



## Osceola Magnet School

1110 18TH AVE SW, Vero Beach, FL 32962

[www.indianriverschools.org](http://www.indianriverschools.org)

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2017-18 Title I School</b>	<b>2017-18 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School KG-5	No	44%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

*\*Informational Baseline School Grade*

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

### School Board Approval

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

### SIP Authority and Template

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

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	10
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	14
<b>8-Step Planning and Problem Solving Implementation</b>	<b>19</b>
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	23
<b>Appendix 1: Implementation Timeline</b>	<b>47</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>43</b>
Professional Development Opportunities	43
Technical Assistance Items	46
<b>Appendix 3: Budget to Support Goals</b>	<b>46</b>

## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

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

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2018-19 DA Category and Statuses for Osceola Magnet School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- 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.

Positive Behavior Intervention Support has been implemented school wide. As a "first year" school, behavioral expectations have been established, modeled and monitored. Expectations are based on the motto "Leader, Learner, Friend". A PBIS team meets monthly to discuss further implementation, student concerns, interventions and supports.

1. Behavior Intervention 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. Harmony curriculum is being implemented to directly teach character development.

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. 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 English language arts, 60 minutes or more for mathematics, daily science instruction, and all other subjects.

**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 full time Behavior Intervention 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 Behavior Intervention 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. Students with significant attendance can be put on "attendance probation" and must meet with the principal.

A student who displays serious behavior patterns are addressed in the same way, but, in addition, the Behavior Intervention Specialist is assigned to that student to create a behavior improvement plan. Students continuing with serious behavior patterns are referred to the MTSS team.

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	14	8	7	8	7	0	0	0	0	0	0	0	44
One or more suspensions	0	1	1	3	0	3	0	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	0	2	2	0	0	0	0	0	0	0	4

##### 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	1	0	1	0	7	0	0	0	0	0	0	0	9

#### 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 academic issues.

\* 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 daily. Fidelity checks to monitor implementation occur frequently. Literacy Coach supports instructional component and collection of progress monitoring data.

\* Data meetings are held every six weeks to review academic progress and make necessary changes to instruction. When/iff necessary, students are brought to the MTSS team for further problem solving.

## 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 in the fall, Family Science Night and Parent Information on Assessment in the winter, and a spring fun run.
8. Annual "Parent Climate Survey" to address areas for improvement 97% parent satisfaction on the 2017-2018 School Report Card.

**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
Rollins, Theresa	Instructional Coach
Robb, Jill	School Counselor

#### 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 Behavior Intervention 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 to better utilize 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 (iReady 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 allow 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' instructional needs. 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
Oowski, 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. One teacher is participating in the ICE - coaching course provided by the district. Fifth grade teachers work with 5th grade teachers district wide 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.

Teachers with less than three years of teaching experience, or new to the district, participate in the STAR program. Monthly meetings addressing Marzano, student management, report cards, etc - are held. Each STAR teacher is paired with a clinical ed certified teacher for regular coaching.

## 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 district insures its core instructional programs and materials are aligned to Florida's standards by purchasing only those materials that are recommended by the state in the area of reading and language arts. In the area of math, Singapore Math materials have been purchased to supplement the Go Math curriculum. All students utilize the iReady platform for both reading and math instruction. For materials found on the web, 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:

- \* Unify web-based data collection system (providing data from unit assessments, demographics, FSA, iReady)
- \* Additional data collected includes: iReady, Weekly progress monitoring (ORF, DIBELS measures), running records, behavioral and attendance
- \* Osceola will use Wonders and iReady, 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
6. kindergarten parent liasion
7. meet and greet at the beach for kindergarten families prior to school start
8. "boohoo" breakfast for new parents during the first week of school

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.**

## **II. Needs Assessment**

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### **A. Problem Identification**

#### **1. Data to Support Problem Identification**

##### **b. Data Uploads**

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### **2. Problem Identification Summary**

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

### **B. Problem Analysis Summary**

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

### **C. Strategic Goals**

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Osceola Magnet School will implement standards-based Science and Mathematics instruction aligned to the Florida Standards and share that knowledge with other teachers and schools. Students scoring 3 & above in Science on the FSA will increase from 70% to 75%. Students scoring 3 & above in Mathematics on the FSA will increase from 82% to 85%.
- G2.** Osceola Magnet School will implement standards-based English Language Arts (ELA) instruction aligned to the Florida Standards. Students scoring 3 & above in ELA on the FSA will increase from 76% to 80%.
- G3.** Osceola Magnet School teachers and staff will strengthen the engaging, positive, and collaborative school community with students, families, and colleagues.

## 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.** Osceola Magnet School will implement standards-based Science and Mathematics instruction aligned to the Florida Standards and share that knowledge with other teachers and schools. Students scoring 3 & above in Science on the FSA will increase from 70% to 75%. Students scoring 3 & above in Mathematics on the FSA will increase from 82% to 85%. 1a

G100486

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics Achievement	85.0
Statewide Science Assessment Achievement	75.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of mathematics computation fluency
- Lack of full understanding and usage of using i ready data and instructional materials
- Need of science/math emphasis schoolwide

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

- FSATT Math Computation program
- Summer Vertical Planning Session
- New science curriculum
- 
- 

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

Usage reports of FASTT Math

**Person Responsible**

Scott Simpson

**Schedule**

Quarterly, from 8/20/2018 to 5/20/2019

**Evidence of Completion**

Increased math fluency

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

Parent and student survey of science/math culture at Osceola

**Person Responsible**

Scott Simpson

**Schedule**

Semiannually, from 8/20/2018 to 5/20/2019

**Evidence of Completion**

**G2.** Osceola Magnet School will implement standards-based English Language Arts (ELA) instruction aligned to the Florida Standards. Students scoring 3 & above in ELA on the FSA will increase from 76% to 80%. **1a**

G100487

**Targets Supported** **1b**

Indicator	Annual Target
FSA ELA Achievement	80.0
FSA Mathematics Achievement	75.0

**Targeted Barriers to Achieving the Goal** **3**

- Deep Knowledge of using iReady data and materials to inform and differentiate instruction
- Need for reading opportunities outside of classroom hours
- Need for development of challenge groups for high performing students

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

- Literacy Coach is a former iReady trainer
- Wonders
- District Literacy Coach's expertise
- "Improving the School" Focus groups

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

Track ELA scores throughout year and state assessments

**Person Responsible**

Scott Simpson

**Schedule**

Monthly, from 8/20/2018 to 5/20/2019

**Evidence of Completion**

Increase in scores of enrichment students

**G3.** Osceola Magnet School teachers and staff will strengthen the engaging, positive, and collaborative school community with students, families, and colleagues. 1a

G100488

**Targets Supported** 1b

Indicator	Annual Target
	98.0

**Targeted Barriers to Achieving the Goal** 3

- School wide behavior support system
- Need to strengthen staff recognition
- Interpretation and review of magnet school commitment

**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 5/20/2019

**Evidence of Completion**

Data from staff survey and FOCUS reports 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.** Osceola Magnet School will implement standards-based Science and Mathematics instruction aligned to the Florida Standards and share that knowledge with other teachers and schools. Students scoring 3 & above in Science on the FSA will increase from 70% to 75%. Students scoring 3 & above in Mathematics on the FSA will increase from 82% to 85%. **1**

 G100486

**G1.B1** Lack of mathematics computation fluency **2**

 B270922

**G1.B1.S1** Train students and teachers on the FASTT Math program and how to monitor student usage and achievement. **4**

 S286842

### Strategy Rationale

Increase opportunity for technology instruction to increase fluency of math skills.

### Action Step 1 **5**

Implementation of FASTT Math program

#### Person Responsible

Kristen Bruckner

#### Schedule

Weekly, from 8/27/2018 to 5/20/2019

#### Evidence of Completion

Progress reports in FASTT Math

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

Lesson plan review, walk-through, usage schedules, fluency evidence

**Person Responsible**

Scott Simpson

**Schedule**

On 5/20/2019

***Evidence of Completion***

Observations, walk throughs, fluency proficiency reports from FASTT Math

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

Student math fluency increase

**Person Responsible**

Scott Simpson

**Schedule**

On 5/20/2019

***Evidence of Completion***

FASTT Math fluency reports

**G1.B1.S2** Provide incentives to students (announcements, cafeteria board, certificates) 4

S286843

**Strategy Rationale**

Increase motivation and recognition of student math fluency work.

**Action Step 1** 5

Providing incentives to recognize and celebrate student success on the FASTT Math program.

**Person Responsible**

Scott Simpson

**Schedule**

Monthly, from 8/27/2018 to 5/20/2019

**Evidence of Completion**

Student names and certificates will be added to the FASTT Math board in the cafeteria. Students will have name announced on morning announcements.

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Regular review of student usage and progress reports from FASTT Math

**Person Responsible**

Kristen Bruckner

**Schedule**

On 5/20/2019

**Evidence of Completion**

Teachers and Math Coach will monitor student usage and progress using reports generated by the program.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Collection of names of students from each grade level reaching their goal. Daily announcement log.

**Person Responsible**

Scott Simpson

**Schedule**

Weekly, from 8/20/2018 to 5/20/2019

**Evidence of Completion**

Goal posted on the bulletin board and a list of students reaching their goal.

**G1.B2 Lack of full understanding and usage of using i ready data and instructional materials 2**

 B270923

**G1.B2.S1 Ongoing training and professional development in iReady in order to increase understanding and usage of iReady data and instructional materials. 4**

 S286844

**Strategy Rationale**

Opportunity for teachers to utilize real time data to increase knowledge of skill deficits and plan instruction accordingly.

**Action Step 1 5**

Literacy Coach, former iReady trainer, will provide ongoing professional development in accessing and utilizing iReady data to support student needs.

**Person Responsible**

Theresa Rollins

**Schedule**

On 5/20/2019

**Evidence of Completion**

Agenda and handouts from professional development meetings.

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

Agendas from professional development and weekly schedules

**Person Responsible**

Janice McCord

**Schedule**

Quarterly, from 8/27/2018 to 5/20/2019

**Evidence of Completion**

Regular use of iReady data in grouping and providing appropriate instruction/materials.

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

Instruction, materials and student grouping during RTI and small group instruction.

**Person Responsible**

Janice McCord

**Schedule**

Monthly, from 8/20/2018 to 5/20/2019

**Evidence of Completion**

Walk through, lesson plans, RTI (Top Twenty) data sheets

**G1.B2.S2** Collaborative planning time for reviewing iReady data and appropriate materials for individual student needs. 4

S286845

### Strategy Rationale

Collaborative planning time will enhance opportunity for professional development and planning for appropriate instruction as evidenced in the data.

### Action Step 1 5

Create a schedule that allows for collaborative time during planning, before and/or after school to accommodate professional development.

#### Person Responsible

Scott Simpson

#### Schedule

Monthly, from 8/20/2018 to 5/20/2019

#### Evidence of Completion

School wide schedules for planning and professional development

### Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Top Twenty data will be collected and monitored for student growth

#### Person Responsible

#### Schedule

#### Evidence of Completion

Top Twenty data sheets shared by each classroom teacher monthly at data chat.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7**

Data chats

**Person Responsible**

Janice McCord

**Schedule**

Monthly, from 9/4/2018 to 5/20/2019

**Evidence of Completion**

Review of student achievement and use of iReady data and instructional plans.

**G1.B3 Need of science/math emphasis schoolwide 2**

 B270924

**G1.B3.S1** Organize school-wide science and mathematics events in order to increase student interest in science and mathematics. 4

 S286846

**Strategy Rationale**

Increase motivation and interest in science and math, our magnet school focus.

**Action Step 1 5**

Implement Pi Day, Metric Olympics, 100th Day of School, Science and Math Nights, guest speakers for science and mathematics, develop partnerships with science and mathematics based businesses

**Person Responsible**

Scott Simpson

**Schedule**

Quarterly, from 8/20/2018 to 5/20/2019

**Evidence of Completion**

Visits from guests speakers, projects from highlighted days/events

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

Monthly meeting of committee to develop and monitor plan

**Person Responsible**

Scott Simpson

**Schedule**

Monthly, from 8/20/2018 to 5/20/2019

***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.** Osceola Magnet School will implement standards-based English Language Arts (ELA) instruction aligned to the Florida Standards. Students scoring 3 & above in ELA on the FSA will increase from 76% to 80%. 1

G100487

**G2.B1** Deep Knowledge of using iReady data and materials to inform and differentiate instruction 2

B270925

**G2.B1.S1** Ongoing professional development in use of appropriate iReady materials and instruction to meet the diverse needs of students. 4

S286847

### Strategy Rationale

Student need will be accurately identified and the appropriate instruction and materials will be used to increase student proficiency.

### Action Step 1 5

Ongoing iReady professional development

#### Person Responsible

Theresa Rollins

#### Schedule

Quarterly, from 8/20/2018 to 5/20/2019

#### Evidence of Completion

Training agendas, meeting notes

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

Observations of ELA teaching levels

#### Person Responsible

Scott Simpson

#### Schedule

Weekly, from 9/5/2017 to 5/20/2019

#### Evidence of Completion

Records of observations

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

Track progress of students' ELA 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.B2** Need for reading opportunities outside of classroom hours **2**

 B270926

**G2.B2.S1** Provide opportunities for teachers to collaborate to plan for opportunities for reading outside of regular classroom hours; Principal's Challenge, hallway reading crates for before-school reading, implement Accelerated Reader with fidelity across each grade level. **4**

 S286848

**Strategy Rationale**

The more you read the better reader you become. Providing more opportunities throughout the school day and summer.

**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), additionally, one Tuesday of each month is for focus goal planning.

**Person Responsible**

Scott Simpson

**Schedule**

Monthly, from 8/20/2018 to 5/20/2019

**Evidence of Completion**

Schedule of grade level meeting times

**Action Step 2** **5**

**Person Responsible**

**Schedule**

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

**Evidence of Completion**

Schedule of time

**Action Step 3** 5

**Person Responsible**

**Schedule**

On 5/30/2018

***Evidence of Completion***

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

Monitoring of meetings

**Person Responsible**

Janice McCord

**Schedule**

Monthly, from 8/20/2018 to 5/20/2019

***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.B3** Need for development of challenge groups for high performing students **2**

 B270927

**G2.B3.S1** Using core and supplemental resources, create challenge groups in ELA to meet the needs of high performing students. **4**

 S286849

**Strategy Rationale**

Students stay motivated and engaged when challenged with appropriately leveled work.

**Action Step 1** **5**

Using available data (FSA and iReady) design individual and collaborative work to challenge high performing students. Working with the literacy coach, plan for instruction to meet the needs of these students.

**Person Responsible**

Theresa Rollins

**Schedule**

Monthly, from 8/20/2018 to 5/20/2019

**Evidence of Completion**

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

Attending collaborative meetings and monitoring student performance on work/projects related to the challenge groups. Making adjustments as needed.

**Person Responsible**

Scott Simpson

**Schedule**

Every 6 Weeks, from 8/20/2018 to 5/20/2019

**Evidence of Completion**

Lesson plans, formative assessments, walk throughs and student work.

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

Increase in students performance on unit assessments, class work, iReady, and FSA.

**Person Responsible**

Scott Simpson

**Schedule**

Semiannually, from 8/20/2018 to 5/20/2019

***Evidence of Completion***

Data from unit assessments, formative assessments and FSA

**G3.** Osceola Magnet School teachers and staff will strengthen the engaging, positive, and collaborative school community with students, families, and colleagues. 1

G100488

**G3.B1** School wide behavior support system 2

B270928

**G3.B1.S1** Strengthen schoolwide positive behavior support system for students through the Harmony Curriculum for positive classroom culture and student character traits; implement PBIS (first year). 4

S286850

### Strategy Rationale

By strengthening a school wide positive behavior support system for all students, the culture will continue to positively grow.

### Action Step 1 5

Professional Development in PBIS

#### Person Responsible

Jill Robb

#### Schedule

Monthly, from 8/13/2018 to 5/20/2019

#### Evidence of Completion

Meeting agendas, PBIS expectation posters up throughout school, behavior expectation rotations on calendar

### 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 Robb

**Schedule**

Monthly, from 8/20/2018 to 5/20/2019

**Evidence of Completion**

Climate survey results, faculty meeting collaboration (problem solving), ODR data

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

Number of 'Referral for Assistance' decreases

**Person Responsible**

Scott Simpson

**Schedule**

Quarterly, from 8/20/2018 to 5/20/2019

**Evidence of Completion**

Referral data analysis, classroom teacher managed data

**G3.B2** Need to strengthen staff recognition **2**

 B270929

**G3.B2.S1** Increase "shout-outs" board in faculty lounge and faculty meetings. Monthly staff celebrations/ birthdays. **4**

 S286851

**Strategy Rationale**

Recognizing staff for their effort and contribution will continue to increase the positive and collaborative school community. Staff feels valued and validated.

**Action Step 1** **5**

Increase "shout outs" on board in faculty lounge and share out at monthly faculty meetings. Teachers receive a "world" pin for their lanyard. Faculty members names highlighted at monthly birthday celebrations. Highlight teacher accomplishments during meetings and communication

**Person Responsible**

Janice McCord

**Schedule**

Monthly, from 8/20/2018 to 5/20/2019

**Evidence of Completion**

Number of "shout-outs" on board each month. Teacher recognition in the Monday Morning Memo.

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

Faculty meeting agendas, monthly celebrations on Outlook

**Person Responsible**

Janice McCord

**Schedule**

Monthly, from 8/20/2018 to 5/20/2019

**Evidence of Completion**

Positive collaborative school culture as evidenced in the staff climate survey.

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

Culture Committee meetings

**Person Responsible**

Jill Robb

**Schedule**

Monthly, from 8/20/2018 to 5/20/2019

***Evidence of Completion***

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

**G3.B3** Interpretation and review of magnet school committment 2

B270930

**G3.B3.S1** Improve method of reporting and monitoring parent volunteer hours 4

S286852

**Strategy Rationale**

To improve the culture and climate of the school.

**Action Step 1** 5

Improve method of reporting and monitoring parent volunteer hours through use of "yellow cards". Working with the district to utilize FOCUS for parents to conveniently enter volunteer hours. "Approval" process put in place whereby faculty, staff or PTA (as appropriate) will sign off. Highlight volunteers that have exceeded the mandatory ten hours through recognition throughout the year.

**Person Responsible**

Janice McCord

**Schedule**

Monthly, from 8/20/2018 to 5/20/2019

**Evidence of Completion**

Record of volunteer hours on cards or in FOCUS

**Action Step 2** 5

Daily uniform check included in the morning announcements. Update and implement student behavior expectations and policies.

**Person Responsible**

Scott Simpson

**Schedule**

Daily, from 8/20/2018 to 5/20/2019

**Evidence of Completion**

Number of uniform infractions will decrease; updated policy shared with families

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

Quarterly monitoring of volunteer hours for each family. Letters sent out as needed.

**Person Responsible**

Scott Simpson

**Schedule**

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

**Evidence of Completion**

Number of hours in FOCUS or on cards. Letters to families.

**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

## V. Professional Development Opportunities

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

**G1.** Osceola Magnet School will implement standards-based Science and Mathematics instruction aligned to the Florida Standards and share that knowledge with other teachers and schools. Students scoring 3 & above in Science on the FSA will increase from 70% to 75%. Students scoring 3 & above in Mathematics on the FSA will increase from 82% to 85%.

### **G1.B1** Lack of mathematics computation fluency

**G1.B1.S1** Train students and teachers on the FASTT Math program and how to monitor student usage and achievement.

#### **PD Opportunity 1**

Implementation of FASTT Math program

##### **Facilitator**

Kristen Bruckner

##### **Participants**

3rd, 4th and 5th grade teachers

##### **Schedule**

Weekly, from 8/27/2018 to 5/20/2019

### **G1.B3** Need of science/math emphasis schoolwide

**G1.B3.S1** Organize school-wide science and mathematics events in order to increase student interest in science and mathematics.

#### **PD Opportunity 1**

Implement Pi Day, Metric Olympics, 100th Day of School, Science and Math Nights, guest speakers for science and mathematics, develop partnerships with science and mathematics based businesses

##### **Facilitator**

##### **Participants**

District-wide committee

##### **Schedule**

Quarterly, from 8/20/2018 to 5/20/2019

**G2.** Osceola Magnet School will implement standards-based English Language Arts (ELA) instruction aligned to the Florida Standards. Students scoring 3 & above in ELA on the FSA will increase from 76% to 80%.

**G2.B1** Deep Knowledge of using iReady data and materials to inform and differentiate instruction

**G2.B1.S1** Ongoing professional development in use of appropriate iReady materials and instruction to meet the diverse needs of students.

**PD Opportunity 1**

Ongoing iReady professional development

**Facilitator**

Rollins, Theresa

**Participants**

Teachers

**Schedule**

Quarterly, from 8/20/2018 to 5/20/2019

**G2.B2** Need for reading opportunities outside of classroom hours

**G2.B2.S1** Provide opportunities for teachers to collaborate to plan for opportunities for reading outside of regular classroom hours; Principal's Challenge, hallway reading crates for before-school reading, implement Accelerated Reader with fidelity across each grade level.

**PD 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), additionally, one Tuesday of each month is for focus goal planning.

**Facilitator**

**Participants**

**Schedule**

Monthly, from 8/20/2018 to 5/20/2019

**G3.** Osceola Magnet School teachers and staff will strengthen the engaging, positive, and collaborative school community with students, families, and colleagues.

**G3.B1** School wide behavior support system

**G3.B1.S1** Strengthen schoolwide positive behavior support system for students through the Harmony Curriculum for positive classroom culture and student character traits; implement PBIS (first year).

**PD Opportunity 1**

Professional Development in PBIS

**Facilitator**

Jill robb

**Participants**

teachers and staff

**Schedule**

Monthly, from 8/13/2018 to 5/20/2019

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Implementation of FASTT Math program	\$0.00
2	G1.B1.S2.A1	Providing incentives to recognize and celebrate student success on the FASTT Math program.	\$0.00
3	G1.B2.S1.A1	Literacy Coach, former iReady trainer, will provide ongoing professional development in accessing and utilizing iReady data to support student needs.	\$0.00
4	G1.B2.S2.A1	Create a schedule that allows for collaborative time during planning, before and/or after school to accommodate professional development.	\$0.00
5	G1.B3.S1.A1	Implement Pi Day, Metric Olympics, 100th Day of School, Science and Math Nights, guest speakers for science and mathematics, develop partnerships with science and mathematics based businesses	\$0.00
6	G2.B1.S1.A1	Ongoing iReady professional development	\$0.00
7	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), additionally, one Tuesday of each month is for focus goal planning.	\$0.00
8	G2.B2.S1.A2		\$0.00
9	G2.B2.S1.A3		\$0.00
10	G2.B3.S1.A1	Using available data (FSA and iReady) design individual and collaborative work to challenge high performing students. Working with the literacy coach, plan for instruction to meet the needs of these students.	\$0.00
11	G3.B1.S1.A1	Professional Development in PBIS	\$0.00
12	G3.B1.S1.A2	Implementation of PBIS strategies and schoolwide plan	\$0.00
13	G3.B2.S1.A1	Increase "shout outs" on board in faculty lounge and share out at monthly faculty meetings. Teachers receive a "world" pin for their lanyard. Faculty members names highlighted at monthly birthday celebrations. Highlight teacher accomplishments during meetings and communication	\$0.00
14	G3.B3.S1.A1	Improve method of reporting and monitoring parent volunteer hours through use of "yellow cards". Working with the district to utilize FOCUS for parents to conveniently enter volunteer hours. "Approval" process put in place whereby faculty, staff or PTA (as appropriate) will sign off. Highlight volunteers that have exceeded the mandatory ten hours through recognition throughout the year.	\$0.00
15	G3.B3.S1.A2	Daily uniform check included in the morning announcements. Update and implement student behavior expectations and policies.	\$0.00
<b>Total:</b>			<b>\$0.00</b>

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2019</b>					
G1.B2.S2.MA1 M424359	Top Twenty data will be collected and monitored for student growth		No Start Date	Top Twenty data sheets shared by each classroom teacher monthly at data chat.	No End Date one-time
G1.B3.S1.MA1 M424360	Feedback from teachers will be collected	Simpson, Scott	1/4/2017	Feedback from teachers	5/26/2017 annually
G2.B2.S1.MA1 M424366	Increase in student achievement	Simpson, Scott	9/26/2016	Increase in student achievement	5/26/2017 quarterly
G2.B1.S1.MA1 M424364	Track progress of students' ELA assessments	Simpson, Scott	9/5/2017	Increase in scores on unit assessment and iReady	5/25/2018 monthly
G2.B2.S1.A2 A388360	[no content entered]		9/5/2017	Schedule of time	5/25/2018 quarterly
G3.B1.S1.A2 A388364	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.B3.S1.MA1 M424375	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 M424376	Quarterly monitoring of volunteer hours for each family. Letters sent out as needed.	Simpson, Scott	8/14/2017	Number of hours in FOCUS or on cards. Letters to families.	5/25/2018 weekly
G2.B2.S1.A3 A388361	[no content entered]		4/27/2018		5/30/2018 one-time
G1.MA1 M424362	Usage reports of FASTT Math	Simpson, Scott	8/20/2018	Increased math fluency	5/20/2019 quarterly
G1.MA2 M424363	Parent and student survey of science/math culture at Osceola	Simpson, Scott	8/20/2018		5/20/2019 semiannually
G2.MA1 M424370	Track ELA scores throughout year and state assessments	Simpson, Scott	8/20/2018	Increase in scores of enrichment students	5/20/2019 monthly
G3.MA1 M424377	End of year staff survey	Jones, Janine	8/20/2018	Data from staff survey and FOCUS reports will be used to determine change in school culture	5/20/2019 one-time
G1.B1.S1.MA1 M424352	Student math fluency increase	Simpson, Scott	8/20/2018	FASTT Math fluency reports	5/20/2019 one-time
G1.B1.S1.MA1 M424353	Lesson plan review, walk-through, usage schedules, fluency evidence	Simpson, Scott	8/20/2018	Observations, walk throughs, fluency proficiency reports from FASTT Math	5/20/2019 one-time
G1.B1.S1.A1 A388353	Implementation of FASTT Math program	Bruckner, Kristen	8/27/2018	Progress reports in FASTT Math	5/20/2019 weekly
G1.B2.S1.MA1 M424356	Instruction, materials and student grouping during RTI and small group instruction.	McCord, Janice	8/20/2018	Walk through, lesson plans, RTI (Top Twenty) data sheets	5/20/2019 monthly
G1.B2.S1.MA1 M424357	Agendas from professional development and weekly schedules	McCord, Janice	8/27/2018	Regular use of iReady data in grouping and providing appropriate instruction/materials.	5/20/2019 quarterly
G1.B2.S1.A1 A388355	Literacy Coach, former iReady trainer, will provide ongoing professional development in accessing...	Rollins, Theresa	8/20/2018	Agenda and handouts from professional development meetings.	5/20/2019 one-time
G1.B3.S1.MA1 M424361	Monthly meeting of committee to develop and monitor plan	Simpson, Scott	8/20/2018	Meeting agendas	5/20/2019 monthly

**Indian River - 0051 - Osceola Magnet School - 2018-19 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
G1.B3.S1.A1 A388357	Implement Pi Day, Metric Olympics, 100th Day of School, Science and Math Nights, guest speakers for...	Simpson, Scott	8/20/2018	Visits from guests speakers, projects from highlighted days/events	5/20/2019 quarterly
G2.B1.S1.MA1 M424365	Observations of ELA teaching levels	Simpson, Scott	9/5/2017	Records of observations	5/20/2019 weekly
G2.B1.S1.A1 A388358	Ongoing iReady professional development	Rollins, Theresa	8/20/2018	Training agendas, meeting notes	5/20/2019 quarterly
G2.B2.S1.MA1 M424367	Monitoring of meetings	McCord, Janice	8/20/2018	Meeting agendas, planning notes, lesson plans	5/20/2019 monthly
G2.B2.S1.A1 A388359	Additional time will be scheduled for teachers to do collaborative planning before school...	Simpson, Scott	8/20/2018	Schedule of grade level meeting times	5/20/2019 monthly
G2.B3.S1.MA1 M424368	Increase in students performance on unit assessments, class work, iReady, and FSA.	Simpson, Scott	8/20/2018	Data from unit assessments, formative assessments and FSA	5/20/2019 semiannually
G2.B3.S1.MA1 M424369	Attending collaborative meetings and monitoring student performance on work/projects related to the...	Simpson, Scott	8/20/2018	Lesson plans, formative assessments, walk throughs and student work.	5/20/2019 every-6-weeks
G2.B3.S1.A1 A388362	Using available data (FSA and iReady) design individual and collaborative work to challenge high...	Rollins, Theresa	8/20/2018		5/20/2019 monthly
G3.B1.S1.MA1 M424371	Number of 'Referral for Assistance' decreases	Simpson, Scott	8/20/2018	Referral data analysis, classroom teacher managed data	5/20/2019 quarterly
G3.B1.S1.MA1 M424372	Survey of teachers implementation, successes and needs	Robb, Jill	8/20/2018	Climate survey results, faculty meeting collaboration (problem solving), ODR data	5/20/2019 monthly
G3.B1.S1.A1 A388363	Professional Development in PBIS	Robb, Jill	8/13/2018	Meeting agendas, PBIS expectation posters up throughout school, behavior expectation rotations on calendar	5/20/2019 monthly
G3.B2.S1.MA1 M424373	Culture Committee meetings	Robb, Jill	8/20/2018	Feedback to both SAC and PTA pertaining to positive/engaging culture	5/20/2019 monthly
G3.B2.S1.MA1 M424374	Faculty meeting agendas, monthly celebrations on Outlook	McCord, Janice	8/20/2018	Positive collaborative school culture as evidenced in the staff climate survey.	5/20/2019 monthly
G3.B2.S1.A1 A388365	Increase "shout outs" on board in faculty lounge and share out at monthly faculty meetings....	McCord, Janice	8/20/2018	Number of "shout-outs" on board each month. Teacher recognition in the Monday Morning Memo.	5/20/2019 monthly
G3.B3.S1.A1 A388366	Improve method of reporting and monitoring parent volunteer hours.through use of "yellow cards"....	McCord, Janice	8/20/2018	Record of volunteer hours on cards or in FOCUS	5/20/2019 monthly
G3.B3.S1.A2 A388367	Daily uniform check included in the morning announcements. Update and implement student behavior...	Simpson, Scott	8/20/2018	Number of uniform infractions will decrease; updated policy shared with families	5/20/2019 daily
G1.B1.S2.MA1 M424354	Collection of names of students from each grade level reaching their goal.Daily announcement log.	Simpson, Scott	8/20/2018	Goal posted on the bulletin board and a list of students reaching their goal.	5/20/2019 weekly
G1.B1.S2.MA1 M424355	Regular review of student usage and progress reports from FASTT Math	Bruckner, Kristen	8/20/2018	Teachers and Math Coach will monitor student usage and progress using reports generated by the program.	5/20/2019 one-time
G1.B1.S2.A1 A388354	Providing incentives to recognize and celebrate student success on the FASTT Math program.	Simpson, Scott	8/27/2018	Student names and certificates will be added to the FASTT Math board in the cafeteria. Students will have name announced on morning announcements.	5/20/2019 monthly
G1.B2.S2.MA1 M424358	Data chats	McCord, Janice	9/4/2018	Review of student acheivement and use of iReady data and instructional plans.	5/20/2019 monthly

**Indian River - 0051 - Osceola Magnet School - 2018-19 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
G1.B2.S2.A1  A388356	Create a schedule that allows for collaborative time during planning, before and/or after school to...	Simpson, Scott	8/20/2018	School wide schedules for planning and professional development	5/20/2019 monthly