

School District of Indian River County

Osceola Magnet School



2017-18 Schoolwide Improvement Plan

Osceola Magnet School

1110 18TH AVE SW, Vero Beach, FL 32962

www.indianriverschools.org

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	41%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	B

**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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	46
Appendix 2: Professional Development and Technical Assistance Outlines	49
Professional Development Opportunities	49
Technical Assistance Items	50
Appendix 3: Budget to Support Goals	51

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.

2017-18 DA Category and Statuses for Osceola 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.

Through the exploration of math and science, we the staff at Osceola Magnet School dedicate ourselves to instill in our children the love of learning and the confidence to meet further challenges.

We believe:

That children learn best through an integrated curriculum.

That learning is a process, not a product.

That each child learns best by doing developmentally appropriate activities.

That education fosters, encourages and nurtures creativity.

That each student is the central focus of all efforts.

That providing a safe and supportive environment enhances self esteem.

That learning is fun, enriching and stimulating.

That through the exploration of math, science, technology and the arts children will be better able to meet the challenges of the future.

b. Provide the school's vision statement.

Osceola Magnet School will be a model for the state in the area of science and math exploration through the integration of arts and literacy in an engaging and collaborative school community.

2. School Environment

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

1. Throughout our school we have established a norm by which each morning, each teacher greets each student in a positive way as they enter the door.
2. We have a school wide Heritage Day which allows students opportunities to share their background and culture with their classmates.
3. Osceola has implemented a school mentor program to match staff members with students in need.

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

1. Student Support Specialist will continue to implement the Second Step - Anti-Bullying program to all students.
2. Safety Patrols are utilized before and after school.
3. Adult supervision is scheduled throughout the campus before and after school.
4. Teachers schedule time for class meetings throughout the week.
5. Character education program is in place with monthly character traits being taught. Student demonstrating character trait is voted on by classmates from each classroom to represent the specific character trait being celebrated.

6. All fifth grade students participate in the DARE program each year.

7. Nominated students in 5th grade participate in Student Council. Meetings are held monthly with the council sharing their insights and ideas to make the school safer and more fun for students. Student input is valued and acted upon as appropriate.

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.

1. The school follows the district's unified Positive Climate and Discipline Code of Student Conduct. In addition, school wide behavioral procedures are modeled and practiced in the common areas throughout the day.

2. Each grade level develops and monitors grade level classroom expectations. There are specific school protocols, included in the teacher handbook, that minimize all classroom interruptions. Examples: announcements, phone, visitors, and drills.

3. There is a school safety committee that meets monthly to ensure that all regularly scheduled drills take place as well as seeking ways to ensure safety measures throughout the school are being addressed. There is also a school wide code system that alerts staff to follow school protocols in the event of bad weather or possible school intruders.

4. Teachers inform parents routinely regarding behavior expectations. Teachers have been trained to utilize the web-based "Office Discipline Referral" system when additional behavioral support is needed.

5. A school wide instructional schedule that reflects blocks of time for at least 90 minutes or more for math, English language arts and science is in place.

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.

1. Osceola has a half time Student Support Specialist to support the school to meet the social-emotional needs of our students. Part of her role is to connect students and their families with community services that all help to support the social and emotional needs of families.

2. Before school, after school and lunchtime meetings are held with students who are experiencing difficulties in their life such as: divorce, bereavement, anger, etc.

3. A mentoring program is in place with teachers and specified students.

4. Primary classrooms are paired with intermediate classrooms to provide a 'book buddy' program to create and develop bonds between primary and intermediate students.

5. The student support specialist uses a check-in, check-out system for identified students to monitor daily behavior and growth towards behavior goals.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.

The administration works very closely with families of students whose attendance rate is lower than 90%, as well as those students scoring a Level 1 on state assessments. Families are given specific goals for attendance which are expected for being a part of the magnet program. Every quarter a letter is sent to each family showing student progress toward the goal of increased attendance. A student who displays serious behavior patterns are addressed in the same way, but, in addition, the student support specialist is assigned to that student to create a behavior improvement plan.

All students scoring at a Level 1 are included in tiered instruction and monitored closely. Parents are given information regarding additional interventions.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	2	5	8	4	5	0	0	0	0	0	0	0	24
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	2	10	24	0	0	0	0	0	0	0	36

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	2	5	10	15	29	0	0	0	0	0	0	0	61

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

The following interventions are in place for level 1 students who have attendance issues, and are new to our school:

* Using multiple sources of data, students are identified as needing remediation in ELA and/or Math. These 'top 20' students (lowest quartile) will receive specialized instruction based on data. Teachers will utilize programs such as Foundations, Sonday, Triumph Learning, iReady, and Singapore strategies.

* Data meetings are held every six weeks to review academic progress and make necessary changes to instruction.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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

OMS is noted for their positive relationships with their families. The following activities are in place which allow for parent/family participation.

1. Weekly teacher newsletters on websites and sent home.
2. School wide "Wednesday" folders.
3. FOCUS/parent information portal regarding student grades
4. Monthly PTA and SAC meetings take place which are both well attended.
5. Quarterly newsletter from SAC showcasing academic information for families, SAC initiatives, and updates from various departments in the school.
6. Monthly PTA newsletter and a "Simply Circle" email service that currently reaches 97% of our families as well as a Blackboard Connect phone service.
7. Parent Night and Fall Festival and golf tournament in the fall, Family Science Night and Parent Information on Assessment in the winter, and a spring 5K run.
8. Annual "Parent Climate Survey" to address areas for improvement

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.

1. The Learning Alliance, a local non-profit organization, supports our school through the purchase of a direct instruction phonics program connected to a coaching/mentoring program that is provided and paid for through this organization. In turn, our school community monetarily supports this organization.
2. The Education Foundation of Indian River County is also a local non-profit organization provided a grant to purchase SMART boards for our classrooms.
3. Community members have financially supported the purchase, training and materials for the implementation of Singapore Math.
4. OMS sustains a partnership with "Osceola Alumni" families who continue to support our school through attendance at events and activities.
5. Partnerships with various community businesses, including, Publix Supermarket, Carrabba's, McDonald's are in place. These organizations participate in many of our functions, support us monetarily and, in turn teachers, staff and parents support their businesses.
6. Partnerships are sustained through appreciation letters, highlighting businesses in our newsletters, marquee and website.

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
Simpson, Scott	Principal
McCord, Janice	Assistant Principal
Jones, Janine	Teacher, K-12
Kipp, Emily	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.

The school leadership team consists of the principal, assistant principal, the Student Support Specialist, the Literacy Coach, and a teacher leader.

All members of the team are invited to add an item to the agenda prior to each meeting. The 8 step problem solving technique is often used as we work through our challenges.

* The administrative support (student support specialist) is responsible for supplying the group with information regarding behavioral support as well as support for the social/emotional support for students.

* The teacher representative is responsible for bringing the 'classroom teacher perspective' into decision making.

* The Literacy Coach is responsible for aligning the district and school perspective in the area of English Language Arts.

* The assistant principal is responsible for both curriculum and assessment and contributing information regarding the MTSS process as well as instructional delivery systems.

* The use of group norms, protocols, and the "8-step planning process" help to guide this group and encourage shared decision making.

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.

The school leadership team is responsible for identifying and aligning all available resources to ensure achievement of all students. Due to the fact that we are a magnet school and have little or no student mobility during the year, the leadership team spends a majority of time in the beginning of the year building classes to ensure that student assignments are conducive to allow the schedule of special education services , ELL, and for tiered instruction.

* Clustering special need students into 2 classrooms instead of 4 classrooms and ELL s to minimize pull outs and maximize push-in instruction helps us better utilize our personnel resources.

* Analyzing student data to determine appropriate tiered grouping is another responsibility of the school leadership team and the grade level teachers every 6 weeks. Together they research

appropriate materials to work with each tier (both purchased and free materials available on the web).

* The literacy coach and math chair persons work together with the Leadership team at the beginning of each school year to align materials and resources to implement based on data. Meetings with the grade level teams allows the school to include the stakeholders and develop a plan for student(s) that will best solve the concerns. Grade level meetings every six weeks are used for monitoring to determine the impact of the plan.

* A multi-tiered system of support (MTSS) is in place and all teachers are expected to follow the proper procedures to address students in need. MTSS meetings are held weekly and are under the leadership of the assistant principal whose job is to insure that the process is followed when addressing the needs of any student who enters this process.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Elizabeth Testa	Teacher
Kevin Oberlink	Teacher
Jerra Fortner	Parent
Craig MacCoy	Parent
Bessie Weaver	Business/Community
John Young	Parent
Scott Simpson	Principal
Janine Jones	Teacher
Curtis Carpenter	Parent
Mike Greto	Parent
Nate Bruckner	Parent
Morgan Cullen	Parent
Gloria Dembroski	Parent
Ruth Jasmin	Parent
Melissa Brown	Parent
Cindy Rodriguez	Teacher
Junie Lopez	Parent
Brian Holmes	Parent
Jennifer Tripp	Parent
Anna White	Business/Community

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, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council reviews the SIP at the end of the year to determine completion of Action Steps. The success of the SIP is reviewed using the state test scores from the previous school year when released by the state.

b. Development of this school improvement plan

All stakeholders were involved in the development of this plan. The data was reviewed with the School Advisory Committee and the staff. Using the 8 step process, goals and action steps were developed. The plan was then reviewed by a peer school and revisions were made.

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

The school's annual budget is created using the district and state guidelines. Decisions on budgetary items are made using data, and they are based on the the question "Will the purchase of these items/ personnel help us reach our vision?" and "Is this purchase rooted in research showing effectiveness?"

Stakeholders have input into budget needs through our Team and leadership meetings as well as Vertical Planning Days.

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

For the 2015-2016 school year, \$1,200 was budgeted from SAC for tiered instructional materials (Text Talk - vocabulary materials).

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

Yes

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

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
Simpson, Scott	Principal
McCord, Janice	Assistant Principal
Jones, Janine	Teacher, K-12
Kipp, Emily	Instructional Coach
Oberlink, Kevin	Teacher, K-12
Darnell, Ashley	Teacher, K-12
Gurklis, Emily	Teacher, ESE
Glaser, April	Teacher, K-12
Morrow, Jennifer	Teacher, K-12
Bartholomew, Marianne	Teacher, K-12
Osowski, Jill	Teacher, K-12

b. Duties

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

The Literacy Leadership team promotes literacy in the following ways:

1. Modeling and coaching the use of research based strategies with teachers.
2. Researching and sharing best strategies
3. Regularly reviewing progress monitoring and student benchmark data with teachers to adjust instruction.
4. Working with the Learning Alliance to bring professional development to teachers in the area of literacy.
5. Purchasing additional information/non-fiction books for the library
6. Book Fairs for school and the community
7. The purchase of Scholastic News and other types of current event magazines for students

D. Public and Collaborative Teaching

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

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

1. 45 minute of daily common planning time is provided for all grade level teachers during the school hours.
2. Kindergarten through Fifth grade level teams are scheduled to meet three times a week for teacher collaboration to plan and design instruction and student work.
3. Three grade levels are participating in the UP Campaign; a district wide unit planning initiative. Four teachers are participating in the ICE - coaching course provided by the district. Fifth grade teachers work with 5th grade teachers districtwide for the implementation of the 1:1 technology initiative.
4. During the school year, teachers participate in day long planning sessions as they work collaboratively with teachers from their team to plan instruction for the coming quarter.
5. Teachers will randomly be selected at Faculty Meetings for an Osceola Magnet pin based upon "Shout-Outs" for positive interaction with peers.

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

The school principal is responsible for retaining highly qualified and effective, certified teachers. Teachers on staff eagerly volunteer to serve as mentor teachers to college interns. The school climate, based on surveys from staff indicate that this is a school in which teachers believe that they can grow professionally. The reputation of the school is one in which attracts many teachers and as a result, there are many applicants from which to choose when there is an opening. Applicants are screened by the principal and assistant principal and those chosen for interviews are selected from a team of teachers on staff.

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

The administrative team meets with all new teachers at the beginning of the school year and throughout the year to help transition them to the school. A mentor on the grade level is chosen to work closely with the new teacher throughout the year. The level of frequency depends on the level of experience of the new teacher. The literacy coach is also a part of the new teacher mentoring team and is responsible for sharing strategies and modeling within the classroom. Each week research based strategies are highlighted in the weekly principal's memo. Staff development is held individually and in small groups to assist teachers with their instructional techniques.

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.

The school insures its core instructional programs and materials are aligned to Florida's standards by purchasing only those materials that are recommended by the district in the area of reading and language arts. In the area of math, Singapore Math materials have been purchased to ensure alignment to the standards. The lexile level for each grade level has been identified and materials are aligned to these levels prior to instruction.

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.

The school leadership team, team leaders, and grade level teachers are responsible for using data to differentiate instruction to meet the diverse needs of students. The data collected is both formal and informal. Teachers have had several hours of PD to learn strategies for on-going informal assessments of students within the instructional block.

Formal assessments are used several times during the year and teachers meet every six weeks or more often, if needed, to analyze the data. The following sources are used to provide data:

* PM2 web-based data collection system (providing data from Foundations, benchmark testing, demographics, FSA, SAT 10)

* Additional data collected includes: iReady, Weekly progress monitoring (ORF, DIBELS measures), running records, behavioral and attendance

* Osceola will use Coach Digital, a computer based program, as well as printed materials, which serves all tiers as well as advance those performing at higher levels.

* Tier 2 and Tier 3 programs are the vehicles in which we modify or supplement instruction.

* For advanced Tier 1 students, teachers utilize supplemental materials including novels, research projects etc.

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: Extended School Day

Minutes added to school year: 1,200

Science Olympiad - a program for students who have a high interest in the area of science. These students have to be performing well in school both academically and behaviorally. Students meet weekly after school to work on STEM projects. By the end of the year students are prepared to compete with students from across the state in the May competition.

Strategy Rationale

As a math and science magnet, the school wants to provide additional science opportunities for those students who show aptitude and interest in designing and building.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Simpson, Scott, scott.simpson@indianriverschools.org

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

Comparison of competition results from 2014-2015 to current year competition. This data will be used in planning STEM projects for the following year.

Strategy: Extended School Year

Minutes added to school year: 1,080

3 days of teacher planning added to the end of the school year for teachers in all grade levels to plan collaboratively across all grade levels. During the three days of planning, teachers meet together and individually with their grade to design the instruction for the coming year.

Strategy Rationale

To ensure standards based instruction is occurring throughout the school. To prevent duplication of STEM projects and fieldtrips. To collaborate and explore various resources for instructional design.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

McCord, Janice, janice.mccord@indianriverschools.org

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

The data from this strategy will include:

1. monitoring that the "developed plans" are being implemented, particularly in the area of writing and science
2. ensuring through classroom observations and plan book review that grade level goals and standards are aligned
3. monitoring quarterly the on-demand school-wide writing 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, Â§ 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.

Kindergarten students are transitioned into our school through:

1. kindergarten round up in the spring of each year
2. a staggered start for all students
3. tours of the school are provided upon requests by families
4. pre-school orientation the week prior to school start up
5. letters mailed home from kindergarten teachers welcoming the new student

Fifth grade students are transitioned into middle school through:

1. personnel from the middle schools visit in the spring to explain their program
2. all middle schools offer a student/parent informational night at the school

3. throughout the school year, middle school students are invited to our school to perform in both music and drama

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.

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 Osceola Magnet increases the use of and access to technology to all students then problem-solving skills of students will increase, thereby increasing Mathematics and Science achievement.

- G2.** If Osceola Magnet School implements standards-based instruction aligned to the Mathematics, Science and English/Language Arts (ELA) Florida Standards then the percentage of students scoring proficient in Mathematics and ELA will increase.

- G3.** If Osceola Magnet strengthens the engaging, positive, and collaborative school community, then the positive culture and climate will also be reflected in increased ELA, Mathematics, and Science scores.

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 Osceola Magnet increases the use of and access to technology to all students then problem-solving skills of students will increase, thereby increasing Mathematics and Science achievement. 1a

G094374

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	80.0
Statewide Science Assessment Achievement	75.0

Targeted Barriers to Achieving the Goal 3

- Time to teach skills
- Access to computers and technology
- Technology expectations by grade level

Resources Available to Help Reduce or Eliminate the Barriers 2

- Additional laptops for 5th Grade
- Computer Lab Manager
- Increased wifi coverage
- New smartboards
- Beebots, Probots, Lego Robotics

Plan to Monitor Progress Toward G1. 8

Observation of laptop use

Person Responsible

Janice McCord

Schedule

Monthly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Laptop use observed

Plan to Monitor Progress Toward G1. 8

Increased use of coding technology and understanding of coding by students

Person Responsible

Scott Simpson

Schedule

Semiannually, from 8/28/2017 to 5/25/2018

Evidence of Completion

Increased use of coding technology and coding programs created by students

G2. If Osceola Magnet School implements standards-based instruction aligned to the Mathematics, Science and English/Language Arts (ELA) Florida Standards then the percentage of students scoring proficient in Mathematics and ELA will increase. 1a

G094375

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	80.0
FSA Mathematics Achievement	80.0

Targeted Barriers to Achieving the Goal 3

- Knowledge of the Science and Math Standards
- Time for Collaborative Planning & Professional Development
- Vertical Alignment of Science Units
- Opportunities to develop and share Science and Math instruction and strategies

Resources Available to Help Reduce or Eliminate the Barriers 2

- Manipulatives
- CPalms
- District Math Coach's expertise
- Outside Professional Development Specialists

Plan to Monitor Progress Toward G2. 8

Track Math & Science scores throughout year and state assessments

Person Responsible

Scott Simpson

Schedule

Monthly, from 9/5/2017 to 5/25/2018

Evidence of Completion

Increase in scores of Tier 2/3 and enrichment students

G3. If Osceola Magnet strengthens the engaging, positive, and collaborative school community, then the positive culture and climate will also be reflected in increased ELA, Mathematics, and Science scores. 1a

G094376

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Targeted Barriers to Achieving the Goal 3

- Clear and consistent positive expectations
- Opportunities for families and the community to connect with the school and each other
- Staff recognition from school administration and each other

Resources Available to Help Reduce or Eliminate the Barriers 2

- Full-time Behavior Interventionist
- Professional Development training

Plan to Monitor Progress Toward G3. 8

End of year staff survey

Person Responsible

Janine Jones

Schedule

On 5/2/2018

Evidence of Completion

Data from staff survey will be used to determine change in school culture

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 Osceola Magnet increases the use of and access to technology to all students then problem-solving skills of students will increase, thereby increasing Mathematics and Science achievement. 1

G094374

G1.B1 Time to teach skills 2

B253465

G1.B1.S1 Media & Technology specialist will integrate technology into specials block. 4

S267607

Strategy Rationale

Increase opportunity for technology instruction to increase proficiency of digital literacy as well as access learning resources

Action Step 1 5

Weekly technology instruction to increase digital literacy.

Person Responsible

Janice McCord

Schedule

Weekly, from 8/28/2017 to 5/24/2018

Evidence of Completion

Lesson Plans

Action Step 2 5

Quarterly demonstrations of technology projects in media/tech center

Person Responsible

Emily Kipp

Schedule

Quarterly, from 9/29/2017 to 5/25/2018

Evidence of Completion

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

Lesson plan review, walk throughs, project evidence

Person Responsible

Scott Simpson

Schedule

On 5/25/2018

Evidence of Completion

Observations, projects, walk throughs, Fine Arts Night presentation

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

Scheduling of media/tech center, walk throughs, lesson plan review, projects evident

Person Responsible

Scott Simpson

Schedule

On 5/25/2018

Evidence of Completion

Lesson plan review, observations, student work samples

G1.B2 Access to computers and technology 2

B253466

G1.B2.S1 Coding Implementation 4

S267611

Strategy Rationale

Opportunity for students to utilize conceptual knowledge while developing technology skills; further enhancing technology literacy.

Action Step 1 5

Develop schedule for Beebot, Probot, Lego Robotics use in classrooms and media/tech center

Person Responsible

Scott Simpson

Schedule

Monthly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Schedule of coding use

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

Fidelity check of use

Person Responsible

Scott Simpson

Schedule

Quarterly, from 9/5/2017 to 5/25/2018

Evidence of Completion

Regular use of coding technology

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

Coding understanding by students and participation in the 'Hour of Coding' December 4 - 10, 2017

Person Responsible

Scott Simpson

Schedule

Semiannually, from 9/5/2017 to 5/25/2018

Evidence of Completion

Coding understanding by students

G1.B2.S2 Laptop Use 4

S267612

Strategy Rationale

Increased laptop use will enhance technological literacy and afford opportunities to demonstrate learning using various platforms. Keyboarding skills will increase as laptop usage increases.

Action Step 1 5

Continue implementation of 4th and 5th Grade 1:1 initiative

Person Responsible

Scott Simpson

Schedule

Monthly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Instructional plans will indicate usage and product; walk through evidence

Action Step 2 5

Laptop usage in media/tech center and classrooms

Person Responsible

Scott Simpson

Schedule

Monthly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Evidence of usage outlined in instructional plans, student products, walk throughs

G1.B3 Technology expectations by grade level **2**

 B253467

G1.B3.S1 Increase teacher understanding of technology expectations and instruction **4**

 S267615

Strategy Rationale

Action Step 1 **5**

Implement K-5th pacing for expected technology skills by grade level

Person Responsible

Scott Simpson

Schedule

Quarterly, from 10/3/2016 to 5/24/2017

Evidence of Completion

Pacing Guide developed

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

Quarterly meeting of committee to develop plan

Person Responsible

Scott Simpson

Schedule

Quarterly, from 10/26/2016 to 5/26/2017

Evidence of Completion

Meeting agendas

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

Feedback from teachers will be collected

Person Responsible

Scott Simpson

Schedule

Annually, from 1/4/2017 to 5/26/2017

Evidence of Completion

Feedback from teachers

G2. If Osceola Magnet School implements standards-based instruction aligned to the Mathematics, Science and English/Language Arts (ELA) Florida Standards then the percentage of students scoring proficient in Mathematics and ELA will increase. 1

G094375

G2.B1 Knowledge of the Science and Math Standards 2

B253468

G2.B1.S1 Professional Development regarding Mathematics instruction 4

S267616

Strategy Rationale

More effectively implement Singapore Math strategies, deepen understanding of conceptual knowledge needed, intricacies of depth of knowledge of standards

Action Step 1 5

Additional Singapore Math training throughout the year

Person Responsible

Scott Simpson

Schedule

Quarterly, from 9/21/2017 to 5/25/2018

Evidence of Completion

Training agendas

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

Observations of math teaching levels

Person Responsible

Scott Simpson

Schedule

Weekly, from 9/5/2017 to 5/25/2018

Evidence of Completion

Records of observations

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

Track progress of students' math assessments

Person Responsible

Scott Simpson

Schedule

Monthly, from 9/5/2017 to 5/25/2018

Evidence of Completion

Increase in scores on unit assessment and iReady

G2.B1.S2 Implement new Stemsscopes Science curriculum 4

S267617

Strategy Rationale

Fully utilize this curriculum to enhance understanding of depth of science standards. Access teacher background information to better prepare for instruction.

Action Step 1 5

Teachers weekly collaborative planning sessions to fully incorporate and infuse Stemsscopes curriculum in lesson design.

Person Responsible

Janice McCord

Schedule

On 5/25/2018

Evidence of Completion

Lesson plan review, attendance at collaborative meetings, evidence of planning on Science Vertical Board

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Participate in weekly collaborative meetings, review of lesson plans, classroom walk throughs

Person Responsible

Janice McCord

Schedule

Monthly, from 9/5/2017 to 5/25/2018

Evidence of Completion

Outcome of collaborative meetings; i.e. lesson plans, classroom visits

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Monitor science unit assessments in grade 3-5 and science projects in k-2

Person Responsible

Janice McCord

Schedule

On 5/25/2018

Evidence of Completion

Increase in science scores and Stemscoptes usage.

G2.B2 Time for Collaborative Planning & Professional Development **2**

 B253469

G2.B2.S1 Provide opportunities for teachers to collaborate to plan standards-based instruction **4**

 S267618

Strategy Rationale

Action Step 1 **5**

Additional time will be scheduled for teachers to do collaborative planning before school (8:10-8:40) and/or after school (3:30-4:00).

Person Responsible

Scott Simpson

Schedule

Monthly, from 9/5/2017 to 5/25/2018

Evidence of Completion

Schedule of grade level meeting times

Action Step 2 **5**

Additional time will be provided through substitutes for 1/2 or full-day collaborative planning

Person Responsible

Scott Simpson

Schedule

Quarterly, from 9/5/2017 to 5/25/2018

Evidence of Completion

Schedule of time

Action Step 3 5

Additional time will be provided at the end of the school year for vertical planning

Person Responsible

Janice McCord

Schedule

On 5/30/2018

Evidence of Completion

Schedule

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

Monitoring of meetings

Person Responsible

Janice McCord

Schedule

Quarterly, from 9/5/2017 to 5/25/2018

Evidence of Completion

Meeting agendas, planning notes, lesson plans

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

Increase in student achievement

Person Responsible

Scott Simpson

Schedule

Quarterly, from 9/26/2016 to 5/26/2017

Evidence of Completion

Increase in student achievement

G2.B2.S2 Develop formative assessments 4

S267619

Strategy Rationale

Action Step 1 5

Professional development and collaborative time for development of Science and Math formative assessments

Person Responsible

Emily Kipp

Schedule

Monthly, from 9/5/2017 to 5/25/2018

Evidence of Completion

Schedule collaborative meeting times and agendas

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Review of formative assessments created through backward design from unit assessments

Person Responsible

Scott Simpson

Schedule

Evidence of Completion

Formative assessments aligned to rigor of standard

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Student proficiency on unit assessments and iReady will increase with appropriate formative assessments in place

Person Responsible

Scott Simpson

Schedule

On 5/25/2018

Evidence of Completion

Data generated from both unit assessments and iReady will be examined

G2.B3 Vertical Alignment of Science Units 2

 B253470

G2.B3.S1 Analyze and adjust Science units and emphasis using Science Vertical Alignment board. 4

 S267620

Strategy Rationale

Action Step 1 5

Professional development and collaborative time for development and adjustment of Science units based upon Science Vertical board.

Person Responsible

Scott Simpson

Schedule

Quarterly, from 9/5/2017 to 5/25/2018

Evidence of Completion

The vertical board frames

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Attending collaborative meetings and monitoring and updating of vertical board based on units of study/rigor of standards

Person Responsible

Scott Simpson

Schedule

Every 6 Weeks, from 9/5/2017 to 5/25/2018

Evidence of Completion

Lesson plans, formative assessments, walk throughs and Science vertical board frames,

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Increase in students performance on unit assessments and Science 2.0

Person Responsible

Scott Simpson

Schedule

Monthly, from 9/5/2017 to 5/25/2018

Evidence of Completion

Data from unit assessments, formative assessments and FCAT Science 2.0

G2.B4 Opportunities to develop and share Science and Math instruction and strategies 2

 B253471

G2.B4.S1 Development and sharing, both physically and virtually, of Science and Mathematics Vertical boards 4

 S267621

Strategy Rationale

Action Step 1 5

Additional time will be scheduled for teachers to complete, display, and analyze their Science and Mathematics unit.

Person Responsible

Scott Simpson

Schedule

Quarterly, from 9/5/2017 to 5/25/2018

Evidence of Completion

Completed science and math vertical boards

Action Step 2 5

Increase science projects on display in classrooms and hallways, and use of social media to share science and math instruction and strategies.

Person Responsible

Scott Simpson

Schedule

Quarterly, from 9/5/2017 to 5/25/2018

Evidence of Completion

increase of displayed math and science objects throughout the school and social media posts. i.e. twitter, instgram

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Create a schedule to provide collaborative time weekly for math/science instruction

Person Responsible

Scott Simpson

Schedule

Monthly, from 9/5/2017 to 5/25/2018

Evidence of Completion

Meeting notes, class schedules, vertical board updates

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Vertical math and science boards are updated and illustrate knowledge of grade level content

Person Responsible

Scott Simpson

Schedule

Monthly, from 9/5/2017 to 5/25/2018

Evidence of Completion

Formative and district unit assessments proficiency

G2.B4.S2 4

 S267622

Strategy Rationale

Action Step(s) Missing for Goal #2, Barrier #4, Strategy #2
Complete one or more action steps for this Strategy or de-select it

G3. If Osceola Magnet strengthens the engaging, positive, and collaborative school community, then the positive culture and climate will also be reflected in increased ELA, Mathematics, and Science scores. **1**

 G094376

G3.B1 Clear and consistent positive expectations **2**

 B253472

G3.B1.S1 Strengthen schoolwide positive behavior support system for students **4**

 S267623

Strategy Rationale

Action Step 1 **5**

Professional Development in PBIS

Person Responsible

Jill Birnholz

Schedule

Quarterly, from 9/5/2017 to 5/25/2018

Evidence of Completion

Meeting agendas

Action Step 2 **5**

Implementation of PBIS strategies and schoolwide plan

Person Responsible

Jill Birnholz

Schedule

Monthly, from 8/22/2017 to 5/25/2018

Evidence of Completion

Schedule of expectation rotations, booster sessions and positive behavior community building activities schoolwide

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Survey of teachers implementation, successes and needs

Person Responsible

Jill Birnholz

Schedule

Evidence of Completion

Survey results, faculty meeting collaboration (problem solving)

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Number of 'Referral for Assistance' decrease

Person Responsible

Jill Birnholz

Schedule

Quarterly, from 9/5/2017 to 5/25/2018

Evidence of Completion

Referral data analysis, classroom teacher managed data

G3.B2 Opportunities for families and the community to connect with the school and each other **2**

 B253473

G3.B2.S1 Plan events for parents and community to interact with school and each other **4**

 S267624

Strategy Rationale

Action Step 1 **5**

"Playdate at the Park" for families after Orientation

Person Responsible

Jill Birnholz

Schedule

On 8/11/2017

Evidence of Completion

Documentation of number of families participating

Action Step 2 **5**

Develop and implement strategies to increase parent interaction during school events

Person Responsible

Janice McCord

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Develop unstructured opportunities for parent networking during school events.

Action Step 3 5

Quarterly "Coffee with the Principal" that includes school and classroom visits

Person Responsible

Janice McCord

Schedule

Quarterly, from 9/5/2017 to 5/25/2018

Evidence of Completion

Schedule of dates for quarterly events

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Leadership team will schedule monthly events and agendas for these events to include unstructured opportunities

Person Responsible

Janice McCord

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Monthly schedules with attendance of families (sign in sheets)

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Culture Committee meetings

Person Responsible

Janine Jones

Schedule

Monthly, from 9/5/2017 to 5/25/2018

Evidence of Completion

Feedback to both SAC and PTA pertaining to positive/engaging culture

G3.B3 Staff recognition from school administration and each other **2**

 B253474

G3.B3.S1 Strengthen staff recognition programs **4**

 S267625

Strategy Rationale

To improve the culture and climate of the school.

Action Step 1 **5**

Increase "Shout-Outs" board in faculty lounge and faculty meetings

Person Responsible

Janice McCord

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Display of 'Shout Outs' has been moved to faculty room and enhanced for display - monthly faculty meetings with 'shout outs' on agenda

Action Step 2 **5**

Highlight teacher accomplishments during meetings and communication

Person Responsible

Scott Simpson

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Teacher accomplishments highlighted in weekly 'Monday Morning Memo'. Having teachers take lead roles in presenting PD school based, district wide and at conferences

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

'Shout Out' board will be monitored and used to highlight teacher recognition during faculty meetings. MMM will be posted with teacher recognition.

Person Responsible

Scott Simpson

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Number of shout outs for each month, teachers in leader roles will be tabulated

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

School climate changes will be monitored by members of the leadership team

Person Responsible

Janice McCord

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Feedback from team leaders; feedback from grade level meetings

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
 G3.B1.S1.MA1  M380066	Survey of teachers implementation, successes and needs	Birnholz, Jill	9/5/2017	Survey results, faculty meeting collaboration (problem solving)	No End Date monthly
 G2.B2.S2.MA1  M380059	Review of formative assessments created through backward design from unit assessments	Simpson, Scott	9/5/2017	Formative assessments aligned to rigor of standard	No End Date one-time
 G1.B3.S1.A1  A355944	Implement K-5th pacing for expected technology skills by grade level	Simpson, Scott	10/3/2016	Pacing Guide developed	5/24/2017 quarterly
 G1.B3.S1.MA1  M380048	Feedback from teachers will be collected	Simpson, Scott	1/4/2017	Feedback from teachers	5/26/2017 annually
 G1.B3.S1.MA1  M380049	Quarterly meeting of committee to develop plan	Simpson, Scott	10/26/2016	Meeting agendas	5/26/2017 quarterly
 G2.B2.S1.MA1  M380056	Increase in student achievement	Simpson, Scott	9/26/2016	Increase in student achievement	5/26/2017 quarterly
 G3.B2.S1.A1  A355956	"Playdate at the Park" for families after Orientation	Birnholz, Jill	8/11/2017	Documentation of number of families participating	8/11/2017 one-time
 G3.MA1  M380071	End of year staff survey	Jones, Janine	4/2/2018	Data from staff survey will be used to determine change in school culture	5/2/2018 one-time
 G1.B1.S1.A1  A355939	Weekly technology instruction to increase digital literacy.	McCord, Janice	8/28/2017	Lesson Plans	5/24/2018 weekly
 G1.MA1  M380050	Observation of laptop use	McCord, Janice	8/28/2017	Laptop use observed	5/25/2018 monthly
 G1.MA2  M380051	Increased use of coding technology and understanding of coding by students	Simpson, Scott	8/28/2017	Increased use of coding technology and coding programs created by students	5/25/2018 semiannually
 G2.MA1  M380064	Track Math & Science scores throughout year and state assessments	Simpson, Scott	9/5/2017	Increase in scores of Tier 2/3 and enrichment students	5/25/2018 monthly
 G1.B1.S1.MA1  M380044	Scheduling of media/tech center, walk throughs, lesson plan review, projects evident	Simpson, Scott	9/5/2017	Lesson plan review, observations, student work samples	5/25/2018 one-time
 G1.B1.S1.MA1  M380045	Lesson plan review, walk throughs, project evidence	Simpson, Scott	9/5/2017	Observations, projects, walk throughs, Fine Arts Night presentation	5/25/2018 one-time
 G1.B1.S1.A2  A355940	Quarterly demonstrations of technology projects in media/tech center	Kipp, Emily	9/29/2017		5/25/2018 quarterly
 G1.B2.S1.MA1  M380046	Coding understanding by students and participation in the 'Hour of Coding' December 4 - 10, 2017	Simpson, Scott	9/5/2017	Coding understanding by students	5/25/2018 semiannually
 G1.B2.S1.MA1  M380047	Fidelity check of use	Simpson, Scott	9/5/2017	Regular use of coding technology	5/25/2018 quarterly
 G1.B2.S1.A1  A355941	Develop schedule for Beebot, Probot, Lego Robotics use in classrooms and media/tech center	Simpson, Scott	8/28/2017	Schedule of coding use	5/25/2018 monthly
 G2.B1.S1.MA1  M380052	Track progress of students' math assessments	Simpson, Scott	9/5/2017	Increase in scores on unit assessment and iReady	5/25/2018 monthly
G2.B1.S1.MA1 M380053	Observations of math teaching levels	Simpson, Scott	9/5/2017	Records of observations	5/25/2018 weekly
G2.B1.S1.A1 A355945	Additional Singapore Math training throughout the year	Simpson, Scott	9/21/2017	Training agendas	5/25/2018 quarterly

Indian River - 0051 - Osceola Magnet School - 2017-18 SIP
Osceola Magnet School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.MA1 M380057	Monitoring of meetings	McCord, Janice	9/5/2017	Meeting agendas, planning notes, lesson plans	5/25/2018 quarterly
G2.B2.S1.A1 A355947	Additional time will be scheduled for teachers to do collaborative planning before school...	Simpson, Scott	9/5/2017	Schedule of grade level meeting times	5/25/2018 monthly
G2.B2.S1.A2 A355948	Additional time will be provided through substitutes for 1/2 or full-day collaborative planning	Simpson, Scott	9/5/2017	Schedule of time	5/25/2018 quarterly
G2.B3.S1.MA1 M380060	Increase in students performance on unit assessments and Science 2.0	Simpson, Scott	9/5/2017	Data from unit assessments, formative assessments and FCAT Science 2.0	5/25/2018 monthly
G2.B3.S1.MA1 M380061	Attending collaborative meetings and monitoring and updating of vertical board based on units of...	Simpson, Scott	9/5/2017	Lesson plans, formative assessments, walk throughs and Science vertical board frames,	5/25/2018 every-6-weeks
G2.B3.S1.A1 A355951	Professional development and collaborative time for development and adjustment of Science units...	Simpson, Scott	9/5/2017	The vertical board frames	5/25/2018 quarterly
G2.B4.S1.MA1 M380062	Vertical math and science boards are updated and illustrate knowledge of grade level content	Simpson, Scott	9/5/2017	Formative and district unit assessments proficiency	5/25/2018 monthly
G2.B4.S1.MA1 M380063	Create a schedule to provide collaborative time weekly for math/science instruction	Simpson, Scott	9/5/2017	Meeting notes, class schedules, vertical board updates	5/25/2018 monthly
G2.B4.S1.A1 A355952	Additional time will be scheduled for teachers to complete, display, and analyze their Science and...	Simpson, Scott	9/5/2017	Completed science and math vertical boards	5/25/2018 quarterly
G2.B4.S1.A2 A355953	Increase science projects on display in classrooms and hallways, and use of social media to share...	Simpson, Scott	9/5/2017	increase of displayed math and science objects throughout the school and social media posts. i.e. twitter, instgram	5/25/2018 quarterly
G3.B1.S1.MA1 M380065	Number of 'Referral for Assistance' decrease	Birnholz, Jill	9/5/2017	Referral data analysis, classroom teacher managed data	5/25/2018 quarterly
G3.B1.S1.A1 A355954	Professional Development in PBIS	Birnholz, Jill	9/5/2017	Meeting agendas	5/25/2018 quarterly
G3.B1.S1.A2 A355955	Implementation of PBIS strategies and schoolwide plan	Birnholz, Jill	8/22/2017	Schedule of expectation rotations, booster sessions and positive behavior community building activities schoolwide	5/25/2018 monthly
G3.B2.S1.MA1 M380067	Culture Committee meetings	Jones, Janine	9/5/2017	Feedback to both SAC and PTA pertaining to positive/engaging culture	5/25/2018 monthly
G3.B2.S1.MA1 M380068	Leadership team will schedule monthly events and agendas for these events to include unstructured...	McCord, Janice	8/10/2017	Monthly schedules with attendance of families (sign in sheets)	5/25/2018 monthly
G3.B2.S1.A2 A355957	Develop and implement strategies to increase parent interaction during school events	McCord, Janice	8/10/2017	Develop unstructured opportunities for parent networking during school events.	5/25/2018 monthly
G3.B2.S1.A3 A355958	Quarterly "Coffee with the Principal" that includes school and classroom visits	McCord, Janice	9/5/2017	Schedule of dates for quarterly events	5/25/2018 quarterly
G3.B3.S1.MA1 M380069	School climate changes will be monitored by members of the leadership team	McCord, Janice	8/14/2017	Feedback from team leaders; feedback from grade level meetings	5/25/2018 monthly
G3.B3.S1.MA1 M380070	'Shout Out' board will be monitored and used to highlight teacher recognition during faculty...	Simpson, Scott	8/14/2017	Number of shout outs for each month, teachers in leader roles will be tabulated	5/25/2018 weekly
G3.B3.S1.A1 A355959	Increase "Shout-Outs" board in faculty lounge and faculty meetings	McCord, Janice	8/14/2017	Display of 'Shout Outs' has been moved to faculty room and enhanced for display - monthly faculty meetings with 'shout outs' on agenda	5/25/2018 monthly

Indian River - 0051 - Osceola Magnet School - 2017-18 SIP
Osceola Magnet School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B3.S1.A2 A355960	Highlight teacher accomplishments during meetings and communication	Simpson, Scott	8/14/2017	Teacher accomplishments highlighted in weekly 'Monday Morning Memo'. Having teachers take lead roles in presenting PD school based, district wide and at conferences	5/25/2018 weekly
G1.B2.S2.A1 A355942	Continue implementation of 4th and 5th Grade 1:1 initiative	Simpson, Scott	8/28/2017	Instructional plans will indicate usage and product; walk through evidence	5/25/2018 monthly
G1.B2.S2.A2 A355943	Laptop usage in media/tech center and classrooms	Simpson, Scott	8/28/2017	Evidence of usage outlined in instructional plans, student products, walk throughs	5/25/2018 monthly
G2.B1.S2.MA1 M380054	Monitor science unit assessments in grade 3-5 and science projects in k-2	McCord, Janice	9/5/2017	Increase in science scores and Stemscores usage.	5/25/2018 one-time
G2.B1.S2.MA1 M380055	Participate in weekly collaborative meetings, review of lesson plans, classroom walk throughs	McCord, Janice	9/5/2017	Outcome of collaborative meetings; i.e. lesson plans, classroom visits	5/25/2018 monthly
G2.B1.S2.A1 A355946	Teachers weekly collaborative planning sessions to fully incorporate and infuse Stemscores...	McCord, Janice	9/5/2017	Lesson plan review, attendance at collaborative meetings, evidence of planning on Science Vertical Board	5/25/2018 one-time
G2.B2.S2.MA1 M380058	Student proficiency on unit assessments and iReady will increase with appropriate formative...	Simpson, Scott	9/5/2017	Data generated from both unit assessments and iReady will be examined	5/25/2018 one-time
G2.B2.S2.A1 A355950	Professional development and collaborative time for development of Science and Math formative...	Kipp, Emily	9/5/2017	Schedule collaborative meeting times and agendas	5/25/2018 monthly
G2.B2.S1.A3 A355949	Additional time will be provided at the end of the school year for vertical planning	McCord, Janice	4/27/2018	Schedule	5/30/2018 one-time

V. Professional Development Opportunities

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

G1. If Osceola Magnet increases the use of and access to technology to all students then problem-solving skills of students will increase, thereby increasing Mathematics and Science achievement.

G1.B3 Technology expectations by grade level

G1.B3.S1 Increase teacher understanding of technology expectations and instruction

PD Opportunity 1

Implement K-5th pacing for expected technology skills by grade level

Facilitator

Cindy Rodriguez & Scott Simpson

Participants

District-wide committee

Schedule

Quarterly, from 10/3/2016 to 5/24/2017

G2. If Osceola Magnet School implements standards-based instruction aligned to the Mathematics, Science and English/Language Arts (ELA) Florida Standards then the percentage of students scoring proficient in Mathematics and ELA will increase.

G2.B1 Knowledge of the Science and Math Standards

G2.B1.S1 Professional Development regarding Mathematics instruction

PD Opportunity 1

Additional Singapore Math training throughout the year

Facilitator

Sarah Schaeffer, Rebecca Marr

Participants

Teachers

Schedule

Quarterly, from 9/21/2017 to 5/25/2018

VI. Technical Assistance Items

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

G1. If Osceola Magnet increases the use of and access to technology to all students then problem-solving skills of students will increase, thereby increasing Mathematics and Science achievement.

G1.B2 Access to computers and technology

G1.B2.S1 Coding Implementation

TA Opportunity 1

Develop schedule for Beebot, Probot, Lego Robotics use in classrooms and media/tech center

Facilitator

Cindy Rodriguez

Participants

Teachers

Schedule

Monthly, from 8/28/2017 to 5/25/2018

G2. If Osceola Magnet School implements standards-based instruction aligned to the Mathematics, Science and English/Language Arts (ELA) Florida Standards then the percentage of students scoring proficient in Mathematics and ELA will increase.

G2.B2 Time for Collaborative Planning & Professional Development

G2.B2.S1 Provide opportunities for teachers to collaborate to plan standards-based instruction

TA Opportunity 1

Additional time will be scheduled for teachers to do collaborative planning before school (8:10-8:40) and/or after school (3:30-4:00).

Facilitator

Scott Simpson

Participants

Teachers

Schedule

Monthly, from 9/5/2017 to 5/25/2018

TA Opportunity 2

Additional time will be provided through substitutes for 1/2 or full-day collaborative planning

Facilitator

Scott Simpson

Participants

Teachers

Schedule

Quarterly, from 9/5/2017 to 5/25/2018

TA Opportunity 3

Additional time will be provided at the end of the school year for vertical planning

Facilitator

Janice McCord

Participants

Teachers

Schedule

On 5/30/2018

VII. Budget

1	G1.B1.S1.A1	Weekly technology instruction to increase digital literacy.	\$0.00
2	G1.B1.S1.A2	Quarterly demonstrations of technology projects in media/tech center	\$0.00
3	G1.B2.S1.A1	Develop schedule for Beebot, Probot, Lego Robotics use in classrooms and media/tech center	\$0.00
4	G1.B2.S2.A1	Continue implementation of 4th and 5th Grade 1:1 initiative	\$0.00
5	G1.B2.S2.A2	Laptop usage in media/tech center and classrooms	\$0.00
6	G1.B3.S1.A1	Implement K-5th pacing for expected technology skills by grade level	\$0.00
7	G2.B1.S1.A1	Additional Singapore Math training throughout the year	\$0.00
8	G2.B1.S2.A1	Teachers weekly collaborative planning sessions to fully incorporate and infuse Stemscoapes curriculum in lesson design.	\$0.00
9	G2.B2.S1.A1	Additional time will be scheduled for teachers to do collaborative planning before school (8:10-8:40) and/or after school (3:30-4:00).	\$0.00
10	G2.B2.S1.A2	Additional time will be provided through substitutes for 1/2 or full-day collaborative planning	\$5,600.00

Indian River - 0051 - Osceola Magnet School - 2017-18 SIP
Osceola Magnet School

	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
	5100	140-Substitute Teachers	0051 - Osceola Magnet School	School Improvement Funds		\$5,600.00	
11	G2.B2.S1.A3	Additional time will be provided at the end of the school year for vertical planning					\$0.00
12	G2.B2.S2.A1	Professional development and collaborative time for development of Science and Math formative assessments					\$0.00
13	G2.B3.S1.A1	Professional development and collaborative time for development and adjustment of Science units based upon Science Vertical board.					\$0.00
14	G2.B4.S1.A1	Additional time will be scheduled for teachers to complete, display, and analyze their Science and Mathematics unit.					\$0.00
15	G2.B4.S1.A2	Increase science projects on display in classrooms and hallways, and use of social media to share science and math instruction and strategies.					\$0.00
16	G3.B1.S1.A1	Professional Development in PBIS					\$0.00
17	G3.B1.S1.A2	Implementation of PBIS strategies and schoolwide plan					\$0.00
18	G3.B2.S1.A1	"Playdate at the Park" for families after Orientation					\$0.00
19	G3.B2.S1.A2	Develop and implement strategies to increase parent interaction during school events					\$0.00
20	G3.B2.S1.A3	Quarterly "Coffee with the Principal" that includes school and classroom visits					\$0.00
21	G3.B3.S1.A1	Increase "Shout-Outs" board in faculty lounge and faculty meetings					\$0.00
22	G3.B3.S1.A2	Highlight teacher accomplishments during meetings and communication					\$0.00
					Total:	\$5,600.00	