

Osceola Magnet School



2014-15 School Improvement Plan

Osceola Magnet School

1110 18TH AVE SW, Vero Beach, FL 32962

www.indianriverschools.org

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

39%

Alternative/ESE Center

No

Charter School

No

Minority

29%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	A	A	A

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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.

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.

School Environment

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. The Hispanic population is our largest minority group, as a result Spanish speaking parents have come together to teach Spanish before school to interested children one morning a week.
3. In November, we have a school wide Heritage Day which allows students opportunities to share their background and culture with their classmates.
4. Osceola has implemented a school mentor program to match staff members with students in need.

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

1. This year our Student Support Specialist will be presenting 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 of the month is chosen from each classroom to represent the specific character trait for that month.
6. All fifth grade students participate in the DARE program each year.
7. Each morning students recite the school motto "Be responsible. Do your best, and always remember to help the rest!"

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 Code of 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 a 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 use a 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.

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 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.

Early Warning Systems

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

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. The plan includes progressive contact with parents, starting with a letter of concern, next a phone call, and finally a mandatory conference. 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 after-school options.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	1	8	4	3	2	3	21
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	3	4	3	10

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	
Students exhibiting two or more indicators	6	5	12	23	48	23	117

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:

- * The administration, both principal and assistant principal, meet with both parents prior to the student's first day to discuss an attendance plan and an academic improvement plan.
- * A meeting is established to review the progress of the student 6 weeks later, at which time, the plan will be assessed for effectiveness and modified if needed.
- * Through progress monitoring and data analysis, teachers make ongoing instructional decisions.
- * During the 6 week period, attendance is closely monitored and direct contacts are made to parents by administration if a non- attendance pattern begins to emerge.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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. Esembler/parent information portal regarding student grades
3. Monthly PTA and SAC meetings take place which are both well attended.
4. Monthly PTA newsletter and a "Just Between Friends" email service that currently reaches 97% of our families as well as a Blackboard Connect phone service.
5. Parent Night and Fall Festival in the fall, Family Science Night and Parent Information on

Assessment in the winter, and a spring dance and golf tournament.
6. Annual "Parent Climate Survey" to address areas for improvement

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. OMS sustains a partnership with "Osceola Alumni" families who continue to support our school through attendance at events and activities.
4. Partnerships with various community businesses, including, Publix Supermarket, Chili's and McDonalds are in place. These organizations participate in many of our functions, support us monetarily and, in turn teachers, staff and parents support their businesses.
5. Partnerships are sustained through appreciation letters, highlighting businesses in our newsletters, marquee and website.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Goldstein, Kathleen	Principal
McCord, Janice	Assistant Principal
Jones, Janine	Teacher, K-12
Davenport, Colleen	Administrative Support
Akers, Brenda	Instructional Coach

Duties

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. The team meets every Monday morning from 7:30 to 8:30. Twice a month this team meets with the Team Leaders of each grade level. All members of the team are invited to add an item to the agenda prior to each bi-weekly 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.

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 using the 8-step problem solving plan 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.

* An 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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
	Student

Duties

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

Evaluation of last year's school improvement plan

The following information was presented to the SAC committee for their analysis and review at the September 2014 meeting.

1. In the area of math our goal was to improve 5th grade geometry and measurement by 7%

* 12/13 33% students scored in green

* 13/14 53% of the students scored in the green (goal was met)

2.Third grade math will improve in the area of fractions by 6%

* 12/13 65% scored in the green

* 13/14 48% scored in green (goal was not met)

3.In the area of science our goal was to increase the percentage of Level 3 or higher students by 5%.

- * 12/13 64% of the 5th grade students scored level 3 or higher
- * 13/14 69% of the 5th grade students scored level 3 or higher (goal was met)
- 4. To improve daily attendance by 3% from 92-95%

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.

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.

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

School Improvement dollars of \$ 2,130 was allocated for the 2013-14 school year however, it was not placed in school budgets until July 15, 2014.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Goldstein, Kathleen	Principal
McCord, Janice	Assistant Principal
Jones, Janine	Teacher, K-12
Akers, Brenda	Instructional Coach
Boggan, Kathryn	Teacher, K-12
Bruckner, Kristen	Teacher, K-12
Davenport, Colleen	Administrative Support
Meyer, Janet	Teacher, K-12
Oberlink, Kevin	Teacher, K-12
Rahal, Kimberly	Teacher, K-12
Thomas, Marianne	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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 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

Public and Collaborative Teaching

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

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

1. 45 minute of daily common planning time is provided for all grade level teachers during the school hours.
2. First through fifth grade level teams are scheduled to meet one morning a week before school from 8:00- 8:45. Kindergarten meets for 30 minutes weekly. The purpose of these meetings is for teacher collaboration to plan and design student work.
3. Through PD from the school's IRTIPS (school/district initiative) teachers are eager to begin participating in instructional rounds. A coaching and mentoring piece is expected to evolve from this activity.
4. During the summer months, teachers participate in "Vertical Planning" as they work collaboratively with teachers from all grade levels to plan instruction for the coming year.
5. Monthly faculty meetings include PD but also a "Birthday Breakfast" for staff birthdays celebrated during the month.

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 those chosen for interviews are selected from a team of teachers on staff.

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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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, supplemental 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.

Instructional Strategies

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

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, FCAT, SAT)
- * Additional data collected includes: DIBELS, Weekly progress monitoring (ORF, MAZE), running records, behavioral and attendance
- * This year Osceola will be piloting a computer based program which will serve 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.

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: 20

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

Goldstein, Kathleen, kathleen.goldstein@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 2013-14 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: 18

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

Student Transition and Readiness

PreK-12 Transition

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

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

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

College and Career Readiness

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

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

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

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

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.** By June 2015, Osceola Magnet School will fully implement "standards based instruction" in the area of math in grades K-5, and will ensure that all instruction in math is fully aligned with the Florida Math Standards.

- G2.** By June 2015, Osceola Magnet School will have fully implemented Tier 2 and Tier 3 reading groups which have been correctly identified and which received appropriate instruction and support resulting in learning gains in reading, with specific focus on SWD subgroup and the lowest quartile.

- G3.** By June 2015, Osceola Magnet School will fully implement "standards based instruction" at each grade level so that all instruction is fully aligned with the Florida Language Arts Standards.

Strategic Goals Detail

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

G1. By June 2015, Osceola Magnet School will fully implement "standards based instruction" in the area of math in grades K-5, and will ensure that all instruction in math is fully aligned with the Florida Math Standards. 1a

G047985

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	83.0

Resources Available to Support the Goal 2

- District Math Expert New math teacher editions to support the common core version of the Every Day Math Program Sufficient math materials and math academic games for each classroom Schedules reflect sufficient uninterrupted 60 min blocks of time (or more) to devote to math instruction Parent Volunteers

Targeted Barriers to Achieving the Goal 3

- Lack of in-depth knowledge of grade level Florida Math Standards

Plan to Monitor Progress Toward G1. 8

After the initial PD takes place, the expectation is that grade level meetings will reflect collaborative conversations that will insure that all instruction for the week is aligned with the math standards. Team meeting agendas will be collected and administrators will be attending meetings to monitor.

Person Responsible

Janice McCord

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Observations, posted math goals, plan books, team meeting visits, math student benchmarks

G2. By June 2015, Osceola Magnet School will have fully implemented Tier 2 and Tier 3 reading groups which have been correctly identified and which received appropriate instruction and support resulting in learning gains in reading, with specific focus on SWD subgroup and the lowest quartile. 1a

G047121

Targets Supported 1b

Indicator	Annual Target
AMO Reading - SWD	63.0
ELA/Reading Lowest 25% Gains	

Resources Available to Support the Goal 2

- * Literacy Coach * Parent Volunteers * ESE teacher and ESE para * C-Palms and other free internet web-sites * Time in block schedules to include tiered instruction

Targeted Barriers to Achieving the Goal 3

- knowing which materials/strategies fit best with the tiered groups
- Lack of after school tutoring opportunities

Plan to Monitor Progress Toward G2. 8

ORF and MAZE data will be collected weekly or bi-weekly and progress measured based on norms. Bi-weekly and benchmark assessment data will be measured based on proficient levels as will the Spring Standardized testing.

Person Responsible

Janice McCord

Schedule

Monthly, from 11/17/2014 to 5/29/2015

Evidence of Completion

AIMSweb, PM2 and eSembler data will be used to monitor progress and adjustments made if needed.

G3. By June 2015, Osceola Magnet School will fully implement "standards based instruction" at each grade level so that all instruction is fully aligned with the Florida Language Arts Standards. 1a

 G047064

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	10.0

Resources Available to Support the Goal 2

- Literacy Coach C Palms FSA Item Specs Intern (Administrative) Parent Volunteers Community Volunteers Learning Alliance Science Lab Money Gifted Teacher Media Center District Reading Person Willing and Hard working Staff
- What has helped us in the past? Mentoring Program Walking Tall Volunteer Integrated Units Vertical Plan Daily Common Team Planning time (45min) In Class enrichment programs Take home - high interest leveled readers Reading Coach – Use to help double dose lower level students Check out leveled books from a organized book room

Targeted Barriers to Achieving the Goal 3

- Staff knowledge of Florida standards and most appropriate strategies in which to teach these standards
- Lack of after school tutoring opportunities for our students

Plan to Monitor Progress Toward G3. 8

Quarterly review of student progress on district benchmark assessments as well as bi-weekly standards based assessments

Person Responsible

Schedule

Quarterly, from 11/3/2014 to 5/29/2015

Evidence of Completion

PM2 results from benchmark assessments and classroom assessment results with emphasis on performance of our SWD, black, and ELL subgroups.

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. By June 2015, Osceola Magnet School will fully implement "standards based instruction" in the area of math in grades K-5, and will ensure that all instruction in math is fully aligned with the Florida Math Standards.

1

 G047985

G1.B1 Lack of in-depth knowledge of grade level Florida Math Standards **2**

 B119537

G1.B1.S1 Teachers will develop an in-depth knowledge of the math standards and strategies to teach these standards through: * professional development at the district and the school level * collaboration with other staff members, * implementation of these strategies into their classroom instruction. **4**

 S131417

Strategy Rationale

The MAFS are new standards, particularly for third through fifth grade teachers. It is important for teachers to understand the standards not only at their grade level, but at the grade level before and after theirs. With this understanding, teachers will learn which standards need to be mastered by students before they move on to the next grade level. They will also learn strategies to use when teaching these standards.

Action Step 1 **5**

The district math expert will be scheduled to meet with each team during their 45 min. planning time to highlight specific math standards that are most important for students to master.

Person Responsible

Janice McCord

Schedule

On 9/29/2014

Evidence of Completion

All instructional staff will attend and there will be a roster of attendance collected as well as notes from the meeting.

Action Step 2 5

Teachers will explore C-Palms for strategies to use to implement standards and create learning centers for practice to be used with Tier 2 and 3 math students.

Person Responsible

Kathleen Goldstein

Schedule

Quarterly, from 10/17/2014 to 10/17/2014

Evidence of Completion

Documentation on IPDP

Action Step 3 5

Teachers will use supplemental materials such as "Go Math" to be used with their "Everyday Math" series to ensure all standards are being covered at their grade level.

Person Responsible

Janice McCord

Schedule

Monthly, from 9/26/2014 to 5/8/2015

Evidence of Completion

Team leaders will lead their weekly meetings to collaborate on the supplemental materials the team will use.

Action Step 4 5

Parent volunteers will be used to assist students in need of more practice.

Person Responsible

Janice McCord

Schedule

On 5/25/2015

Evidence of Completion

Parent volunteer log will be kept

Action Step 5 5

Teachers will become familiar with the Everyday Math games that tie into the standards and implement those games particularly with the struggling math students.

Person Responsible

Kathleen Goldstein

Schedule

On 4/30/2015

Evidence of Completion

Team leaders will create a list of games with their teams. These games will be used once a week with struggling math students beginning in January.

Action Step 6 5

An after- school math program will be put into place for struggling math students if the budget allows.

Person Responsible

Kathleen Goldstein

Schedule

On 4/30/2015

Evidence of Completion

Struggling students in grades 3 and 4 will be identified by the most recent math benchmark testing. Attendance roster will be kept.

Action Step 7 5

Person Responsible

Schedule

Evidence of Completion

Action Step 8 5

Literacy and science standards will be infused into math using journals and ticket out the door strategies which will allow students to reflect on what they have learned using the writing process.

Person Responsible

Schedule

Evidence of Completion

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

Team Leaders will work with the team to ensure goals are always written to grade level standards.

Person Responsible

Janice McCord

Schedule

Biweekly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Classroom observations, team leader minutes, PD logs, IPDP's

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

Final Standardized Spring Testing will be the tool to monitor for successful implementation of the teaching of math standards.

Person Responsible

Kathleen Goldstein

Schedule

Quarterly, from 10/30/2014 to 5/29/2015

Evidence of Completion

The benchmark data, classroom tests, report cards, Final Standardized testing scores

G2. By June 2015, Osceola Magnet School will have fully implemented Tier 2 and Tier 3 reading groups which have been correctly identified and which received appropriate instruction and support resulting in learning gains in reading, with specific focus on SWD subgroup and the lowest quartile. 1

G047121

G2.B1 knowing which materials/strategies fit best with the tiered groups 2

B117358

G2.B1.S1 Use data to identify the appropriate strategies/materials for each student in tier 2 and tier 3 4

S129168

Strategy Rationale

Although tiered instruction is currently in place for tier 2 and tier 3 students, these students have not made sufficient gains. As a result, we need to ensure the time spent in tiered instruction specifically addresses the deficit skills.

Action Step 1 5

Staff will collect, utilize, and analyze data, including ORF and MAZE as well as other early warning signals to determine and create tiered groups.

Person Responsible

Brenda Akers

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

AIMSweb and PM2 data, benchmark and bi-weekly standards based assessments, report card grades, as well as early warning signal reports

Action Step 2 5

The leadership team will be responsible for researching the most appropriate research-based materials needed to address specific skill deficits. This will include collaborating with other schools to explore materials with which students have made substantial gains.

Person Responsible

Brenda Akers

Schedule

Semiannually, from 9/24/2014 to 5/29/2015

Evidence of Completion

An established list of available materials, by grade level, to be used by teachers to address specific skill deficits.

Action Step 3 5

The Literacy Coach will coach teachers and model lessons for them to use with their tiered groups. She will also video tape some of her lessons for teachers to refer to when needed.

Person Responsible

Brenda Akers

Schedule

On 5/8/2015

Evidence of Completion

Video taped lessons to be placed in common folder

Action Step 4 5

Teachers will identify specific times during their schedules each day to implement tier 2 and tier 3 groups.

Person Responsible

Kathleen Goldstein

Schedule

On 5/8/2015

Evidence of Completion

Teacher class schedules, Teacher Plan books

Action Step 5 5

Using Benchmark data students in the red or low yellow will be targeted for additional assistance after school if the budget allows.

Person Responsible

Janice McCord

Schedule

Evidence of Completion

Attendance rosters

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

Baseline progress monitoring data will be submitted to the AP for input into AIMSweb

Person Responsible

Janice McCord

Schedule

Weekly, from 9/25/2014 to 5/29/2015

Evidence of Completion

Students will be put into the web-based AIMSweb portal; performance goals will be determined. Team Leaders will provide (as needed) assistance to teachers as will staff from MTSS.

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

Data analysis meetings, using all data sources will occur to identify student deficits Team Leader will monitor

Person Responsible

Janice McCord

Schedule

Monthly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Spreadsheets, by grade level, will be created identifying each group of students with similar skill deficit Literacy Coach will monitor

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

Most appropriate instructional materials will be identified, ordered, and included on the tiered group spreadsheet,

Person Responsible

Janine Jones

Schedule

Semiannually, from 9/29/2014 to 5/29/2015

Evidence of Completion

Instructional materials will be listed on spreadsheet for each tiered group at each grade level.

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

Monthly data meetings will take place to identify student progress, and when needed, adjustments to groups made. Team Leaders will assist Literacy Coach.

Person Responsible

Brenda Akers

Schedule

Monthly, from 11/10/2014 to 5/29/2015

Evidence of Completion

AIMSweb graphs and PM2 data, updated tiered groups spreadsheet, I Station reports

G2.B2 Lack of after school tutoring opportunities 2

 B117420

G2.B2.S1 Apply for grant opportunities to close the gap 4

 S153838

Strategy Rationale

Osceola Magnet School is not a title 1 school however data reveals that 25% or more of our students struggle in the area of both reading and math. Without extra dollars to pay teachers to work after school in small group tutoring, these students have no opportunities to participate in school based after school tutoring programs.

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Kathleen Goldstein

Schedule

On 3/31/2015

Evidence of Completion

Dates will be determined, students will be selected, parents notified, the schedule developed and teachers hired.

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

After school Tutoring program

Person Responsible

Kathleen Goldstein

Schedule

On 4/30/2015

Evidence of Completion

Attendance will be taken, student benchmarks and in class assessments will be monitored

G3. By June 2015, Osceola Magnet School will fully implement "standards based instruction" at each grade level so that all instruction is fully aligned with the Florida Language Arts Standards. **1**

G047064

G3.B1 Staff knowledge of Florida standards and most appropriate strategies in which to teach these standards **2**

B117090

G3.B1.S1 Staff immersion in grade level standards (vertical) through both deliberate and purposeful professional development. **4**

S128825

Strategy Rationale

Although teachers are familiar with the standards at their grade level, they lack the deep understanding and complexity levels of the standards as well as the vertical progression of the standards. In addition, teachers want to better understand those concepts which must be taught to mastery at their grade level.

Action Step 1 5

Professional development will take place at each monthly faculty meeting with a focus on one (or more) ELA standard(s). While reviewing the standard, teachers will be requested to sit in vertical teams to help them better understand the progression of the concepts.

Person Responsible

Kathleen Goldstein

Schedule

Monthly, from 9/23/2014 to 9/23/2014

Evidence of Completion

Meeting agendas and sign in rosters

Action Step 2 5

Professional development to take place with team leaders that will provide an overview of the framework of LAFS and an understanding of the progression of grade level standards so that they can assist their team members.

Person Responsible

Kathleen Goldstein

Schedule

Monthly, from 10/17/2014 to 5/22/2015

Evidence of Completion

Meeting agenda and sign in roster

Action Step 3 5

Professional development to take place the morning of October 17, state in-service day, that will teach how to integrate science with the reading standards using the smart board and the Edu Smart on-line platform.

Person Responsible

Kathleen Goldstein

Schedule

On 10/17/2014

Evidence of Completion

Lesson plans and classroom observations

Action Step 4 5

Twice monthly grade level meetings addressing the LAFS instructional strategies (i.e, Depth of Knowledge, FSA item specs, student engagement). Direction to team leaders will be given outlining the standard/strategy to be covered for each meeting.

Person Responsible

Brenda Akers

Schedule

Biweekly, from 11/4/2014 to 6/5/2015

Evidence of Completion

Action Step 5 5

Monthly team meetings focused on using student work and the writing standards to determine if the student work is meeting the standards. A protocol will be developed to do this and dates will be identified on the calendar.

Person Responsible

Kathleen Goldstein

Schedule

Biweekly, from 10/6/2014 to 6/1/2015

Evidence of Completion

meeting agendas, Monday Morning Memo

Action Step 6 5

Person Responsible

Schedule

Evidence of Completion

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

A master professional calendar will be established for the year with an agenda for each meeting.

Person Responsible

Kathleen Goldstein

Schedule

On 10/13/2014

Evidence of Completion

The calendar, agendas, and PD rosters will be collected.

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

This will be monitored through administrative review of lesson plans and classroom observations of both the common board and standards based instruction.

Person Responsible

Kathleen Goldstein

Schedule

Weekly, from 10/27/2014 to 6/5/2015

Evidence of Completion

Lesson plan books and copies of teacher feedback forms

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

Quarterly review of student progress on district benchmark assessments as well as bi-weekly standards based assessments

Person Responsible

Janice McCord

Schedule

Quarterly, from 11/3/2014 to 5/29/2015

Evidence of Completion

PM2 results from benchmark assessments and classroom assessment results with emphasis on performance of our SWD, black, and ELL subgroups.

G3.B6 Lack of after school tutoring opportunities for our students 2

 B117095

G3.B6.S1 An after school tutoring program that will provide assistance to students falling in the lowest 30%. 4

 S153840

Strategy Rationale

Students in the lowest 30% need additional support beyond the school day.

Action Step 1 5

An after school tutoring program will be initiated for students in the lowest 30%.

Person Responsible

Kathleen Goldstein

Schedule

On 4/30/2015

Evidence of Completion

attendance records

Appendix 1: Implementation Timeline

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

Indian River - 0051 - Osceola Magnet School - 2014-15 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.B1.S1.A1	Professional development will take place at each monthly faculty meeting with a focus on one (or more) ELA standard(s). While reviewing the standard, teachers will be requested to sit in vertical teams to help them better understand the progression of the concepts.	Goldstein, Kathleen	9/23/2014	Meeting agendas and sign in rosters	9/23/2014 monthly
G2.B1.S1.A1	Staff will collect, utilize, and analyze data, including ORF and MAZE as well as other early warning signals to determine and create tiered groups.	Akers, Brenda	9/15/2014	AIMSweb and PM2 data, benchmark and bi-weekly standards based assessments, report card grades, as well as early warning signal reports	5/29/2015 biweekly
G1.B1.S1.A1	The district math expert will be scheduled to meet with each team during their 45 min. planning time to highlight specific math standards that are most important for students to master.	McCord, Janice	9/29/2014	All instructional staff will attend and there will be a roster of attendance collected as well as notes from the meeting.	9/29/2014 one-time
G2.B2.S1.A1	[no content entered]			one-time	
G3.B6.S1.A1	An after school tutoring program will be initiated for students in the lowest 30%.	Goldstein, Kathleen	1/12/2015	attendance records	4/30/2015 one-time
G3.B1.S1.A2	Professional development to take place with team leaders that will provide an overview of the framework of LAFS and an understanding of the progression of grade level standards so that they can assist their team members.	Goldstein, Kathleen	10/17/2014	Meeting agenda and sign in roster	5/22/2015 monthly
G2.B1.S1.A2	The leadership team will be responsible for researching the most appropriate research-based materials needed to address specific skill deficits. This will include collaborating with other schools to explore materials with which students have made substantial gains.	Akers, Brenda	9/24/2014	An established list of available materials, by grade level, to be used by teachers to address specific skill deficits.	5/29/2015 semiannually
G1.B1.S1.A2	Teachers will explore C-Palms for strategies to use to implement standards and create learning centers for practice to be used with Tier 2 and 3 math students.	Goldstein, Kathleen	10/17/2014	Documentation on IPDP	10/17/2014 quarterly
G3.B1.S1.A3	Professional development to take place the morning of October 17, state in-service day, that will teach how to integrate science with the reading standards using the smart board and the Edu Smart on-line platform.	Goldstein, Kathleen	10/17/2014	Lesson plans and classroom observations	10/17/2014 one-time
G1.B1.S1.A3	Teachers will use supplemental materials such as "Go Math" to be used with their "Everyday Math" series to ensure all standards are being covered at their grade level.	McCord, Janice	9/26/2014	Team leaders will lead their weekly meetings to collaborate on the supplemental materials the team will use.	5/8/2015 monthly
G2.B1.S1.A3	The Literacy Coach will coach teachers and model lessons for them to use with their tiered groups. She will also video tape some of her lessons for teachers to refer to when needed.	Akers, Brenda	10/7/2014	Video taped lessons to be placed in common folder	5/8/2015 one-time
G3.B1.S1.A4	Twice monthly grade level meetings addressing the LAFS instructional strategies (i.e, Depth of Knowledge, FSA item specs, student engagement). Direction to team leaders will be given outlining the standard/strategy to be covered for each meeting.	Akers, Brenda	11/4/2014		6/5/2015 biweekly

Indian River - 0051 - Osceola Magnet School - 2014-15 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.B1.S1.A4	Parent volunteers will be used to assist students in need of more practice.	McCord, Janice	10/6/2014	Parent volunteer log will be kept	5/25/2015 one-time
G2.B1.S1.A4	Teachers will identify specific times during their schedules each day to implement tier 2 and tier 3 groups.	Goldstein, Kathleen	10/1/2014	Teacher class schedules, Teacher Plan books	5/8/2015 one-time
G3.B1.S1.A5	Monthly team meetings focused on using student work and the writing standards to determine if the student work is meeting the standards. A protocol will be developed to do this and dates will be identified on the calendar.	Goldstein, Kathleen	10/6/2014	meeting agendas, Monday Morning Memo	6/1/2015 biweekly
G1.B1.S1.A5	Teachers will become familiar with the Everyday Math games that tie into the standards and implement those games particularly with the struggling math students.	Goldstein, Kathleen	1/5/2015	Team leaders will create a list of games with their teams. These games will be used once a week with struggling math students beginning in January.	4/30/2015 one-time
G2.B1.S1.A5	Using Benchmark data students in the red or low yellow will be targeted for additional assistance after school if the budget allows.	McCord, Janice	4/30/2015	Attendance rosters	one-time
G1.B1.S1.A6	An after- school math program will be put into place for struggling math students if the budget allows.	Goldstein, Kathleen	1/12/2015	Struggling students in grades 3 and 4 will be identified by the most recent math benchmark testing. Attendance roster will be kept.	4/30/2015 one-time
G3.B1.S1.A6	[no content entered]			once	
G1.B1.S1.A7	[no content entered]			one-time	
G1.B1.S1.A8	Literacy and science standards will be infused into math using journals and ticket out the door strategies which will allow students to reflect on what they have learned using the writing process.			one-time	
G1.MA1	After the initial PD takes place, the expectation is that grade level meetings will reflect collaborative conversations that will insure that all instruction for the week is aligned with the math standards. Team meeting agendas will be collected and administrators will be attending meetings to monitor.	McCord, Janice	10/6/2014	Observations, posted math goals, plan books, team meeting visits, math student benchmarks	5/29/2015 monthly
G1.B1.S1.MA1	Final Standardized Spring Testing will be the tool to monitor for successful implementation of the teaching of math standards.	Goldstein, Kathleen	10/30/2014	The benchmark data, classroom tests, report cards, Final Standardized testing scores	5/29/2015 quarterly
G1.B1.S1.MA1	Team Leaders will work with the team to ensure goals are always written to grade level standards.	McCord, Janice	9/29/2014	Classroom observations, team leader minutes, PD logs, IPDP's	5/29/2015 biweekly
G2.MA1	ORF and MAZE data will be collected weekly or bi-weekly and progress measured based on norms. Bi-weekly and benchmark assessment data will be measured based on proficient levels as will the Spring Standardized testing.	McCord, Janice	11/17/2014	AIMSweb, PM2 and eSembler data will be used to monitor progress and adjustments made if needed.	5/29/2015 monthly
G2.B1.S1.MA1	Monthly data meetings will take place to identify student progress, and when needed, adjustments to groups made. Team Leaders will assist Literacy Coach.	Akers, Brenda	11/10/2014	AIMSweb graphs and PM2 data, updated tiered groups spreadsheet, I Station reports	5/29/2015 monthly
G2.B1.S1.MA1	Baseline progress monitoring data will be submitted to the AP for input into AIMSweb	McCord, Janice	9/25/2014	Students will be put into the web-based AIMSweb portal; performance goals will be determined. Team Leaders will provide (as needed) assistance to teachers as will staff from MTSS.	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA2	Data analysis meetings, using all data sources will occur to identify student deficits Team Leader will monitor	McCord, Janice	9/29/2014	Spreadsheets, by grade level, will be created identifying each group of students with similar skill deficit Literacy Coach will monitor	5/29/2015 monthly
G2.B1.S1.MA3	Most appropriate instructional materials will be identified, ordered, and included on the tiered group spreadsheet,	Jones, Janine	9/29/2014	Instructional materials will be listed on spreadsheet for each tiered group at each grade level.	5/29/2015 semiannually
G2.B2.S1.MA1	After school Tutoring program	Goldstein, Kathleen	1/12/2015	Attendance will be taken, student benchmarks and in class assessments will be monitored	4/30/2015 one-time
G2.B2.S1.MA1	[no content entered]	Goldstein, Kathleen	1/12/2015	Dates will be determined, students will be selected, parents notified, the schedule developed and teachers hired.	3/31/2015 one-time
G3.MA1	Quarterly review of student progress on district benchmark assessments as well as bi-weekly standards based assessments		11/3/2014	PM2 results from benchmark assessments and classroom assessment results with emphasis on performance of our SWD, black, and ELL subgroups.	5/29/2015 quarterly
G3.B1.S1.MA1	This will be monitored through administrative review of lesson plans and classroom observations of both the common board and standards based instruction.	Goldstein, Kathleen	10/27/2014	Lesson plan books and copies of teacher feedback forms	6/5/2015 weekly
G3.B1.S1.MA3	Quarterly review of student progress on district benchmark assessments as well as bi-weekly standards based assessments	McCord, Janice	11/3/2014	PM2 results from benchmark assessments and classroom assessment results with emphasis on performance of our SWD, black, and ELL subgroups.	5/29/2015 quarterly
G3.B1.S1.MA1	A master professional calendar will be established for the year with an agenda for each meeting.	Goldstein, Kathleen	9/29/2014	The calendar, agendas, and PD rosters will be collected.	10/13/2014 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. By June 2015, Osceola Magnet School will fully implement "standards based instruction" in the area of math in grades K-5, and will ensure that all instruction in math is fully aligned with the Florida Math Standards.

G1.B1 Lack of in-depth knowledge of grade level Florida Math Standards

G1.B1.S1 Teachers will develop an in-depth knowledge of the math standards and strategies to teach these standards through: * professional development at the district and the school level * collaboration with other staff members, * implementation of these strategies into their classroom instruction.

PD Opportunity 1

The district math expert will be scheduled to meet with each team during their 45 min. planning time to highlight specific math standards that are most important for students to master.

Facilitator

Laura Lane

Participants

All instructional staff

Schedule

On 9/29/2014

PD Opportunity 2

Teachers will use supplemental materials such as "Go Math" to be used with their "Everyday Math" series to ensure all standards are being covered at their grade level.

Facilitator

Participants

Schedule

Monthly, from 9/26/2014 to 5/8/2015

G3. By June 2015, Osceola Magnet School will fully implement "standards based instruction" at each grade level so that all instruction is fully aligned with the Florida Language Arts Standards.

G3.B1 Staff knowledge of Florida standards and most appropriate strategies in which to teach these standards

G3.B1.S1 Staff immersion in grade level standards (vertical) through both deliberate and purposeful professional development.

PD Opportunity 1

Professional development will take place at each monthly faculty meeting with a focus on one (or more) ELA standard(s). While reviewing the standard, teachers will be requested to sit in vertical teams to help them better understand the progression of the concepts.

Facilitator

Literacy Coach and Assistant Principal

Participants

All instructional staff

Schedule

Monthly, from 9/23/2014 to 9/23/2014

PD Opportunity 2

Professional development to take place with team leaders that will provide an overview of the framework of LAFS and an understanding of the progression of grade level standards so that they can assist their team members.

Facilitator

Literacy Coach and Assistant Principal

Participants

All instructional staff

Schedule

Monthly, from 10/17/2014 to 5/22/2015

PD Opportunity 3

Professional development to take place the morning of October 17, state in-service day, that will teach how to integrate science with the reading standards using the smart board and the Edu Smart on-line platform.

Facilitator

Edu Smart representative

Participants

All instructional staff

Schedule

On 10/17/2014

PD Opportunity 4

Monthly team meetings focused on using student work and the writing standards to determine if the student work is meeting the standards. A protocol will be developed to do this and dates will be identified on the calendar.

Facilitator

Literacy Coach, team leaders, administration

Participants

Grade level team leaders

Schedule

Biweekly, from 10/6/2014 to 6/1/2015

Technical Assistance Items

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

G1. By June 2015, Osceola Magnet School will fully implement "standards based instruction" in the area of math in grades K-5, and will ensure that all instruction in math is fully aligned with the Florida Math Standards.

G1.B1 Lack of in-depth knowledge of grade level Florida Math Standards

G1.B1.S1 Teachers will develop an in-depth knowledge of the math standards and strategies to teach these standards through: * professional development at the district and the school level * collaboration with other staff members, * implementation of these strategies into their classroom instruction.

PD Opportunity 1

Teachers will explore C-Palms for strategies to use to implement standards and create learning centers for practice to be used with Tier 2 and 3 math students.

Facilitator

District inservice and a school-based knowledgeable teacher

Participants

Teachers who are not familiar with c-palms

Schedule

Quarterly, from 10/17/2014 to 10/17/2014

Budget Rollup

Summary

Description	Total
Goal 2: By June 2015, Osceola Magnet School will have fully implemented Tier 2 and Tier 3 reading groups which have been correctly identified and which received appropriate instruction and support resulting in learning gains in reading, with specific focus on SWD subgroup and the lowest quartile.	1,500
Grand Total	1,500

Goal 2: By June 2015, Osceola Magnet School will have fully implemented Tier 2 and Tier 3 reading groups which have been correctly identified and which received appropriate instruction and support resulting in learning gains in reading, with specific focus on SWD subgroup and the lowest quartile.

Description	Source	Total
B1.S1.A2 - Request dollars from PTA to assist with purchase of Tiered materials.	Other	1,500
Total Goal 2		1,500