

Okeechobee County School District

# Osceola Middle School



## 2019-20 School Improvement Plan

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# Osceola Middle School

825 SW 28TH ST, Okeechobee, FL 34974

<http://osceolamiddleschool.sites.thedigitalbell.com/>

## Demographics

**Principal: Sean Downing**

Start Date for this Principal: 7/28/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	93%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students <b>Students With Disabilities</b> White Students
<b>School Grade</b>	2018-19: B
<b>School Grades History</b>	2017-18: B 2016-17: C 2015-16: B 2014-15: C 2013-14: C
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">Diane Leinenbach</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	
<b>Support Tier</b>	NOT IN DA

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan is pending approval by the Okeechobee County School Board.

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

### 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. 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: School Information

### School Mission and Vision

#### Provide the school's mission statement

The faculty and staff of Osceola Middle School will provide an engaging, rigorous learning environment that is meaningful to middle school students. We will strive to equip students with the skills necessary to be college or career ready, and contribute as members of a global society in the 21st century.

#### Provide the school's vision statement

Exceeding Expectations!

### School Leadership Team

#### Membership

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

Name	Title	Job Duties and Responsibilities
Nielson, Taylor	Teacher, K-12	
Maggard, Sara	Guidance Counselor	
Downing, Sean	Principal	
Potter, Greg	Assistant Principal	
Smith, Sonya	Instructional Coach	
Tomlinson, LaRenda	Instructional Coach	
Kellner, Jennifer	Teacher, ESE	
Talavera, Jessica	Teacher, ESE	

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	285	235	238	0	0	0	0	758
Attendance below 90 percent	0	0	0	0	0	0	47	47	53	0	0	0	0	147
One or more suspensions	0	0	0	0	0	0	41	31	58	0	0	0	0	130
Course failure in ELA or Math	0	0	0	0	0	0	30	38	13	0	0	0	0	81
Level 1 on statewide assessment	0	0	0	0	0	0	78	92	87	0	0	0	0	257
	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	48	54	53	0	0	0	0	155

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	7	10	7	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	5	10	4	0	0	0	0	19

**FTE units allocated to school (total number of teacher units)**

50

**Date this data was collected or last updated**

Saturday 7/27/2019

**Prior Year - As Reported**

**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	0	0	0	0	0	2	33	38	0	0	0	0	73
One or more suspensions	0	0	0	0	0	0	18	22	45	0	0	0	0	85
Course failure in ELA or Math	0	0	0	0	0	0	32	59	85	0	0	0	0	176
Level 1 on statewide assessment	0	0	0	0	0	0	88	85	103	0	0	0	0	276

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	28	24	38	0	0	0	0	90

**Prior Year - Updated**

**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	0	0	0	0	0	2	33	38	0	0	0	0	73
One or more suspensions	0	0	0	0	0	0	18	22	45	0	0	0	0	85
Course failure in ELA or Math	0	0	0	0	0	0	32	59	85	0	0	0	0	176
Level 1 on statewide assessment	0	0	0	0	0	0	88	85	103	0	0	0	0	276

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	28	24	38	0	0	0	0	90

## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	44%	42%	54%	41%	40%	53%
ELA Learning Gains	49%	48%	54%	47%	48%	54%
ELA Lowest 25th Percentile	44%	43%	47%	39%	44%	47%
Math Achievement	63%	61%	58%	62%	58%	58%
Math Learning Gains	59%	60%	57%	69%	67%	57%
Math Lowest 25th Percentile	54%	56%	51%	59%	54%	51%
Science Achievement	51%	43%	51%	40%	39%	52%
Social Studies Achievement	69%	60%	72%	65%	55%	72%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	285 (0)	235 (0)	238 (0)	758 (0)
Attendance below 90 percent	47 (2)	47 (33)	53 (38)	147 (73)
One or more suspensions	41 (18)	31 (22)	58 (45)	130 (85)
Course failure in ELA or Math	30 (32)	38 (59)	13 (85)	81 (176)
Level 1 on statewide assessment	78 (88)	92 (85)	87 (103)	257 (276)
	0 (0)	0 (0)	0 (0)	0 (0)

### Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	46%	47%	-1%	54%	-8%
	2018	44%	41%	3%	52%	-8%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	43%	38%	5%	52%	-9%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	33%	32%	1%	51%	-18%
Same Grade Comparison		10%				
Cohort Comparison		-1%				
08	2019	39%	37%	2%	56%	-17%
	2018	41%	40%	1%	58%	-17%
Same Grade Comparison		-2%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	59%	54%	5%	55%	4%
	2018	66%	56%	10%	52%	14%
Same Grade Comparison		-7%				
Cohort Comparison						
07	2019	57%	55%	2%	54%	3%
	2018	43%	46%	-3%	54%	-11%
Same Grade Comparison		14%				
Cohort Comparison		-9%				
08	2019	58%	51%	7%	46%	12%
	2018	67%	54%	13%	45%	22%
Same Grade Comparison		-9%				
Cohort Comparison		15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	48%	41%	7%	48%	0%
	2018	40%	37%	3%	50%	-10%
Same Grade Comparison		8%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

  

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	69%	59%	10%	71%	-2%
2018	62%	50%	12%	71%	-9%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		7%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	90%	52%	38%	61%	29%
2018	100%	54%	46%	62%	38%
Compare		-10%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	47%	53%	57%	43%
2018	100%	44%	56%	56%	44%
Compare		0%			

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	14	37	36	33	48	46	17	33			
ELL	30	44	58	54	55	44	32	48	27		
BLK	27	40	33	46	47	56	33	57			
HSP	42	45	43	61	56	46	53	68	60		
MUL	41	41		56	50						
WHT	47	54	49	68	62	58	50	73	71		
FRL	37	48	44	58	56	52	40	61	62		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	14	28	28	33	52	49	13	40			
ELL	23	40	41	50	62	62	12	68			
BLK	24	41	42	50	69	62	14	43			
HSP	39	48	37	62	67	57	36	67	67		
MUL	25	47		56	44						
WHT	45	48	40	65	72	60	48	64	61		
FRL	36	46	41	60	67	58	38	62	59		

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	35
Total Points Earned for the Federal Index	534
Total Components for the Federal Index	10
Percent Tested	98%

**Subgroup Data**

<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	47
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

**Analysis**

**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year’s low performance and discuss any trends**

ELA had the lowest overall performance (proficiency) at 44% using school grade data. We did see an overall increase from 41 to 44% (7.3% growth). ELA Learning Gains and ELA BQ LG also were below 50%, but both also increased from the previous year (4.3% and 12.8% respectively).

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline**

The only declines in school grade data were in Math Learning Gains and Math Bottom Quartile Learning Gains. There were several factors for the decrease. Staff changed, including hiring new teachers. We began 2018-2019 with a long-term sub. Administration observed less use of the teacher station using data to differentiate instruction.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends**

ELA Proficiency was the only overall group that scored below state average at all three grade levels.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Science. We hired new staff, implemented a revised scope and sequence and utilized Common Unit Assessments.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

The number of students requiring some form of intervention compared to the number of staff to provide those interventions. The number of students requiring multiple different interventions.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year**

1. Ensure that students come to school every day ready to learn (improve attendance & engagement)
2. Improve proficiency results, learning gains and sub group achievement gaps in ELA.
3. Improve proficiency results, learning gains and sub group achievement gaps in Math.
4. Improve proficiency results in Science.

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	Ensure students come to school prepared to learn.
<b>Rationale</b>	Students must physically be in attendance and must have their social-emotional needs met in order to maximize their classroom opportunities.
<b>State the measureable outcome the school plans to achieve</b>	The percentage of students with excessive absences will decrease in 2019-2020.
<b>Person responsible for monitoring outcome</b>	Jessica Olney (jessica.olney@okee.k12.fl.us)
<b>Evidence-based Strategy</b>	OMS Teachers and Staff will set up a mentoring program to pair students with excessive absences with a mentor.
<b>Rationale for Evidence-based Strategy</b>	Students with excessive absences may have a lack of connection and therefore do not maintain appropriate attendance. If students don't attend school, they cannot demonstrate proficiency.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Compile a list of students with risk factors in accordance with the EWS (including students with 21+ absences).</li> <li>2. Tier list of students with 21+ absences according to the number risk factors exhibited.</li> <li>3. Select mentors to be paired with students (Tier 1 mentors from off-campus and will check in bi-weekly; Tier 2 students will be paired with SB employees and meet with students weekly; Tier 3 students will be paired with OMS employees and and meet with students daily).</li> <li>4. Allow students and mentors to meet.</li> <li>5. Collect data and report results as appropriate.</li> </ol>
<b>Person Responsible</b>	Jessica Olney (jessica.olney@okee.k12.fl.us)

<b>#2</b>	
<b>Title</b>	Ensure all students have access to a rigorous grade-aligned curriculum.
<b>Rationale</b>	Education is the key to breaking generational poverty which is a reality in our community. Access to a rigorous, grade-aligned education will result in more students making gains. Students making appropriate learning gains will lead to greater proficiency rates and could improve educational outcomes for our students.
<b>State the measureable outcome the school plans to achieve</b>	The number of students making a learning gain in ELA and math will increase overall on FSA Assessment. The number of students with varying exceptionalities making a learning gain in ELA will increase. Students with varying exceptionalities and African American students will close achievement gaps with the general population.
<b>Person responsible for monitoring outcome</b>	Sonya Smith (sonya.smith@okee.k12.fl.us)
<b>Evidence-based Strategy</b>	Students will be tiered according to risk factors associated with the EWS, particularly retainees, low performance on diagnostic assessments, course failures, and scoring at level 1. According to those tiers, students will be given intervention to hopefully bring them up to level. Teachers will work with academic coaches to plan for instruction that is grade appropriate (Tier 1), teachers will deliver differentiated instruction in the classroom (Tier 2), students with 3+ risk factors will receive additional support from OMS staff in addition to services provided in the classroom (Tier 3).
<b>Rationale for Evidence-based Strategy</b>	Students need to have access to a quality instruction that is differentiated to their level of need if we are to close achievement gaps for historically under-performing subgroups.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Compile a list of students with risk factors in accordance with the EWS (including those listed above).</li> <li>2. Tier list of students according to the number risk factors exhibited.</li> <li>3. Identify interventions as appropriate for student needs and put them in place.</li> <li>4. Collect data and report results as appropriate.</li> <li>5. Modify plan as appropriate.</li> </ol>
<b>Person Responsible</b>	Sean Downing (downings@okee.k12.fl.us)

<b>#3</b>	
<b>Title</b>	Ensure students come to school prepared to learn.
<b>Rationale</b>	Students must physically be in attendance and must have their social-emotional needs met in order to maximize their classroom opportunities.
<b>State the measureable outcome the school plans to achieve</b>	All students with risk factors associated with attendance, behavior, students who have been involved with threat assessments and students who have had safety plans will be given access to mental health services as appropriate.
<b>Person responsible for monitoring outcome</b>	Sara Maggard (sara.maggard@okee.k12.fl.us)
<b>Evidence-based Strategy</b>	OMS Teachers and Staff will set up a monitoring program to ensure students with risk factors for school failure and increased risk of dropping out can receive appropriate services in order to remain in school.
<b>Rationale for Evidence-based Strategy</b>	Students must physically be in attendance and must have their social-emotional needs met in order to maximize their classroom opportunities.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Compile a list of students with risk factors in accordance with the EWS (including those listed above).</li> <li>2. Tier list of students according to the number risk factors exhibited.</li> <li>3. Identify interventions as appropriate for student needs and put them in place.</li> <li>4. Collect data and report results as appropriate.</li> <li>5. Modify plan as appropriate.</li> </ol>
<b>Person Responsible</b>	Sara Maggard (sara.maggard@okee.k12.fl.us)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

**Part IV: Title I Requirements**

**Additional Title I Requirements**  
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

OMS Faculty and Staff recognize the need to foster positive relationships with families and other community stakeholders to fulfill the school mission, support the needs of students, and welcome every opportunity to enhance those relationships. Open House is an annual activity where students and families are invited on campus to meet their child's teachers, administration and many of the support staff that are in direct contact with students. In addition to Open House, parent nights are held throughout the year and focus around a student activity, sixth grade parent night prior to the start of the school year to engage parents in positive home/school connections. We also will host a goal setting night to solicit input for the school improvement plan to ensure that goals are in line with parent aims and to attempt to provide parents with greater input into the way the school operates. We also plan to utilize surveys more frequently (as a part of our outreach/newsletters; at the conclusion of each Title 1 Event, etc) in addition to the annual survey generated by the district..

### **PFEP Link**

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

### **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**

The Okeechobee County School District has an extensive program designed to identify barriers to learning and promote social emotional health while implementing programs that address mental health so that our students are academically successful. In some cases Threat Assessments are conducted to determine if a student is in danger to themselves or others. This Threat Assessment is completed by a team that includes law enforcement and a trained crisis counselor. If a threat exists, counseling is recommended to the parents as well as parenting classes offered.

The administration, faculty and staff of Osceola Middle School is committed to working with our students and one another in order to create a sense of community, where we celebrate the individual and we create classroom and school environments that are inclusive and welcoming. Community and family are discussed daily between the announcements, communication with stakeholders and when we make decisions throughout the day.

The social-emotional needs of our students are met through our ESE services, private counseling agencies, guidance personnel, teachers, and administrators. Each student's needs are different, and the appropriate intervention is made by those listed above. Our MTSS/EWS is the primary process used to determine the specific need and the level of support needs, and plans are created and implemented for students in need of them at the Tier 2 and 3 levels (based on 3 or more EWS indicators).

Teachers also deliver instruction as required focusing on mental health and another unit focused on cyber-safety.

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

OMS Guidance host the fifth graders to attend a campus visit in the spring of the school year. Students are able to hear from members of the administrative team and to walk the campus (parents and fifth grade teachers are also invited to attend). Over the summer, incoming sixth graders and their parents are invited to an orientation prior to the open house. They are also invited to a goal-setting barbeque just after the school year begins.

These events allows parents to ask questions and get a sneak peek into school procedures for the upcoming school year.

OMS eighth graders have opportunities to visit the Okeechobee Freshman Campus for a campus tour and for Ninth Grade Parent Nights in the spring of the coming year. Additionally eighth graders can attend CTE events where students travel Okeechobee High School to watch CTE programs in action.

We also offer PSAT 8/9 to all eighth graders and link those results with Khan Academy. This travels across the secondary school campuses and help students increase their future performance on the SAT.

**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**

As a part of the needs assessment process, the leadership team and other key stakeholders review data, share noticings and wonderings, analyze problems and use theories of action to revise and improve school-wide processes and procedures (Leading for Instructional Improvement: How Successful Leaders Develop Teaching and Learning Expertise, Fink and Markholt, 2011). Using these habits for thinking, we have revamped our master schedule to take advantage of common, grade-alike planning periods for classroom teachers. We provide course remediation and reading intervention to students with low proficiency rates (MTSS/EWS) and have strategically selected programs and staff to work with the students with the greatest level of needs. Based on reviews of the frequency/duration of intervention/effectiveness of PD, we make decisions to improve the impact in order to decide which interventions in continue and which to replace.

We have rewritten scopes and sequences and revised our master schedule for extended instructional time for ELA and Math instruction (96 minutes per subject per day). As part of these extended class periods, all teachers are delivering differentiated, small group instruction in ELA and math in order to better meet individual student needs. PD and collaborative planning are happening as frequently as appropriate, and the Academic Coach is going in to provide side-by-side coaching. The Leadership Team and Instructional Leadership Team are conducting fidelity checks of implementation weekly.

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

Schools works to establish a school-wide Career and/or College Ready mindset. Schools host career days, reality fairs and have guest speakers from the community to educate students about career opportunities in the local community. Okeechobee's CTE program works with business and industry partners to ensure students complete CTE courses having the skill set that ensures students are employable. Okeechobee has a superb relationship with Indian River State College and high school students may take dual enrollment courses for high school and college credit. Many students graduate with an AA degree at the same time they graduate from high school.

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performance on the SAT.

Our school runs an AVID program, which focuses on acceleration of students from traditionally underrepresented demographics and places supports to allow them to attend college.

Our faculty also sends approximately 30 students to a West Palm Beach apprenticeship school, dubbed "Pipe U," where students can see postsecondary opportunities for plumbing, pipefitting/welding and AC service/repair. These careers pay significantly more than minimum wage and can show students who may not be motivated to take a college track that there is still significantly-challenging math and reading required by those in the world of work.

<b>Part V: Budget</b>						
<b>1</b>	<b>III.A</b>	<b>Areas of Focus: Ensure students come to school prepared to learn.</b>				<b>\$201,443.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6100	100-Salaries	0201 - Osceola Middle School	General Fund		\$201,443.00
			<i>Notes: Guidance Salaries.</i>			
<b>2</b>	<b>III.A</b>	<b>Areas of Focus: Ensure all students have access to a rigorous grade-aligned curriculum.</b>				<b>\$1,860,487.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	120-Classroom Teachers	0201 - Osceola Middle School	Title, I Part A		\$12,000.00
			<i>Notes: Money is set aside for Professional Development to improve core instruction in our content classes (MESH).</i>			
	6400	130-Other Certified Instructional Personnel	0201 - Osceola Middle School	Title, I Part A		\$12,000.00
			<i>Notes: Money is set aside for onsite PD to improve core instruction in our content classes (MESH).</i>			
	5000	510-Supplies	0201 - Osceola Middle School	Title, I Part A		\$15,000.00
			<i>Notes: Money is set aside for supplies to support core instruction in our content classes (MESH).</i>			
	5000	120-Classroom Teachers	0201 - Osceola Middle School	Title, I Part A		\$124,000.00
			<i>Notes: Salaries of various staff included to classroom teachers, instructional coaches and support staff to improve core instruction in our content classes (MESH) and to provide supplemental support to students with identified deficiencies.</i>			
	5000	120-Classroom Teachers	0201 - Osceola Middle School	General Fund		\$1,692,487.00
			<i>Notes: Salaries of classroom teachers.</i>			
	5000	140-Substitute Teachers	0201 - Osceola Middle School	General Fund		\$5,000.00

			<i>Notes: Money is put aside to fund a substitute teacher to provide supplemental support to students with identified deficiencies (Tier 3 ELA support) over the first semester of the 2019-2020 school year.</i>
<b>3</b>	<b>III.A</b>	<b>Areas of Focus: Ensure students come to school prepared to learn.</b>	<b>\$0.00</b>
			<b>Total: \$2,061,930.00</b>