Osceola Middle School

2016-17 School Improvement Plan

Osceola Middle School

825 SW 28TH ST, Okeechobee, FL 34974

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

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Middle School 6-8	Yes	78%

Primary Service Type (per MSID File)	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	C*	C	C

Informational Baseline School Grade

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

School Board Approval

This plan was approved by the Okeechobee County School Board on 9/29/2016.

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
- 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)

2016-17 DA Category and Statuses

DA Category	Region	RED
Not In DA	Southeast	Gayle Sitter

Former F	Turnaround Status	
No	None	

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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 needed to be contributing members of a global society in the 21st century.

b. Provide the school's vision statement

Exceeding Expectations!

2. School Environment

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

The teachers and staff are committed to meeting the needs of the students we serve, including educational needs as well as what can be addressed to those families who are displaced, clothing needs, food insecurity and the mental health needs of those students we serve. We spend time during the first two weeks getting to know our students through community-building activities and student surveys. After the first two weeks, teachers spend time weekly to continue to build relationships between and among students.

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

The faculty and staff of Osceola Middle School work to provide an environment where students feel safe and respected before, during and after school. In addition to the environment created inside of the classroom, we allow before and afterschool tutorials, computer lab time and enrichment opportunities including Art and Music. As a part of the morning announcement, the school has purchased Words of Wisdom, a character education program. We have opportunities for students to report suspected bullying and to sign up for office visits to a variety of school personnel from the school website which can be accessed from the school website.

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

The faculty and staff of Osceola Middle School utilize strategies for Positive Behavioral Support (PBS) to encourage positive behaviors for all students. Our expectations are for students to Be Respectful, Be Responsible and to Be Safe. School rules are posted for the cafeteria, the classroom, the hallways and even the restroom. We conduct training for teachers, staff and students at the beginning of the school year, which includes reviews of the student handbook by the classroom teachers and Town Hall Meetings put on by OMS Administrative Team. Guidance personnel and the dean of students also visit classrooms to discuss services provided and further clarifications/ explanations of the Okeechobee County School District Student Code of Conduct. For serious behavioral infractions, a referral will be written. For minor infractions, the classroom teachers will intervene using a "Step" process that resets every week. Step 1 is a Verbal Warning. Step 2 includes a Parent Contact. Step 3 is a PM Detention. Step 4 is a Referral (following progressive discipline,

including Administrative Counseling and/or Parent Conference, PM Detention, Saturday School, In-School Suspension, Out of School Suspension). Quarterly surveys are administered to school staff to ensure that school rules are fair and consistently enforced. Annually, all stakeholders complete a climate survey to share perspectives from all stakeholders to ensure school rules are fair and consistently enforced.

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

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 needed.

3. 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).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

Osceola Middle School maintains two lists as a part of our Early Warning System. The first is the list of students currently identified for the current school year as being a part of the EWS. The second working list includes those students who exhibit risk factors associated with EWS or who have been identified as EWS in previous school years. The OMS EWS is targeting students who have attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension; one or more suspensions, whether in school or out of school; course failure in English Language Arts or mathematics or a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

The OMS Administrative Team meets weekly to review implementation of our discipline systems (including Behavioral Intervention Plans and classroom interventions used to prevent suspensions), attendance policy and students who are beginning to demonstrate attendance issues which may lead to truancy, academic interventions employed in the classroom (Tier 1) or during other portions of the school day (Tier 2 and 3 Academic Interventions) and monitoring of teacher gradebook to ensure compliance with grading expectations and student progression. Additionally, teachers meet with Administrative Staff every four weeks to review students who previously were identified as being on the EWS list to review discipline, academic and attendance and to see if additional interventions are needed/appropriate. Finally, Guidance meets monthly with those students identified as being on the Watch List to review intervention implementation/allow for additional input.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	46	39	42	0	0	0	0	127
One or more suspensions	0	0	0	0	0	0	34	45	52	0	0	0	0	131
Course failure in ELA or Math	0	0	0	0	0	0	44	39	30	0	0	0	0	113
Level 1 on statewide assessment	0	0	0	0	0	0	84	85	50	0	0	0	0	219
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	84	102	87	0	0	0	0	273

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

Attendance Below 90%:
The student will be counseled with: school success, motivate, incentives, career counseling
Attendance Warning Letters will be sent home.
A School Based SIT will be held to discuss options with the parents.
A Home Visit will take place and the compulsory school law will be quoted.
A District Truancy Meeting will be held.
Truancy Court will be recommended.

One or More Suspensions:
Administrative Counseling
Set Goals
Conflict Resolution
Career Counseling
Provide tools/strategies to prevent reoccurrences
MTSS Process for Behavior
Behavioral Intervention Plan
Mentor
Check In Check Out

Course Failure in ELA or Math:
Kagan Structure
Differentiated Instruction
Cooperative Learning
Tutoring
Heterogeneous Grouping
Small Group Instruction
Frequent Progress Monitoring
Reflex Math
CLOSE Reading
Interactive Notebook
Cornell Notes

Level 1 on statewide, standardized assessment in ELA or Math:
PLATO Remediation
iReady Printables
Extended Minutes in iReady
Tutoring
Kagan Structure
Differentiated Instruction
Cooperative Learning
Tutoring
Heterogeneous Grouping
Small Group Instruction

Frequent Progress Monitoring
Reflex Math
CLOSE Reading
Interactive Notebook
Cornell Notes

B. Family and Community Engagement

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).

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/313005.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

School administration participates in Rotary and Kiwanis Club as able. Also, school staff frequently publicizes local businesses on our website (http://osceolamiddleschool.sites.thedigitalbell.com/), our school Facebook page (https://www.facebook.com/Osceola.Middle.Okeechobee/) and in our newsletters that go home to parents. Our school activities try to promote local businesses and we make every effort to participate in local events (parades and activities like the Adam Bryant Minimal Regatta). We also make every effort to invite parents and community members to participate in school activities like our Veteran's Day Assemblies and our different Advisory Committees.

C. 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).

1. School Leadership Team

a. Membership

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

Name	Title
Willis, Erin	Assistant Principal
Shirley, Alyson	Instructional Coach
Jarriel, Glenda	Dean
Wise, Harold	Guidance Counselor
Chism, Michele	Guidance Counselor
Downing, Sean	Principal

b. Duties

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

The school leadership team focuses on all school-wide issues and participates in the annual needs assessment. We base our current year's plans off of data collected the previous year and attempt to refine school-wide processes and procedures to improve the overall impact and function of the school. The principal is focused primarily on quality of instruction and is responsible for ensuring the school is meeting lawful and statutory obligations as well as annually monitoring and evaluating employees. The assistant principal assists the principal in monitoring quality of instruction and is charged with overseeing the day-to-day operations of the school including discipline, plant and facility, employee work and supervision schedules and will help provide input to complete annual evaluations of staff. The instructional coach works with classroom teachers as needed to implement PD initiatives and is primarily focused on alignment of formative assessment practices to lesson objectives and standards, while strengthening that practice school wide. Our dean is the point of contact for working with students and teachers when conflicts arise. She is also the person responsible for assisting teachers with intervention design/implementation for MTSS/EWS. Our counselors assist students and families in all areas including scheduling, testing, executing our special populations of students (including ESE and ELL), meeting with teachers to ensure all the needs of kids are met (MTSS/EWS, IEPs, groups, referrals out outside agencies, referrals to food pantries, etc).

After the needs assessment in the summer where all voices are heard and stakeholders suggest areas for refinement, the leadership team takes on responsibilities based on the talents and interest of the members. During the year, our leadership team meets weekly to update efforts to the topics listed above and all members are given equal voice for decisions that impact the school.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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 and outside professional development from Catapult, Inc. to improve instructional practices inside of the classroom using Literacy First. We have used our lunch/activity time to 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.
Literacy First is in the second of a three year cycle to eventually have all teachers school-wide trained in anatomy of a lesson, academic rigor, literacy instruction, etc. Downing/Willis/Shirley Title 1
Reading Intervention during lunch/activity time is 90 minutes per week (3 days, 30 minutes), T-R. Willis/Shirley School Discretionary Funds
Course Recovery is 240 minutes per week, M-R. Guidance District Allocated Funds

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Mark Mayers	Business/Community
Bertheia Gary Smith	Parent
Maria Cox	Parent
Eunice Robledo	Education Support Employee
Mary Dodson	Teacher
Sean Downing	Principal
Jingle Isales	Parent
Lane Gamiotea	Parent
Sylvia Anuez	Parent
Jade Viray	Student
Gracie Gamiotea	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC reviewed assessment data as it became available during 2015-2016. The SAC will review the final report card during the first meeting of the 2016-2017 school year (scheduled for 9-29-16).

b. Development of this school improvement plan

The SAC aids in the development of the SIP. Last year's SAC requested to include an attendance and a goal focused on suspensions and sent it back to school administration for revision prior to approval.

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

The SAC reviewed the budget and confirmed what had been recommended by school administration.

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

There were no School Improvement Funds allocated during the 2015-2016 fiscal year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

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

A draft of bylaws exists and will be brought to the SAC during one of the first meetings of the 2015-2016 school year for review/advertisement/approval.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Downing, Sean	Principal
Willis, Erin	Assistant Principal
Shirley, Alyson	Guidance Counselor
Gagliardi, Christina	Teacher, K-12
Robinson, Sylvia	Teacher, K-12
Smith, Sonya	Teacher, K-12
Walsh, Kelly	Teacher, K-12
Ellis, Robert	Teacher, K-12

b. Duties

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

The OMS LLT, locally referred to as the A-Team, focuses on all things academics at our school site. This group focuses on a variety of areas of instruction and testing. This team conducts book studies that focus in on quality instruction and reading has been an area of focus in the past. Currently the A-Team's big initiative is focused on AR and the associated rewards. The brunt of our efforts are centered on fundraising currently to provide promised AR incentives. We have currently more AR points in 2016-2017 (through six weeks) than we had all last school year (2015-2016).

OMS is also participating in it's second year of a three year commitment to train all faculty in Literacy First. LF content area training focuses on anatomy of a lesson, academic vocabulary, reading in the content area, summarizing and reading foundational skills.

D. 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).

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

Our master schedule has been designed so grade-alike, subject alike teachers have common planning to encourage collaborative planning. Our leadership team has delivered content and grade level-specific PD to be delivered via this method in lieu of PLCs. Teachers are required to collaboratively plan a minimum of 18 times over the course of the year (maximum less MTSS/EWS meetings allowable by contract). Many teachers meet more frequently (some even meet multiple times per week to plan together).

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

The district draws upon several resources to recruit new teachers. Administrators attend recruitment fairs both locally and out of state. Openings are advertised on social media. Networking and online job boards are also utilized. Recruitment incentives are available to current employees. Individual school site recruitment is handled by the administrator.
Each new teacher to the district is placed with a mentor who helps the new teacher to develop the skills necessary to become effective in the classroom.

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

The school's mentoring program is a district-wide mentoring initiative. District mentors are trained and assigned teachers throughout the district based off of level- elementary or secondary. Teams of mentors are responsible for teams of mentees. Mentor teams are responsible for providing after-school PD on a monthly basis. In addition, each school is assigned a POST facilitator. (Project ONE Support Team) These facilitators are responsible for providing school-based leadership professional development after school on a monthly basis as well. These two forms of support provide support at the classroom, school, and district level for all of our new educators. The rationale for this way of work is wanting to provide "professional development insulation" for our new teachers with a collective team approach to working together. The hope is this team-based work will sustain the support and assistance needed to retain teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The Okeechobee County School District reviews, selects, adopts, and implements high quality instructional materials aligned to the Florida Standards. The process of curriculum selection and/or development and implementation at OCSD is done in coordination with the Heartland Educational Consortium. OCSD's Instructional Services department and school leadership teams conduct an ongoing review of the curriculum and instructional materials implemented in each course in order to ensure alignment with the Florida Standards.
The administration at OMS reviews teacher's instruction frequently looking to provide quality assurance that instruction is aligned to the state-approved course description. Feedback is regularly given to ensure standards, instructions and tasks are aligned.

b. Instructional Strategies

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

Students scoring in the bottom quartile for ELA are given a diagnostic reading assessment and are scheduled in to classes with inclusion support based on additional phonics needs. Instruction is differentiated to remediate phonics/fluency/comprehension needs at the student's instructional level. Students identified as having needs according to MTSS/EWS are eligible to participate in additional reading instruction consisting of 90 additional minutes per week. That population of students rotates every nine weeks.

Through the schoolwide collaborative planning process, teachers sit with members of the administrative team to unpack standards, discuss common assessments/formative assessments and differentiation of instruction. There is also an element of looking at data and discussing reteaching opportunities for students in all subject areas.

Courses are differentiated and pacing is unique based on the characteristics of the classroom to provide the teacher the ability to move through the content as the students master the content rather than based on a district-established pacing guide (when possible).

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 1,200

Students are selected for additional instruction in mathematics. Instruction focuses on conceptual understanding and will only focus on one problem per session. Students attempt to solve a problem as a group and are prompted and encouraged to use mathematical discourse and to evaluate one another's thinking.

Strategy Rationale

This is an attempt to encourage math teachers to move away from instruction focused on procedural knowledge and to move students towards conceptual understanding. We target students with identified needs (MTSS/EWS) and are on the edge of proficiency (first priority) but then open it up to others who may benefit.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Willis, Erin, erin.willis@okee.k12.fl.us

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

Comparison data between a similar cohort of students and those who participate in the program on the end of the year assessment.

2. Student Transition and Readiness

a. 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).

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

OMS Guidance will 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).

OMS eighth graders have had opportunities in the past to visit the Okeechobee Freshman Campus for a campus tour and for Ninth Grade Parent Nights in the spring of the coming year. Additionally, school administrative teams for the two schools have met in the past to assist with scheduling, collaboration including student data and MTSS/EWS discussions.

OMS Eighth Graders participate in a Reality and Career Fair (held on the OMS Campus) hosted by our local state college (Indian River State College). Reality Fair allows students to participate in a version of the game of "Life." Students are assigned a salary based on grade-point average. Students select a career based on their salary range. Students take a "chance" and wind up with children, and must provide for transportation (buying a car), a place to live (buy a house), expenses like insurance, taxes, etc. IRSC also runs a concurrent Career Fair based on the different career clusters offered on IRSC Main Campus.

This year, OMS would like to participate in CTE events which bring OMS eighth graders to Okeechobee High School to provide exposure and boost recruitment in district CTE program.

b. College and Career Readiness

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

OMS Eighth Graders participate in a Reality and Career Fair (held on the OMS Campus) hosted by our local state college (Indian River State College). Reality Fair allows students to participate in a version of the game of "Life." Students are assigned a salary based on grade-point average. Students select a career based on their salary range. Students take a "chance" and wind up with children, and must provide for transportation (buying a car), a place to live (buy a house), expenses like insurance, taxes, etc. IRSC also runs a concurrent Career Fair based on the different career clusters offered on IRSC Main Campus.

This year, OMS would like to participate in CTE events which bring OMS eighth graders to Okeechobee High School to provide exposure and boost recruitment in district CTE program.

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

ADOBE010 Adobe Certified Associate (Dreamweaver) Adobe Systems Digital Design
ADOBE011 Adobe Certified Associate (Flash) Adobe Systems Digital Design
ADOBE021 Adobe Certified Associate (InDesign) Adobe Systems Digital Design
ADOBE021 Adobe Certified Associate (Photoshop) Adobe Systems Digital Design
ADOBE018 Adobe Certified Associate (Premiere) Adobe Systems Digital Design
MICRO069 Microsoft Office Specialist (MOS) Bundle Cert. Microsoft Corporation Digital Design
NIASE014 A4-Steering and Suspension ASE Automotive Maintenance & Light Repair
NIASE007 A5-Brakes ASE Automotive Maintenance & Light Repair
NIASE008 A6-Electrical/Electronic Systems ASE Automotive Maintenance & Light Repair
NIASE011 A7-Heating and Air Conditioning ASE Automotive Maintenance & Light Repair
NIASE076 G1-Maintenance and Light Repair ASE Automotive Maintenance & Light Repair
NCCER005 Level 1 Carpentry NCCER Building Construction Technologies
FLFBR004 Ag Mechanics Certification AEST Technical Ag Operations
FLFBR005 Animal Science Certification AEST Animal Science Services
FLFBR001 Agritechnology Certification AEST Animal Science Services
FDMQA002 Certified Nursing Assistant FL Dept of Health Nursing Assistant

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

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of the programs include:
*The SAT School Day test administration which allows the opportunity for students to take the PSAT 8/9 on their own school campus during a school day to remove barriers to Saturday testing.
*Career Fairs are held at the middle school and high school levels to promote career awareness
*The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies.
*Guidance services work with schools to inform and support students and parents in graduation and college readiness goals.

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

Students are placed in high school level classes beginning in seventh grade and are encouraged to take the most rigorous slate of classes they can handle successfully. Students participate in the PSAT 8/9 and those results are shared among the secondary school principals for course scheduling (AP Potential).

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   The number of students demonstrating chronic absences will decrease.

G2.   Science instruction will be rigorous and standards based.

G3.   Math instruction will be rigorous and standards-based.

G4.   Reading instruction will be rigorous and standards based.

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. The number of students demonstrating chronic absences will decrease. `1a`

🔍 G082141

Targets Supported `1b`

Indicator	Annual Target
Attendance Below 90%	18.0

Targeted Barriers to Achieving the Goal `3`

- Policies and procedures were previously not consistently employed (or they were ineffective) in decreasing truancy.

Resources Available to Support the Goal `2`

- Toni Wiersma, Director of Student Services (with input from educators, school board members and parents) has rewritten the Okeechobee Attendance Manual.

- OMS has been allocated a School Social Worker (through Tykes and Teens) to work with students and families to remove barriers.

- Osceola Middle School has a closet where students can get clothing as needed to meet basic needs.

- Osceola Middle School staff work with Okeechobee County School District Food Service Department to provide food items to families with a demonstrated need.

- OMS Office Staff shifted personnel to better ensure fidelity of implementation of Okeechobee County School District Attendance Policy.

Plan to Monitor Progress Toward G1. `8`

Comparison of performance versus previous year twice per semester for excessive absences (<90% attendance).

Person Responsible
Sean Downing

Schedule
Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion
Team Leader Agendas

Plan to Monitor Progress Toward G1. `8`

Monitoring at the student level associated with MTSS/EWS meetings.

Person Responsible
Harold Wise

Schedule
Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion
Documents associated with MTSS/EWS

G2. Science instruction will be rigorous and standards based. `1a`

🔑 G082140

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal `3`

- Due to an over-reliance on textbooks, teachers are not delivering standards-based instruction that meets the full intent of the standards.

Resources Available to Support the Goal `2`

- The district has aligned scopes and sequences and common assessments to ensure they meet the rigors required to meet the full intent of the standards.

- OMS Science Teachers are participating or have participated in Literacy First Content Area Training (7 out of 8 OMS Science Teachers).

Plan to Monitor Progress Toward G2. `8`

District Interim Assessment Data will be collected at a systems level to compare OMS to the district and to where the school performed in year's past for the percentage of students scoring on level. Progress Monitoring will be utilized at the classroom and at the student level in coordination with the OMS MTSS/EWS Monitoring Process.

Person Responsible

Harold Wise

Schedule

Biweekly, from 8/23/2016 to 5/31/2017

Evidence of Completion

Science Interim Assessment Data will be shared with OMS A-Team (LLT) and with the SAC as available. As a part of the OMS MTSS/EWS Monitoring Process, data will be reviewed at least monthly. Evidence will be collected and reported out during MTSS/EWS Meetings with teachers and parents (when appropriate).

G3. Math instruction will be rigorous and standards-based. `1a`

🔑 G082138

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	60.0

Targeted Barriers to Achieving the Goal `3`

- Scopes and sequences are not aligned across the district and teachers must spend time gathering materials that reflect the more rigorous demands of the Florida Standards. As a result, teachers are not delivering standards-based instruction that meets the full intent of the standards.

Resources Available to Support the Goal `2`

- The district is currently working to align scopes and sequences and looking to secure additional supplemental materials to ensure they meet the rigors required to meet the full intent of Florida Standards.

- Collaborative planning focuses in on standards, test item specs, and whether standards predominantly focus on procedural, conceptual or application. Discussions about instructional implications occur to ensure that instruction reflects intent of the standards.

-

Plan to Monitor Progress Toward G3. `8`

OMS Administrative Team meet regularly to ensure fidelity of each component of the school improvement plan.

Person Responsible

Sean Downing

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Agendas are provided for each meeting and notes and sign-in sheets are created based on each meeting.

G4. Reading instruction will be rigorous and standards based. `1a`

🔑 G082137

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	50.0
ELA/Reading Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal `3`

- Scopes and sequences are not aligned across the district and teachers must spend time gathering materials that reflect the more rigorous demands of the Florida Standards. As a result, teachers are not delivering standards-based instruction that meets the full intent of the standards.

Resources Available to Support the Goal `2`

- OMS Teachers are participating in the second of a three year Literacy First Content Area Teacher Training Program.

- The district is currently working to align scopes and sequences and looking to secure additional supplemental materials to ensure they meet the rigors required to meet the full intent of Florida Standards.

Plan to Monitor Progress Toward G4. `8`

iReady Interim Assessment Data will be collected at a systems level to compare OMS to the district and to where the school performed in year's past for the percentage of students scoring on level.

Person Responsible
Sean Downing

Schedule
Triannually, from 9/1/2016 to 5/31/2017

Evidence of Completion
Evidence will be shared with OMS A-Team (LLT) and with the SAC as available.

Plan to Monitor Progress Toward G4. `8`

iReady Progress Monitoring will be utilized at the classroom and at the student level in coordination with the OMS MTSS/EWS Monitoring Process.

Person Responsible
Sean Downing

Schedule
Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion
As a part of the OMS MTSS/EWS Monitoring Process, data will be reviewed at least monthly. Evidence will be collected and reported out during MTSS/EWS Meetings with teachers and parents (when appropriate).

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. The number of students demonstrating chronic absences will decrease. 1

🔑 G082141

G1.B4 Policies and procedures were previously not consistently employed (or they were ineffective) in decreasing truancy. 2

🔑 B217328

G1.B4.S1 The OMS Administrative Team will monitor the implementation of the OCSD Attendance Policy through weekly meetings, district administrative meetings, MTSS/EWS meetings, etc. 4

🔑 S229655

Strategy Rationale

Monitoring at a variety of levels will ensure better adherence to policy and will ensure policy effectiveness.

Action Step 1 5

Through regular meetings, OMS staff will demonstrate compliance with district policy on attendance.

Person Responsible

Harold Wise

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

OMS Administrative Team meets regularly to ensure fidelity of all planned school improvement activities.

Person Responsible

Sean Downing

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Agendas, notes and sign-in sheets are collected at each Administrative Team Meeting.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

OMS Administrative Team meets regularly to ensure effectiveness of all planned school improvement activities.

Person Responsible

Sean Downing

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Agendas, notes and sign-in sheets are collected at each Administrative Team Meeting.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

OMS Administrative Team meets regularly to ensure effectiveness of all planned school improvement activities.

Person Responsible

Sean Downing

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Agendas, notes and sign-in sheets are collected at each Administrative Team Meeting.

G2. Science instruction will be rigorous and standards based. [1]

🔑 G082140

G2.B3 Due to an over-reliance on textbooks, teachers are not delivering standards-based instruction that meets the full intent of the standards. [2]

🔑 B217324

G2.B3.S1 Teachers will meet regularly to collaboratively plan assessment and instruction based on the NGSSS for Science. [4]

🔑 S229650

Strategy Rationale

Teachers now posses a scope and sequence along with common assessments. Teachers require additional assistance to be able to deliver instruction which is aligned to the full intent of the standard.

Action Step 1 [5]

Collaborative Planning will be facilitated by a member of the OMS Leadership Team with grade-alike, subject specific teacher teams.

Person Responsible

Erin Willis

Schedule

Biweekly, from 8/23/2016 to 5/31/2017

Evidence of Completion

Google Documents are evidence of compliance with the collaborative planning sessions.

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

OMS Administrative Team meets regularly to ensure fidelity of all planned school improvement activities.

Person Responsible

Sean Downing

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Agendas, notes and sign-in sheets are collected at each Administrative Team Meeting.

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

OMS Administrative Team meets regularly to ensure effectiveness of all planned school improvement activities.

Person Responsible

Sean Downing

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Agendas, notes and sign-in sheets are collected at each Administrative Team Meeting.

G2.B3.S2 Professional development and coaching will be provided on through the collaborative planning process to delivery of instruction at the classroom level. `4`

🔍 S229651

Strategy Rationale

Teacher efficacy is increased through collaboration and regular focused feedback.

Action Step 1 `5`

Collaborative Planning will be facilitated by a member of the OMS Leadership Team with grade-alike, subject specific teacher teams.

Person Responsible

Erin Willis

Schedule

Biweekly, from 8/23/2016 to 5/31/2017

Evidence of Completion

Google Documents are created at each Collaborative Planning Session.

Plan to Monitor Fidelity of Implementation of G2.B3.S2 `6`

OMS Administrative Team meets regularly to ensure fidelity of all planned school improvement activities.

Person Responsible

Sean Downing

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Agendas, notes and sign-in sheets are collected at each Administrative Team Meeting.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 `7`

OMS Administrative Team meets regularly to ensure effectiveness of all planned school improvement activities.

Person Responsible

Sean Downing

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Agendas, notes and sign-in sheets are collected at each Administrative Team Meeting.

G2.B3.S3 Administrators will engage in classroom observations and provide teachers with feedback based on instructional practice and standard of focus. 4

🔑 S229652

Strategy Rationale

Focused feedback will improve practice and lead to improved student outcomes.

Action Step 1 5

Administrators will engage in classroom observations and provide teachers with feedback based on instructional practice and standard of focus.

Person Responsible

Sean Downing

Schedule

Biweekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S3 6

OMS Administrative Team meets regularly to ensure fidelity of all planned school improvement activities.

Person Responsible

Sean Downing

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Agendas, notes and sign-in sheets are collected at each Administrative Team Meeting.

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 `7`

OMS Administrative Team meets regularly to ensure effectiveness of all planned school improvement activities.

Person Responsible

Sean Downing

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Agendas, notes and sign-in sheets are collected at each Administrative Team Meeting.

G3. Math instruction will be rigorous and standards-based. [1]

G082138

G3.B2 Scopes and sequences are not aligned across the district and teachers must spend time gathering materials that reflect the more rigorous demands of the Florida Standards. As a result, teachers are not delivering standards-based instruction that meets the full intent of the standards. [2]

B217316

G3.B2.S1 • Teachers will meet regularly to collaboratively plan assessment and instruction based on the Florida Standards. [4]

S229646

Strategy Rationale

Teachers plan collaboratively to increase teacher efficacy and to align instruction to the full intent of the standard.

Action Step 1 [5]

Collaborative Planning will be facilitated by a member of the OMS Leadership Team with grade-alike, subject specific teacher teams.

Person Responsible

Alyson Shirley

Schedule

Biweekly, from 8/23/2016 to 5/31/2017

Evidence of Completion

Google Docs for each of the collaborative planning sessions will be utilized to demonstrate completion.

Action Step 2 [5]

Professional development and coaching will be provided on through the collaborative planning process and through implementation at the classroom level.

Person Responsible

Alyson Shirley

Schedule

Biweekly, from 8/23/2016 to 5/31/2017

Evidence of Completion

Google Docs for each of the collaborative planning sessions will be utilized to demonstrate completion.

Action Step 3 `5`

Administrators will engage in classroom observations and provide teachers with feedback based on instructional practice and standard of focus.

Person Responsible

Sean Downing

Schedule

Biweekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Formal feedback will be provided through the OCSD Evaluation Process. Informal feedback will be provided through notes, face to face conversations and email.

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

OMS Administrative Team meets regularly to ensure fidelity of all planned school improvement activities.

Person Responsible

Sean Downing

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Agendas, notes and sign-in sheets are collected at each Administrative Team Meeting.

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

OMS Administrative Team meets regularly to ensure effectiveness of all components of the school improvement plan.

Person Responsible

Sean Downing

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Agendas, notes and sign-in sheets are collected at each Administrative Team Meeting.

G4. Reading instruction will be rigorous and standards based. `1`

🔑 G082137

G4.B3 Scopes and sequences are not aligned across the district and teachers must spend time gathering materials that reflect the more rigorous demands of the Florida Standards. As a result, teachers are not delivering standards-based instruction that meets the full intent of the standards. `2`

🔑 B217314

G4.B3.S1 Teachers meet regularly to collaboratively plan assessment and instruction based on the Florida Standards. `4`

🔑 S229644

Strategy Rationale

Teachers need to deliver instruction that meets the full intent of the standard. Planning collaboratively will increase teacher efficacy. Common Assessments will help monitor progress real-time to provide immediate intervention.

Action Step 1 `5`

Collaborative Planning will be facilitated by a member of the OMS Leadership Team with grade-alike, subject specific teacher teams.

Person Responsible

Sean Downing

Schedule

Biweekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B3.S1 `6`

OMS Administrative Team meets regularly to ensure fidelity of all planned school improvement activities.

Person Responsible

Sean Downing

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Agendas, notes and sign-in sheets are collected at each Administrative Team Meeting.

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

OMS Administrative Team meets regularly to ensure effectiveness of all planned school improvement activities.

Person Responsible

Sean Downing

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Agendas, notes and sign-in sheets are collected at each Administrative Team Meeting.

G4.B3.S2 Professional development and coaching will be provided on through the collaborative planning process through implementation in lesson delivery. 4

🔑 S229648

Strategy Rationale

Teachers need to deliver instruction that meets the full intent of the standard. Planning collaboratively will increase teacher efficacy. Common Assessments will help monitor progress real-time to provide immediate intervention.

Action Step 1 5

Collaborative Planning will be facilitated by a member of the OMS Leadership Team with grade-alike, subject specific teacher teams.

Person Responsible

Alyson Shirley

Schedule

Biweekly, from 8/23/2016 to 5/31/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B3.S2 6

OMS Administrative Team meets regularly to ensure fidelity of all planned school improvement activities.

Person Responsible

Sean Downing

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Agendas, notes and sign-in sheets are collected at each Administrative Team Meeting.

Plan to Monitor Effectiveness of Implementation of G4.B3.S2 7

OMS Administrative Team meets regularly to ensure fidelity of all planned school improvement activities.

Person Responsible

Sean Downing

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Agendas, notes and sign-in sheets are collected at each Administrative Team Meeting.

G4.B3.S3 Administrators will engage in classroom observations and provide teachers with feedback based on instructional practice and standard of focus. 4

 S229649

Strategy Rationale

Teacher efficacy is built through focused feedback.

Action Step(s) Missing for Goal #4, Barrier #3, Strategy #3
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of G4.B3.S3 `6`

Administrators will engage in classroom observations and provide teachers with feedback based on instructional practice, standards alignment and content alignment to the standard of focus.

Person Responsible

Sean Downing

Schedule

Evidence of Completion

Formal feedback will be provided through the OCSD Evaluation Process. Informal feedback will be provided through notes, face to face conversations and email.

Plan to Monitor Effectiveness of Implementation of G4.B3.S3 `7`

OMS Administrative Team meets regularly to ensure effectiveness of all planned school improvement activities.

Person Responsible

Sean Downing

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Agendas, notes and sign-in sheets are collected at each Administrative Team Meeting.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2016					
G3.B2.S1.A3 🔍 A292606	Administrators will engage in classroom observations and provide teachers with feedback based on...	Downing, Sean	8/15/2016	Formal feedback will be provided through the OCSD Evaluation Process. Informal feedback will be provided through notes, face to face conversations and email.	5/31/2017 biweekly
G3.B2.S1.MA1 🔍 M294700	OMS Administrative Team meets regularly to ensure fidelity of all planned school improvement...	Downing, Sean	8/22/2016	Agendas, notes and sign-in sheets are collected at each Administrative Team Meeting.	5/31/2017 weekly
G2.B3.S3.MA1 🔍 M294717	OMS Administrative Team meets regularly to ensure effectiveness of all planned school improvement...	Downing, Sean	8/22/2016	Agendas, notes and sign-in sheets are collected at each Administrative Team Meeting.	5/31/2017 weekly
G3.MA1 🔍 M294703	OMS Administrative Team meet regularly to ensure fidelity of each component of the school...	Downing, Sean	8/22/2016	Agendas are provided for each meeting and notes and sign-in sheets are created based on each meeting.	5/31/2017 weekly
G4.B3.S3.MA1 🔍 M294710	OMS Administrative Team meets regularly to ensure effectiveness of all planned school improvement...	Downing, Sean	8/22/2016	Agendas, notes and sign-in sheets are collected at each Administrative Team Meeting.	5/31/2017 weekly
G2.B3.S2.MA1 🔍 M294714	OMS Administrative Team meets regularly to ensure fidelity of all planned school improvement...	Downing, Sean	8/22/2016	Agendas, notes and sign-in sheets are collected at each Administrative Team Meeting.	5/31/2017 weekly
G4.B3.S1.MA1 🔍 M294706	OMS Administrative Team meets regularly to ensure effectiveness of all planned school improvement...	Downing, Sean	8/22/2016	Agendas, notes and sign-in sheets are collected at each Administrative Team Meeting.	5/31/2017 weekly
G4.B3.S1.MA1 🔍 M294705	OMS Administrative Team meets regularly to ensure fidelity of all planned school improvement...	Downing, Sean	8/22/2016	Agendas, notes and sign-in sheets are collected at each Administrative Team Meeting.	5/31/2017 weekly
G4.B3.S1.A1 🔍 A292608	Collaborative Planning will be facilitated by a member of the OMS Leadership Team with grade-alike,...	Downing, Sean	8/22/2016		5/31/2017 biweekly
G3.B2.S1.MA1 🔍 M294702	OMS Administrative Team meets regularly to ensure effectiveness of all components of the school...	Downing, Sean	8/22/2016	Agendas, notes and sign-in sheets are collected at each Administrative Team Meeting.	5/31/2017 weekly
G2.B3.S3.MA1 🔍 M294716	OMS Administrative Team meets regularly to ensure fidelity of all planned school improvement...	Downing, Sean	8/22/2016	Agendas, notes and sign-in sheets are collected at each Administrative Team Meeting.	5/31/2017 weekly
G2.B3.S2.MA1 🔍 M294715	OMS Administrative Team meets regularly to ensure effectiveness of all planned school improvement...	Downing, Sean	8/22/2016	Agendas, notes and sign-in sheets are collected at each Administrative Team Meeting.	5/31/2017 weekly
G4.B3.S2.MA1 🔍 M294707	OMS Administrative Team meets regularly to ensure fidelity of all planned school improvement...	Downing, Sean	8/22/2016	Agendas, notes and sign-in sheets are collected at each Administrative Team Meeting.	5/31/2017 weekly
G1.MA1 🔍 M294729	Comparison of performance versus previous year twice per semester for excessive absences (<90%...	Downing, Sean	8/22/2016	Team Leader Agendas	5/31/2017 monthly
G2.B3.S1.MA1 🔍 M294712	OMS Administrative Team meets regularly to ensure effectiveness of all planned school improvement...	Downing, Sean	8/22/2016	Agendas, notes and sign-in sheets are collected at each Administrative Team Meeting.	5/31/2017 weekly
G2.B3.S1.MA1 🔍 M294711	OMS Administrative Team meets regularly to ensure fidelity of all planned school improvement...	Downing, Sean	8/22/2016	Agendas, notes and sign-in sheets are collected at each Administrative Team Meeting.	5/31/2017 weekly
G4.B3.S2.MA1 🔍 M294708	OMS Administrative Team meets regularly to ensure fidelity of all planned school improvement...	Downing, Sean	8/22/2016	Agendas, notes and sign-in sheets are collected at each Administrative Team Meeting.	5/31/2017 weekly
G1.B4.S1.MA1 🔍 M294727	OMS Administrative Team meets regularly to ensure effectiveness of all planned school improvement...	Downing, Sean	8/22/2016	Agendas, notes and sign-in sheets are collected at each Administrative Team Meeting.	5/31/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.MA1 M294728	OMS Administrative Team meets regularly to ensure effectiveness of all planned school improvement...	Downing, Sean	8/22/2016	Agendas, notes and sign-in sheets are collected at each Administrative Team Meeting.	5/31/2017 weekly
G1.B4.S1.MA1 M294726	OMS Administrative Team meets regularly to ensure fidelity of all planned school improvement...	Downing, Sean	8/22/2016	Agendas, notes and sign-in sheets are collected at each Administrative Team Meeting.	5/31/2017 weekly
G1.B4.S1.A1 A292616	Through regular meetings, OMS staff will demonstrate compliance with district policy on attendance.	Wise, Harold	8/22/2016		5/31/2017 weekly
G2.B3.S3.A1 A292612	Administrators will engage in classroom observations and provide teachers with feedback based on...	Downing, Sean	8/22/2016		5/31/2017 biweekly
G3.B2.S1.A2 A292605	Professional development and coaching will be provided on through the collaborative planning...	Shirley, Alyson	8/23/2016	Google Docs for each of the collaborative planning sessions will be utilized to demonstrate completion.	5/31/2017 biweekly
G4.B3.S2.A1 A292609	Collaborative Planning will be facilitated by a member of the OMS Leadership Team with grade-alike,...	Shirley, Alyson	8/23/2016		5/31/2017 biweekly
G3.B2.S1.A1 A292604	Collaborative Planning will be facilitated by a member of the OMS Leadership Team with grade-alike,...	Shirley, Alyson	8/23/2016	Google Docs for each of the collaborative planning sessions will be utilized to demonstrate completion.	5/31/2017 biweekly
G2.MA1 M294713	District Interim Assessment Data will be collected at a systems level to compare OMS to the...	Wise, Harold	8/23/2016	Science Interim Assessment Data will be shared with OMS A-Team (LLT) and with the SAC as available. As a part of the OMS MTSS/EWS Monitoring Process, data will be reviewed at least monthly. Evidence will be collected and reported out during MTSS/EWS Meetings with teachers and parents (when appropriate).	5/31/2017 biweekly
G2.B3.S2.A1 A292611	Collaborative Planning will be facilitated by a member of the OMS Leadership Team with grade-alike,...	Willis, Erin	8/23/2016	Google Documents are created at each Collaborative Planning Session.	5/31/2017 biweekly
G2.B3.S1.A1 A292610	Collaborative Planning will be facilitated by a member of the OMS Leadership Team with grade-alike,...	Willis, Erin	8/23/2016	Google Documents are evidence of compliance with the collaborative planning sessions.	5/31/2017 biweekly
G4.MA1 M294694	iReady Interim Assessment Data will be collected at a systems level to compare OMS to the district...	Downing, Sean	9/1/2016	Evidence will be shared with OMS A-Team (LLT) and with the SAC as available.	5/31/2017 triannually
G4.MA2 M294695	iReady Progress Monitoring will be utilized at the classroom and at the student level in...	Downing, Sean	9/1/2016	As a part of the OMS MTSS/EWS Monitoring Process, data will be reviewed at least monthly. Evidence will be collected and reported out during MTSS/EWS Meetings with teachers and parents (when appropriate).	5/31/2017 monthly
G1.MA2 M294730	Monitoring at the student level associated with MTSS/EWS meetings.	Wise, Harold	9/1/2016	Documents associated with MTSS/EWS	5/31/2017 monthly
		2017			
G4.B3.S3.MA1 M294709	Administrators will engage in classroom observations and provide teachers with feedback based on...	Downing, Sean	5/31/2017	Formal feedback will be provided through the OCSD Evaluation Process. Informal feedback will be provided through notes, face to face conversations and email.	No End Date one-time

V. Professional Development Opportunities

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

G2. Science instruction will be rigorous and standards based.

G2.B3 Due to an over-reliance on textbooks, teachers are not delivering standards-based instruction that meets the full intent of the standards.

G2.B3.S2 Professional development and coaching will be provided on through the collaborative planning process to delivery of instruction at the classroom level.

PD Opportunity 1

Collaborative Planning will be facilitated by a member of the OMS Leadership Team with grade-alike, subject specific teacher teams.

Facilitator

School Administration (Willis, Downing, Shirley)

Participants

grade-alike, subject specific teacher teams

Schedule

Biweekly, from 8/23/2016 to 5/31/2017

G3. Math instruction will be rigorous and standards-based.

G3.B2 Scopes and sequences are not aligned across the district and teachers must spend time gathering materials that reflect the more rigorous demands of the Florida Standards. As a result, teachers are not delivering standards-based instruction that meets the full intent of the standards.

G3.B2.S1 • Teachers will meet regularly to collaboratively plan assessment and instruction based on the Florida Standards.

PD Opportunity 1

Collaborative Planning will be facilitated by a member of the OMS Leadership Team with grade-alike, subject specific teacher teams.

Facilitator

School Staff (Shirley, Downing, Willis)

Participants

grade-alike, subject specific teacher teams

Schedule

Biweekly, from 8/23/2016 to 5/31/2017

PD Opportunity 2

Professional development and coaching will be provided on through the collaborative planning process and through implementation at the classroom level.

Facilitator

School Staff (Shirley, Downing, Willis)

Participants

grade-alike, subject specific teacher teams

Schedule

Biweekly, from 8/23/2016 to 5/31/2017

G4. Reading instruction will be rigorous and standards based.

G4.B3 Scopes and sequences are not aligned across the district and teachers must spend time gathering materials that reflect the more rigorous demands of the Florida Standards. As a result, teachers are not delivering standards-based instruction that meets the full intent of the standards.

G4.B3.S1 Teachers meet regularly to collaboratively plan assessment and instruction based on the Florida Standards.

PD Opportunity 1

Collaborative Planning will be facilitated by a member of the OMS Leadership Team with grade-alike, subject specific teacher teams.

Facilitator

School Administration (Downing, Willis, Shirley)

Participants

grade-alike, subject specific teacher teams

Schedule

Biweekly, from 8/22/2016 to 5/31/2017

G4.B3.S2 Professional development and coaching will be provided on through the collaborative planning process through implementation in lesson delivery.

PD Opportunity 1

Collaborative Planning will be facilitated by a member of the OMS Leadership Team with grade-alike, subject specific teacher teams.

Facilitator

OMS Administration (Shirley, Downing, Willis)

Participants

grade-alike, subject specific teacher teams

Schedule

Biweekly, from 8/23/2016 to 5/31/2017

VI. Technical Assistance Items

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

G1. The number of students demonstrating chronic absences will decrease.

G1.B4 Policies and procedures were previously not consistently employed (or they were ineffective) in decreasing truancy.

G1.B4.S1 The OMS Administrative Team will monitor the implementation of the OCSD Attendance Policy through weekly meetings, district administrative meetings, MTSS/EWS meetings, etc.

TA Opportunity 1

Through regular meetings, OMS staff will demonstrate compliance with district policy on attendance.

Facilitator

OMS Administrative Team (Wise, Chism, Downing, Willis)

Participants

OMS Faculty and Staff

Schedule

Weekly, from 8/22/2016 to 5/31/2017

G2. Science instruction will be rigorous and standards based.

G2.B3 Due to an over-reliance on textbooks, teachers are not delivering standards-based instruction that meets the full intent of the standards.

G2.B3.S3 Administrators will engage in classroom observations and provide teachers with feedback based on instructional practice and standard of focus.

TA Opportunity 1

Administrators will engage in classroom observations and provide teachers with feedback based on instructional practice and standard of focus.

Facilitator

School Administration (Downing, Willis)

Participants

Instructional Staff

Schedule

Biweekly, from 8/22/2016 to 5/31/2017

G3. Math instruction will be rigorous and standards-based.

G3.B2 Scopes and sequences are not aligned across the district and teachers must spend time gathering materials that reflect the more rigorous demands of the Florida Standards. As a result, teachers are not delivering standards-based instruction that meets the full intent of the standards.

G3.B2.S1 • Teachers will meet regularly to collaboratively plan assessment and instruction based on the Florida Standards.

TA Opportunity 1

Administrators will engage in classroom observations and provide teachers with feedback based on instructional practice and standard of focus.

Facilitator

School Administration

Participants

Instructional Staff

Schedule

Biweekly, from 8/15/2016 to 5/31/2017

VII. Budget

Budget Data

1	G1.B4.S1.A1	**Through regular meetings, OMS staff will demonstrate compliance with district policy on attendance.**				$599.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	390-Other Purchased Services	0201 - Osceola Middle School	General Fund		$599.00
			Notes: Project Wisdom! Words of Wisdom to share on the morning announcements (with a focus on Character Education, etc.).			
2	G2.B3.S1.A1	**Collaborative Planning will be facilitated by a member of the OMS Leadership Team with grade-alike, subject specific teacher teams.**				$1,958.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	520-Textbooks	0201 - Osceola Middle School	General Fund		$1,958.00
			Notes: Purchase of Study Island (online subscription) for supplemental online science program (grades 6-7).			
3	G2.B3.S2.A1	**Collaborative Planning will be facilitated by a member of the OMS Leadership Team with grade-alike, subject specific teacher teams.**				$0.00

Budget Data

4	G2.B3.S3.A1	**Administrators will engage in classroom observations and provide teachers with feedback based on instructional practice and standard of focus.**			**$0.00**
5	G3.B2.S1.A1	**Collaborative Planning will be facilitated by a member of the OMS Leadership Team with grade-alike, subject specific teacher teams.**			**$3,395.00**

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	520-Textbooks	0201 - Osceola Middle School	General Fund		$3,395.00
			Notes: Reflex Math (online remediation program) purchased to assist with students/basic facts).			

6	G3.B2.S1.A2	**Professional development and coaching will be provided on through the collaborative planning process and through implementation at the classroom level.**			**$0.00**
7	G3.B2.S1.A3	**Administrators will engage in classroom observations and provide teachers with feedback based on instructional practice and standard of focus.**			**$0.00**
8	G4.B3.S1.A1	**Collaborative Planning will be facilitated by a member of the OMS Leadership Team with grade-alike, subject specific teacher teams.**			**$39,750.00**

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	310-Professional and Technical Services	0201 - Osceola Middle School	Title I Part A		$39,750.00
			Notes: Literacy First Contract; Year 2 of 3			

9	G4.B3.S2.A1	**Collaborative Planning will be facilitated by a member of the OMS Leadership Team with grade-alike, subject specific teacher teams.**			**$12,437.00**

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	520-Textbooks	0201 - Osceola Middle School	General Fund		$12,437.00
					Total:	**$58,139.00**