focus on increasing student achievement in E.L.A. 5% by providing rigorous, engaging, standards based instruction in E.L.A.

Strategic Goals Detail

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

G1. Based on local assessment data from the 2014-15 school year, Rosewood Magnet School will increase math proficiency 5% school wide by providing rigorous, engaging, standards based instruction, to the depths of the content limits, in math. **1a**

 G071277

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	82.0
AMO Math - African American	69.0
AMO Math - ED	73.0
AMO Math - Hispanic	74.0
AMO Math - SWD	67.0
AMO Math - White	87.0

FAA Mathematics Achievement

Resources Available to Support the Goal **2**

- Highly qualified and dedicated teachers; School Based Math Coordinator Supportive and knowledgeable Leadership Team District Math Coach Collaborative Planning model

Targeted Barriers to Achieving the Goal **3**

- Teacher understanding of the new Florida Standards in Mathematics and an understanding of how to collaboratively plan for and implement a standards based instructional framework in mathematics.

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

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

Person Responsible

Jennifer Norris

Schedule

Quarterly, from 10/5/2015 to 6/8/2016

Evidence of Completion

data monitoring & comparisons from 2015 to 2016?

G2. Based on local assessment data from the 2014-15 school year, Rosewood Magnet School will focus on increasing student achievement in E.L.A. 5% by providing rigorous, engaging, standards based instruction in E.L.A. **1a**

G071278

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	86.0
AMO Reading - ED	78.0
AMO Reading - SWD	68.0
AMO Reading - African American	74.0
AMO Reading - White	90.0
AMO Reading - Hispanic	81.0

Resources Available to Support the Goal **2**

- Dedicated teachers Leadership Team Literacy Coach Learning Alliance Moonshot Moment Initiative Site Based Learning Alliance Professional Development opportunities District Foundations Coach and Learning Alliance Liason Lucy Calkins Units of Study in Writing- K-2 School Based Multi-tiered System of Support (MTSS) Master Coaches Moonshot Institute Program Meeting Protocols IRTIPS- Indian River Teachers Instructional Practice Strategies IRFIL- Moonshot Academy- afterschool program 1st- 5th grade Accelerated Reader Program volunteers MTSS Problem Solving Team Collaborative Grade Level Teams

Targeted Barriers to Achieving the Goal **3**

- Teachers have varying understandings of the collaborative planning process, E.L.A. standards and levels of complexity, and rigorous, engaging, standards based instruction..
- Teachers have varied understanding and experience using the research based tools and strategies that have been introduced to teachers within Rosewood over the last year.

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

In collaboration with the leadership team, teachers will analyze multiple sources of data, including but not limited to: district benchmark data, FAIR FS, DIBELS Next, I Station, etc. for progress toward increased student achievement and standards proficiency. Teachers will adjust planning and instruction accordingly.

Person Responsible

Jennifer Norris

Schedule

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

Evidence of Completion

Increased student achievement on formative and summative assessments, and district ELA benchmarks; data comparisons from 2015-2016.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Based on local assessment data from the 2014-15 school year, Rosewood Magnet School will increase math proficiency 5% school wide by providing rigorous, engaging, standards based instruction, to the depths of the content limits, in math. 1

G071277

G1.B2 Teacher understanding of the new Florida Standards in Mathematics and an understanding of how to collaboratively plan for and implement a standards based instructional framework in mathematics. 2

B185933

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

S197342

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 clusters of math standards and focus on the content limits of each standard while developing standards based, engaging lessons that will encourage increased cognitive complexity . Teachers will create common formative and summative assessments with varying levels of cognitive complexity.

Person Responsible

Casandra Flores

Schedule

Quarterly, from 10/5/2015 to 6/8/2016

Evidence of Completion

Math Cluster plans, formative assessments, teacher participation

Action Step 2 5

Teachers will utilize their collaborative cluster plans to deliver engaging, standards based instruction that will encourage increased cognitive complexity. Teachers will assess their students progress using the common formative assessments and adjust instruction as needed.

Person Responsible

Casandra Flores

Schedule

Evidence of Completion

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

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

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

Person Responsible

Casandra Flores

Schedule

Quarterly, from 10/5/2015 to 6/8/2016

Evidence of Completion

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

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

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

Person Responsible

Casandra Flores

Schedule

Evidence of Completion

data that shows student progress toward standards, common assessments and lesson plans; observational trends that show increased understanding of math standards, common assessments and team abilities to plan collaboratively during collaborative planning sessions.

G2. Based on local assessment data from the 2014-15 school year, Rosewood Magnet School will focus on increasing student achievement in E.L.A. 5% by providing rigorous, engaging, standards based instruction in E.L.A. **1**

 G071278

G2.B1 Teachers have varying understandings of the collaborative planning process, E.L.A. standards and levels of complexity, and rigorous, engaging, standards based instruction.. **2**

 B185934

G2.B1.S1 Provide uninterrupted time and a structured collaborative planning process for teachers to collaboratively break down standards and focus on the content limits of each standard, while planning for and providing engaging, standards based instruction that will encourage increased cognitive complexity. Teachers will create common formative and summative assessments to use as progress monitoring tools to track student progress toward mastery of the standards and to drive instruction in a consistent manner across grade levels. **4**

 S197343

Strategy Rationale

Teachers will gain the understanding and knowledge of how to plan, implement, deliver and monitor engaging standards based instruction in E.L.A. 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 ELA standards and focus on the content limits of each standard while developing standards based, engaging lessons that will encourage increased cognitive complexity . Teachers will create common formative and summative assessments with varying levels of cognitive complexity.

Person Responsible

Casandra Flores

Schedule

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

Evidence of Completion

ELA plans, formative assessments, teacher participation

Action Step 2 5

Teachers will utilize their collaborative cluster plans to deliver engaging, standards based instruction that will encourage increased cognitive complexity. Teachers will assess their students' progress using the common formative assessments and adjust instruction as needed.

Person Responsible

Casandra Flores

Schedule

Quarterly, from 10/16/2015 to 6/1/2016

Evidence of Completion

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

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

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

Person Responsible

Casandra Flores

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

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

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

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

Person Responsible

Jennifer Norris

Schedule

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

Evidence of Completion

data that shows student progress toward standards, common assessments and lesson plans; observational trends that show increased understanding of math standards, common assessments and team abilities to plan collaboratively during collaborative planning sessions.

G2.B2 Teachers have varied understanding and experience using the research based tools and strategies that have been introduced to teachers within Rosewood over the last year. 2

 B185935

G2.B2.S1 We will provide weekly accelerated professional development/book studies with all instructional staff on "A Reason To Read", "Teaching With Intention" and "Making Thinking Visible". Our first book study/PD will focus on the Performance Cycle from "A Reason To Read" and sessions will include: engaging instructional strategies in the areas of building communities, vocabulary, comprehension, writing, student and teacher collaboration and reflection, speaking and listening. 4

 S197344

Strategy Rationale

By providing the PD/ book studies we will create a consistent and common language across all of the teachers to help us approach planning and instruction with a clear focus. These are resources that have been introduced to some staff over the last year but not to all staff. We want to create a common understanding and some common tools for all of our teachers which will lead to increased student achievement.

The following excerpts were taken from the book "A Reason to Read", from which the Professional Development is based upon.

"Ideas concepts and themes presented in this PD will serve as catalysts for building the classroom community, exploring a work of literature, helping students create written and artistic responses to text, and shaping performances that demonstrate the richness of our students work. The goal is to create memorable literacy experiences for students, to engage them and help them learn and grow."

For example,

"Students will know and come to respect each other so that learning can take place. Teachers create spaces with which students feel they are known and appreciated. Students understand the purpose of their work and value their own roles in the creation and collaboration that takes place. Students are introduced to essential questions, topics, and themes that establish connections between the academic content and their own lives. They begin to explore the language, characters and plot of a core print text through multiple art forms. Activities focus on reading, writing, and communication skills. For example, activities focus on plot, themes, vocabulary, language style, and texture. Students read deeply and widely using Webbs Depth of Knowledge to help guide the teachers' instruction. Students respond to essential questions and themes with their own interpretations and personal responses. Students will be expected to write in different mediums including but not limited to playwriting, poetry, short stories, video, and visual arts. Through revision , students give and receive feedback. The feedback from peers and teachers allows for continuous assessment and improvement. Students demonstrate what they have learned through a performance for their peers, family, and friends. Teachers and students consistently are engaged in thinking and talking about their work as a way to highlight successes and areas of improvement."

Action Step 1 5

Teacher or admin facilitators will be chosen to plan and facilitate the book talk and take away sessions for each book study.

Person Responsible

Casandra Flores

Schedule

Quarterly, from 8/7/2015 to 3/1/2016

Evidence of Completion

facilitation plans, facilitator reflections

Action Step 2 5

Chosen facilitators will facilitate 45 minute sessions, once a week, focusing on giving staff an understanding of the how and why. Participants will leave with a take away they can immediately implement in their classrooms.

Person Responsible

Lisa Ross

Schedule

Weekly, from 9/3/2015 to 5/27/2016

Evidence of Completion

lesson plans, attendance, participation reflections and share outs

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

facilitator reflection/planning meetings will occur between weekly booktalks & leadership will be present at all book talks and reflection/planning meetings

Person Responsible

Lisa Ross

Schedule

Biweekly, from 8/27/2015 to 5/20/2016

Evidence of Completion

facilitator attendance at reflection mtgs, participant reflections

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

The leadership team and facilitators will monitor the use of common language and use of strategies during book talks. The leadership team will monitor classroom instruction and collaborative planning sessions.

Person Responsible

Casandra Flores

Schedule

Biweekly, from 9/3/2015 to 6/8/2016

Evidence of Completion

participant reflections and share outs, lesson plans and classroom trends observations that should include newly introduced strategies, increased student work which displays student thinking

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Teachers will participate in uninterrupted, structured, collaborative planning processes where they will break down clusters of math standards and focus on the content limits of each standard while developing standards based, engaging lessons that will encourage increased cognitive complexity . Teachers will create common formative and summative assessments with varying levels of cognitive complexity.	Flores, Casandra	10/5/2015	Math Cluster plans, formative assessments, teacher participation	6/8/2016 quarterly
G2.B1.S1.A1	Teachers will participate in uninterrupted, structured, collaborative planning processes where they will break down ELA standards and focus on the content limits of each standard while developing standards based, engaging lessons that will encourage increased cognitive complexity . Teachers will create common formative and summative assessments with varying levels of cognitive complexity.	Flores, Casandra	8/12/2014	ELA plans, formative assessments, teacher participation	6/4/2015 quarterly
G2.B2.S1.A1	Teacher or admin facilitators will be chosen to plan and facilitate the book talk and take away sessions for each book study.	Flores, Casandra	8/7/2015	facilitation plans, facilitator reflections	3/1/2016 quarterly
G1.B2.S1.A2	Teachers will utilize their collaborative cluster plans to deliver engaging, standards based instruction that will encourage increased cognitive complexity. Teachers will assess their students progress using the common	Flores, Casandra	lesson plans, common formative assessments, data from formative assessments,	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	formative assessments and adjust instruction as needed.		classroom observations		
G2.B1.S1.A2	Teachers will utilize their collaborative cluster plans to deliver engaging, standards based instruction that will encourage increased cognitive complexity. Teachers will assess their students' progress using the common formative assessments and adjust instruction as needed.	Flores, Casandra	10/16/2015	lesson plans, common formative assessments, data from formative assessments, classroom observations	6/1/2016 quarterly
G2.B2.S1.A2	Chosen facilitators will facilitate 45 minute sessions, once a week, focusing on giving staff an understanding of the how and why. Participants will leave with a take away they can immediately implement in their classrooms.	Ross, Lisa	9/3/2015	lesson plans, attendance, participation reflections and share outs	5/27/2016 weekly
G1.MA1	In collaboration with the leadership team, teachers will analyze their district math benchmark data for progress toward increased student achievement and standards proficiency. Teachers will adjust planning and instruction accordingly.	Norris, Jennifer	10/5/2015	data monitoring & comparisons from 2015 to 2016?	6/8/2016 quarterly
G1.B2.S1.MA1	The Leadership Team will facilitate data meetings to review common assessments and the effectiveness of the assessments created. Teachers and administrators will monitor student progress towards the standards each nine weeks.	Flores, Casandra	data that shows student progress toward standards, common assessments and lesson plans; observational trends that show increased understanding of math standards, common assessments and team abilities to plan collaboratively during collaborative planning sessions.	weekly	
G1.B2.S1.MA1	The Leadership Team will attend the initial collaborative planning sessions to ensure the process is being followed and will provide support and monitor planning sessions throughout the year. They will monitor instruction in the classrooms and look for consistencies or lack thereof across grade levels. We will collect and monitor common assessments across grade levels.	Flores, Casandra	10/5/2015	Attendance roster, collaborative plans, classroom instruction trends, common assessments	6/8/2016 quarterly
G2.MA1	In collaboration with the leadership team, teachers will analyze multiple sources of data, including but not limited to: district benchmark data,	Norris, Jennifer	10/1/2014	Increased student achievement on formative and summative assessments, and district ELA benchmarks; data comparisons from 2015-2016.	6/9/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	FAIR FS, DIBELS Next, I Station, etc. for progress toward increased student achievement and standards proficiency. Teachers will adjust planning and instruction accordingly.				
G2.B1.S1.MA1	The Leadership Team will facilitate data meetings to review common assessments and the effectiveness of the assessments created. Teachers and administrators will monitor student progress towards the standards each nine weeks.	Norris, Jennifer	8/12/2014	data that shows student progress toward standards, common assessments and lesson plans; observational trends that show increased understanding of math standards, common assessments and team abilities to plan collaboratively during collaborative planning sessions.	6/4/2015 monthly
G2.B1.S1.MA1	The Leadership Team will attend the initial collaborative planning sessions to ensure the process is being followed and will provide support and monitor planning sessions throughout the year. They will monitor instruction in the classrooms and look for consistencies or lack thereof across grade levels. We will collect and monitor common assessments across grade levels.	Flores, Casandra	8/18/2014	Attendance roster, collaborative plans, classroom instruction trends, common assessments	6/4/2015 weekly
G2.B2.S1.MA1	The leadership team and facilitators will monitor the use of common language and use of strategies during book talks. The leadership team will monitor classroom instruction and collaborative planning sessions.	Flores, Casandra	9/3/2015	participant reflections and share outs, lesson plans and classroom trends observations that should include newly introduced strategies, increased student work which displays student thinking	6/8/2016 biweekly
G2.B2.S1.MA1	facilitator reflection/planning meetings will occur between weekly booktalks & leadership will be present at all book talks and reflection/planning meetings	Ross, Lisa	8/27/2015	facilitator attendance at reflection mtgs, participant reflections	5/20/2016 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Based on local assessment data from the 2014-15 school year, Rosewood Magnet School will increase math proficiency 5% school wide by providing rigorous, engaging, standards based instruction, to the depths of the content limits, in math.

G1.B2 Teacher understanding of the new Florida Standards in Mathematics and an understanding of how to collaboratively plan for and implement a standards based instructional framework in mathematics.

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

PD Opportunity 1

Teachers will participate in uninterrupted, structured, collaborative planning processes where they will break down clusters of math standards and focus on the content limits of each standard while developing standards based, engaging lessons that will encourage increased cognitive complexity . Teachers will create common formative and summative assessments with varying levels of cognitive complexity.

Facilitator

Casandra Flores, Jennifer Norris and District Math Coach

Participants

K-5 classroom teachers

Schedule

Quarterly, from 10/5/2015 to 6/8/2016

G2. Based on local assessment data from the 2014-15 school year, Rosewood Magnet School will focus on increasing student achievement in E.L.A. 5% by providing rigorous, engaging, standards based instruction in E.L.A.

G2.B1 Teachers have varying understandings of the collaborative planning process, E.L.A. standards and levels of complexity, and rigorous, engaging, standards based instruction..

G2.B1.S1 Provide uninterrupted time and a structured collaborative planning process for teachers to collaboratively break down standards and focus on the content limits of each standard, while planning for and providing engaging, standards based instruction that will encourage increased cognitive complexity. Teachers will create common formative and summative assessments to use as progress monitoring tools to track student progress toward mastery of the standards and to drive instruction in a consistent manner across grade levels.

PD Opportunity 1

Teachers will participate in uninterrupted, structured, collaborative planning processes where they will break down ELA standards and focus on the content limits of each standard while developing standards based, engaging lessons that will encourage increased cognitive complexity . Teachers will create common formative and summative assessments with varying levels of cognitive complexity.

Facilitator

Principal, Assistant Principal, Literacy Coach

Participants

All teachers

Schedule

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

G2.B2 Teachers have varied understanding and experience using the research based tools and strategies that have been introduced to teachers within Rosewood over the last year.

G2.B2.S1 We will provide weekly accelerated professional development/book studies with all instructional staff on "A Reason To Read", "Teaching With Intention" and "Making Thinking Visible". Our first book study/PD will focus on the Performance Cycle from "A Reason To Read" and sessions will include: engaging instructional strategies in the areas of building communities, vocabulary, comprehension, writing, student and teacher collaboration and reflection, speaking and listening.

PD Opportunity 1

Teacher or admin facilitators will be chosen to plan and facilitate the book talk and take away sessions for each book study.

Facilitator

Literacy Coach, Principal, Assistant Principal

Participants

All instructional staff and administrators

Schedule

Quarterly, from 8/7/2015 to 3/1/2016

PD Opportunity 2

Chosen facilitators will facilitate 45 minute sessions, once a week, focusing on giving staff an understanding of the how and why. Participants will leave with a take away they can immediately implement in their classrooms.

Facilitator

Literacy Coach, chosen facilitators, Principal, Assistant Principal

Participants

All instructional staff

Schedule

Weekly, from 9/3/2015 to 5/27/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B2.S1.A1	Teachers will participate in uninterrupted, structured, collaborative planning processes where they will break down clusters of math standards and focus on the content limits of each standard while developing standards based, engaging lessons that will encourage increased cognitive complexity . Teachers will create common formative and summative assessments with varying levels of cognitive complexity.				\$8,276.10
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	500-Materials and Supplies	0041 - Rosewood Magnet School	Other		\$276.10
<i>Notes: Common Core Companions(Math) 1 per grade level</i>						
	5100	750-Other Personal Services	0041 - Rosewood Magnet School	Other		\$8,000.00
<i>Notes: 2 full day & 1- 1/2 day planning sessions for k-5 teachers; 1 full and 1- 1/2 day sessions for Cultural Arts teachers; 2 full day sessions for 2 self contained ESE teachers</i>						
2	G1.B2.S1.A2	Teachers will utilize their collaborative cluster plans to deliver engaging, standards based instruction that will encourage increased cognitive complexity. Teachers will assess their students progress using the common formative assessments and adjust instruction as needed.				\$0.00
3	G2.B1.S1.A1	Teachers will participate in uninterrupted, structured, collaborative planning processes where they will break down ELA standards and focus on the content limits of each standard while developing standards based, engaging lessons that will encourage increased cognitive complexity . Teachers will create common formative and summative assessments with varying levels of cognitive complexity.				\$303.25
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	510-Supplies	0041 - Rosewood Magnet School	Other		\$303.25
<i>Notes: ELA Common Core Companions- 1 per grade level</i>						
4	G2.B1.S1.A2	Teachers will utilize their collaborative cluster plans to deliver engaging, standards based instruction that will encourage increased cognitive complexity. Teachers will assess their students' progress using the common formative assessments and adjust instruction as needed.				\$0.00
5	G2.B2.S1.A1	Teacher or admin facilitators will be chosen to plan and facilitate the book talk and take away sessions for each book study.				\$866.25
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
	5100	500-Materials and Supplies	0041 - Rosewood Magnet School	Other		\$866.25
			<i>Notes: Professional Books: Teaching with Intention, Making Thinking Visible(1 per staff member in attendance at book talks)</i>			
6	G2.B2.S1.A2	Chosen facilitators will facilitate 45 minute sessions, once a week, focusing on giving staff an understanding of the how and why. Participants will leave with a take away they can immediately implement in their classrooms.				\$0.00
					Total:	\$9,445.60