

Osceola Middle School

School Improvement Plan Executive Summary

2022-2023



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.

A current theory of action for the OMS Leadership Team is we are having lower-levels of engagement Pots-COVID among stakeholders.

- Input from the OMS Leadership Team:**
- We want to up ENGAGEMENT among all stakeholders!!
 - We will continue to survey stakeholders regularly.
 - We will increase club offerings (including during the school day).
 - We have experienced a lot of change over the last few years.
 - We will engage in professional learning among new coaches, our Professional Learning Team Leads, PBS teams, etc.
 - We will utilize CWT to provide staff with coaching and formative feedback around teaching and learning.
 - We will continue to seek authentic parent engagement activities.

- Input from the OMS PBS Team:**
- PBS Team has focused on reducing referrals and suspensions for all students.
 - We have identified several areas of potential focus for the current year, including disproportionality with ODR and OSS for ESE and African American Students.
 - We will monitor effectiveness of our programs through collection of survey and referral data.
 - We want to re-establish our T1 program!

Culture & Environment relating to PBIS to reduce percentage of referrals by subgroups!

Every Student Succeeds Act (ESSA) Subgroup performance must improve for African American and ESE Students!

- Input from the OMS Professional Learning Teams:**
- Teachers will implement standards-based instruction
 - Teachers will collaboratively plan weekly, utilizing 4 questions.
 - Teachers will conduct data chats with all students in all subjects.
 - Use common, standards-based assessments
 - Core Content Teachers and ESE Teachers will implement Walk-to-Intervention at least two days a week.
 - Revision to the ELA and Math Curriculum Maps to align with B.E.S.T.

- Other Areas of Focus Not Listed as Goals in the SIP:**
- Maintain year-over-year progress in achievement/LG.
 - Monitor performance of African American and ELL students.
 - Create a safe learning environment for students and staff.
 - Increase our cultural awareness and work to ensure equity.
 - Continue to recruit, hire and retain a quality instructional staff.
 - Implement with fidelity MTSS T2 and T3 programs!

- Current Academic Performance (2022):**
- School Grade of C.
 - School-Wide Performance (based on FSA):
 - Reading: 42% proficient (46% LG)
 - Math: 51% proficient (56% LG)
 - Science: 41% proficient
 - Civics: 65% proficient
 - Every Student Succeeds Act Subgroups
 - ESE and African American scored below the federal index (NI)

Sean Downing:
Principal of OMS
13th Year of
Assignment

- Current Non-Academic Performance (2022):**
- We had 1,304 referrals at the end of 2021-2022. We had 967 during 2021-2022.
 - As of March 8, we reported this data out to the PBS Team:
 - We had 795 days of Out of School Suspension (based on 421 incidents).
 - We had more referrals per day per month 11 out of 12 months since COVID.
 - Attendance:
 - 2022: 341 unexcused absences (10 or more days); 212 absences (21+, all types)
 - 2022: 284 unexcused absences (10 or more days); 185 absences (21+, all types)
 - Mental Health: to date, we have had 6 mental health and safety evals (last YTD was 7).