

The School District of Palm Beach County

Osceola Creek Middle School



2021-22 Schoolwide Improvement Plan

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Osceola Creek Middle School

6775 180TH AVE N, Loxahatchee, FL 33470

<https://ocms.palmbeachschools.org>

Demographics

Principal: Brian McClellan

Start Date for this Principal: 8/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	69%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (67%) 2017-18: A (69%) 2016-17: A (68%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Palm Beach 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.

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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Middle School 6-8</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>55%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>54%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade	A	A	A	A

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

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 staff and families of Osceola Creek Middle School strive to educate students and to assist them in realizing their full potential as responsible, productive, contributing members of society by providing an educational environment in which students are challenged, excellence is expected and differences are valued.

Provide the school's vision statement.

The vision of Osceola Creek Middle School parents and staff is fostering of a positive school climate where a sense of ownership, support, trust, and involvement is created. We all share the responsibility for the success of our students. The dignity of each student is essential in the way we educate. We encourage all students to use their own initiative and respect their opinions and ideas. Each student has a right to learn, to feel safe, to ask questions, to make learning choices, and to have a chance to share ideas. Our staff is committed to positive change and innovative approaches to the way we promote the intellectual, academic, creative and social development of our students. The success of an integrated, multi-functional school depends upon excellent teamwork. Osceola Creek Middle School parents and staff are committed to providing that teamwork. Through Professional Learning Communities and collaboration with the community, we will meet our mission.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
McClellan, Brian	Principal	Provides strategic direction for the campus and staff. Oversees the delivery of instructions to students, evaluates teaching methods, monitors student and teaching data, hires instructional and non-instructional staff, liaison with all stakeholders. He also manages the school budget and determines the implementation of policies and procedures for the school.
Forte, Christopher	Assistant Principal	Mr. Forte oversees the math, science and ESE departments. He analyzes student and teacher data, observes teachers and their teaching methods. He assists the Principal in monitoring student achievement and supports the implementation of new policies and procedures. Additionally, he schedules all students and teachers in the master board. He also oversees the credit recovery program, new teacher development, and the Focus team.
Mccoy, Michelle	Assistant Principal	Ms. McCoy assists in monitoring teacher and student data and achievement, particularly in the English Language Arts and Reading departments. She oversees testing for the school and leads the crisis team. She also assists in monitoring teacher teaching methods and planning.
Clemons, Lyndon	Assistant Principal	Mr. Clemons provides leadership and direction to the social studies and electives teams. He monitors student and teacher data and student achievement. He also oversees the AVID program and School Wide Positive Behavior Support. Additionally, he oversees textbooks, transportations, the custodial team and facilities. He also assists in observing teaching methods and provides classroom support.

Demographic Information

Principal start date

Wednesday 8/1/2018, Brian McClellan

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Total number of teacher positions allocated to the school

52

Total number of students enrolled at the school

751

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	227	255	262	0	0	0	0	744
Attendance below 90 percent	0	0	0	0	0	0	10	12	6	0	0	0	0	28
One or more suspensions	0	0	0	0	0	0	23	30	34	0	0	0	0	87
Course failure in ELA	0	0	0	0	0	0	24	32	33	0	0	0	0	89
Course failure in Math	0	0	0	0	0	0	28	43	32	0	0	0	0	103
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	24	24	21	0	0	0	0	69
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	21	19	36	0	0	0	0	76
Number of students with a substantial reading deficiency	0	0	0	0	0	0	12	40	56	0	0	0	0	108
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	108	96	60	0	0	0	0	264
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	118	154	102	0	0	0	0	374
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	52	65	55	0	0	0	0	172

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	1	1	2	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1

Date this data was collected or last updated

Tuesday 7/20/2021

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	246	261	238	0	0	0	0	745
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	26	53	38	0	0	0	0	117
Course failure in ELA	0	0	0	0	0	0	17	27	31	0	0	0	0	75
Course failure in Math	0	0	0	0	0	0	9	25	28	0	0	0	0	62
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	24	24	21	0	0	0	0	69
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	21	19	36	0	0	0	0	76
FY20 ELA Diag Levels 1 & 2	0	0	0	0	0	0	91	106	82	0	0	0	0	279
FY20 Math Diag Levels 1 & 2	0	0	0	0	0	0	75	78	42	0	0	0	0	195

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	0	0	0	0	0	0	0	0

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	24	21	20	0	0	0	0	65
Students retained two or more times	0	0	0	0	0	0	0	3	0	0	0	0	0	3

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	246	261	238	0	0	0	0	745
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	26	53	38	0	0	0	0	117
Course failure in ELA	0	0	0	0	0	0	17	27	31	0	0	0	0	75
Course failure in Math	0	0	0	0	0	0	9	25	28	0	0	0	0	62
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	24	24	21	0	0	0	0	69
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	21	19	36	0	0	0	0	76
FY20 ELA Diag Levels 1 & 2	0	0	0	0	0	0	91	106	82	0	0	0	0	279
FY20 Math Diag Levels 1 & 2	0	0	0	0	0	0	75	78	42	0	0	0	0	195

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	52	65	55	0	0	0	0	172

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	24	21	20	0	0	0	0	65
Students retained two or more times	0	0	0	0	0	0	0	3	0	0	0	0	0	3

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				66%	58%	54%	66%	56%	53%
ELA Learning Gains				55%	56%	54%	63%	57%	54%
ELA Lowest 25th Percentile				49%	49%	47%	55%	49%	47%
Math Achievement				76%	62%	58%	77%	61%	58%
Math Learning Gains				62%	60%	57%	72%	61%	57%
Math Lowest 25th Percentile				51%	53%	51%	55%	54%	51%
Science Achievement				71%	52%	51%	71%	55%	52%
Social Studies Achievement				94%	75%	72%	92%	75%	72%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	67%	58%	9%	54%	13%
Cohort Comparison						
07	2021					
	2019	60%	53%	7%	52%	8%
Cohort Comparison						
08	2021					
	2019	69%	58%	11%	56%	13%
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	68%	60%	8%	55%	13%
Cohort Comparison						
07	2021					
	2019	66%	35%	31%	54%	12%
Cohort Comparison		-68%				
08	2021					
	2019	70%	64%	6%	46%	24%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	71%	51%	20%	48%	23%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	69%	-69%	67%	-67%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	94%	72%	22%	71%	23%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	97%	64%	33%	61%	36%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	60%	40%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

As reflected in the progress-monitoring data below, we had a substantial drop in student proficiency. Particularly with our SWD and ELL subgroups in math and ELA. In Civics and Science, however, both subgroups improved from the fall to the spring progress-monitoring. We experienced the largest drop in proficiency for all students in sixth grade math and seventh grade ELA, dropping 8.4% and 9.4% respectively. Our Economically Disadvantaged students dropped across areas tested, except in Civics and Science as well.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	61.1	49.6	53.1
	Economically Disadvantaged	50	37.5	42.5
	Students With Disabilities	33.3	17.8	15.2
	English Language Learners	27.3	18.2	16.7
Mathematics				
	All Students	65.2	55.5	56.8
	Economically Disadvantaged	64	50.8	48.4
	Students With Disabilities	47.8	34.1	30.4
	English Language Learners	66.7	36.4	33.3

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49.2	44.8	39.8
	Economically Disadvantaged	46.2	39.7	34.8
	Students With Disabilities	36.2	25.9	20.7
	English Language Learners	36.4	33.3	41.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	49.5	53.9	50.8
	Economically Disadvantaged	42.4	50.7	41.4
	Students With Disabilities	28.8	40.0	33.3
	English Language Learners	27.3	33.3	15.4
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	44.9	60.7	67.3
	Economically Disadvantaged	42.1	53.7	63.2
	Students With Disabilities	35.1	56.9	52.5
	English Language Learners	27.3	16.7	33.3

Grade 8					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		73.3	65.2	63.7
	Economically Disadvantaged		69.9	59.8	60.7
	Students With Disabilities		31.4	22.2	21.6
	English Language Learners		42.9	28.6	12.5
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		53.0	48.8	48.0
	Economically Disadvantaged		45.6	43.9	40.0
	Students With Disabilities		3.2	8.1	15.8
	English Language Learners		14.3	12.5	12.5
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		62.9	68	70.9
	Economically Disadvantaged		54.9	63.2	66.7
	Students With Disabilities		19.4	27.0	32.4
	English Language Learners		0.0	25.0	25.0
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	20	24	21	23	17	17	22	66	40		
ELL	38	40	33	40	23	13	20	61			
BLK	46	40	19	38	29	27	55	62	77		
HSP	50	42	25	55	30	10	60	71	82		
MUL	85	55		69	27						
WHT	58	43	25	56	33	25	58	81	79		
FRL	47	38	21	42	28	20	48	66	77		
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 2017-18	C & C Accel 2017-18
SWD	27	44	42	37	41	33	23	74	52		
ELL	26	47	59	54	49	41		80			
ASN	87	75		73	83						

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 2017-18	C & C Accel 2017-18
BLK	63	54	46	76	67	55	70	97	79		
HSP	58	49	49	68	56	45	58	94	63		
MUL	67	60		93	79						
WHT	70	58	47	80	64	56	78	94	85		
FRL	58	52	48	72	64	49	70	93	72		
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 2016-17	C & C Accel 2016-17
SWD	28	45	38	44	57	43	40	73	36		
ELL	19	62	60	38	52	36					
ASN	67	70		75	80						
BLK	67	66	57	77	73	59	64	97	60		
HSP	57	60	51	69	68	52	64	91	69		
MUL	76	71		94	69						
WHT	72	63	58	81	73	59	74	92	72		
FRL	61	62	53	72	71	50	66	92	64		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	504
Total Components for the Federal Index	10
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	37

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Osceola Creek Middle School has declined in ELA across all grade levels. Sixth grade declined 11.4%, seventh grade by 12.1% and eighth grade by 8.7%. Interestingly, our distance learners outperformed our on campus learners by as much as 16.4% in sixth grade, 1.5% in seventh grade and 7.7% in eighth grade. Our ELL and ESE students underperformed with only 18.2% scoring a level three or higher on the ELA FSA. Overall, our ESE students decreased in proficiency by 4.9, however our ELL students increased proficiency by 2.4%. Data indicates that our students are struggling with Integration of Knowledge and Key Ideas and Details. ELA overall proficiency decreased a total of 10.9% from 2019.

In math we see a decline in proficiency as well. In sixth grade students declined by 30.2%, seventh grade by 45.6%, eighth grade by 12.2%, and in Algebra 1 by 16.7%. Geometry is the only area that we maintained proficiency with 100% passing the EOC. Our ESE and ELL students scored better in math than they did in ELA with 21.9% and 22% respectively scoring proficient. However, they still decreased in overall math proficiency by 30% for our ELL students and 10% for our ESE students. Students struggle most in the areas of ratios and proportional relationships and and geometry. Overall in math proficiency, we decreased a total of 25.2% from 2019.

Our greatest drop across all grade levels was in the Students With Disabilities and English Language Learners subgroups as seen in the data.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

When looking at progress monitoring from section 2c, we see that ELA 6-8 there is very little progress between mid-year and end of year testing windows. We also see that SWD have shown a decline of 2%-5%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Last year we had a blended model of instruction where students had the choice of learning virtually or face to face. We never had more than 50% of our student population on campus last year. This led to a lack of student participation, a lack of attendance and student engagement. We also had students technology issues despite the support the district provided.

This year with students being 100% face to face, we are capitalizing on having them in class and engaged with bell to bell instruction. This also allows for teachers to differentiate instruction and allows the school to provide tutoring for the lowest 25% in both reading and math.

Based on the progress monitoring and diagnostic scores from last year, we need to provide the most support and see the most improvement in our SWD group. Based on the ESSA Federal Index, we only had 41% for our SWD group, hence identifying this group as needing the most support.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on the Progress Monitoring data, we did not have any areas that made improvement. All tested subjects decreased in overall proficiency, except for Geometry. We maintained 100% proficient on this EOC.

What were the contributing factors to this improvement? What new actions did your school take in this area?

For Geometry, our teacher provided daily tutoring and homework help for his students, both virtual and face to face.

What strategies will need to be implemented in order to accelerate learning?

In order to bridge gap and summer low we are providing tutoring across the board in ELA and Math. We are also doing pull-outs of- ours lowest 25% in reading. In addition, students who tested 2 or more years behind in reading and that also did not score proficient in their Phonics Inventory, have two reading classes this year. One is regular intensive reading and the other focuses on phonics, blends and fluency. We also provide virtual core content help for two hours every evening for students who are quarantined.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Pre-School PD offerings include: Unpacking Standards and Identifying the Essential Question, Data Tracking for Teachers and Students

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

1. Attendance. We have prioritized student attendance and developed student contact teams to ensure students are attending their scheduled classes. We have also had each grade level secretary and school counselor make personal contact with each family when student accumulate 5 or more absences to see if we can assist in any way to get their student to attend school. Sometimes this entails home visits.
2. Gains for Lowest 25% in Math - targeted tutoring was initiated at the beginning of the school year with our students needing help on specific standards that are tested on district assessments. The students invited to the tutorial will change with each assessment given. This includes our SWD.
3. Gains for Lowest 25% in ELA targeted tutoring was initiated at the beginning of the school year with our students needing help on specific standards that are tested on district assessments. The students invited to the tutorial will change with each assessment given. This includes SWD.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus
Description and Rationale: Based on previous year's FSA data, our lowest 25% in Math and ELA had the lowest learning gains. Thus, not meeting the expected outcomes allowing us to focus on their learning progression.

Measurable Outcome: Learning Gains for both Math and ELA will achieve growth in their learning gains. Math will show a 10% increase and ELA with demonstrate a 9% increase.

Monitoring: Administration monitors district assessment data weekly. Teachers also monitor and discuss data from their FSQs and USAs in their bi-weekly PLCs. In addition, student now have a tracking sheet for each tested subject, where they are required to record and monitor their individual scores for each assessment and document how they scored on each specific standard they were tested on.

Person responsible for monitoring outcome: Brian McClellan (brian.mcclellan@palmbeachschools.org)

Evidence-based Strategy:

1. Use of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies school-wide.
2. Teachers will continue to assess mastery which will drive reteach of the standards and who will be targeted for each round of tutoring.FAQs, USAs, and other district driven assessments (Diagnostics) will be used for monitoring student mastery of the standards..
3. Administration and teachers will analyze results from FSQs, USAs, and teacher assessments to identify trends.
4. In Professional Learning Community(PLC) Meetings, teachers will unpack standards to match their teaching to the rigor of the standard and analyze assessment data and also conduct item analysis and determine student mastery of the standards or lack thereof. In which case, the teacher will plan to reteach the standard(s) that was not mastered. item analysis of the test to see why students did not master a standard based question.

Rationale for Evidence-based Strategy:

1. AVID emphasizes WICOR instructional strategies within classrooms. With OCMS being an AVID school, WICOR strategies implementation is supported as an evidence based teaching technique with OCMS staff
2. Focus Group - Our school counseling team, along with all administration and our school behavior mental health personnel meet regarding our students who have any Early Warning Signs. The list is ever evolving from one quarter to the next based on current data. We each have our caseload of students and meet with them regularly.
3. Professional Learning Communities have been in existence and will continue at OCMS. Teachers meet in common subject areas and common grade levels to analyze, develop, and plan instructional methods. Recent studies identifying the impact of PLC's may be viewed here: <https://openarchive.stanford.edu/>

Action Steps to Implement

1. WICOR
 - a. Teachers trained on WICOR strategies, in particular Focused Note Taking.
 - b. Single School Culture emphasizes Focused Note Taking.
 - c. Identify the many Focused Note Taking formats to use.
 - d. Administration conducts school-wide notebook checks to look for evidence of Focused Note Taking.

Person Responsible Lyndon Clemons (lyndon.clemons@palmbeachschools.org)

Tutorials

- a. Administration gets names of teachers interested in tutoring.
- b. Administration identifies lowest 25% in reading and math for targeted tutoring.
- c. Invitations are sent home to parents and students with face to face tutorial options and virtual ones too.
- d. Data is analyzed with each USA and new students are identified for each round of tutoring based on each set of data.

Person Responsible Michelle Mccoy (michelle.mccoy@palmbeachschools.org)

PLC

1. PLCs are teacher led.
2. They review student data, initially from last year's FSA.
3. Then they analyze student data from each FSQ, USA, diagnostic and PBPA that is given throughout the year.
4. Teachers plan collaboratively, work on unpacking standards, and share best practices in our PLC meetings.

Person Responsible Brian McClellan (brian.mcclellan@palmbeachschools.org)

Data Analysis

1. In our first PLC this year, we has teachers analyze their student data from last year's FSA.
2. In addition, the review score with their students and have each student fill our a goal sheet in math and ELA identifying where they want to be for this year's FSA.
3. Administration also regularly analyzes data in our Monday administration meetings. Each assistant principal is required to record data from each FSQ and USA in our Academic Progress sheet, breaking down each test by teacher, period, advanced class, regular class, ELL students and lowest 25%.

Person Responsible Brian McClellan (brian.mcclellan@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When analyzing the discipline data for school year 2021, the majority of our incidents were either in the classroom or on school grounds. There are two times with the most referrals, 9:00 AM and 3:00 PM, with three behaviors or incidents topping all others; disobedience and insubordination, profanity or obscene language, and repetitive disruptive behaviors. We are working with school counselors, the school behavior mental health professional and administration to mentor repetitive offender and establish a relationship in hopes of addressing, not just the behaviors, but their thinking process and decision making.

We strive to ensure that all staff members have input and the opportunity to participate with the schools SWPBS team and events should improve the systems and practices that affect our student outcomes. Additionally, we recognize student achievement through our Bear Cards and staff achievement through Employee/Teacher of the month. We have also looked to expand on our school committees, providing all staff members with an opportunity to discuss school occurrences and plan school events. These areas include Instructional Practice Committee, SEL for Adults, Equity, and SWPBS. We have also elaborated on our student offerings to expand them this year (more student events for both online and face to face, Bear Card giveaway's, school shirts provided to all students, expansion of clubs to non traditional times to accommodate all, TV pro academy to highlight events and students)

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

We will ensure that all staff members have input and the opportunity to participate with the school's SWPBS team and events. Additionally, we recognize student achievement through our Bear Cards and staff achievement through Employee/Teacher of the month. We have also expanded our school committees, providing all staff members with an opportunity to discuss school occurrences and plan school events. These areas include Instructional Practice Committee, SEL for Adults, Equity, SwPBS and the Sunshine Committee.

Now that all students are on campus for face to face learning, this gives us the opportunity to expand our student extra-curricular offerings. We offer a variety of clubs such as drama, chorus, yearbook, Dungeons and Dragons, Pokémon and Anime, Robotics, SECME, cooking, art, dance and sign language.

Our school integrates Single School Culture by sharing Universal Guidelines for Success (The Bear Way) and communicating these expectations to parents and students through school-sponsored events and assemblies. In alignment with school board 2.09 and Florida State Statute 1003.42 our school highlights multicultural diversity within our curriculum. OCMS students participate in activities and studies including, but not limited to, literature and art of different cultures and communities, rituals and unique practices and in elective based classes (culinary, STEAM, AVID, Intensive Reading) in media library selection is filled with books related to the variety of cultures, which are highlighted during various points of the year aligning to days of recognition. All of our instructional staff in the core academic areas are committed to following the PBCSD Scope and Sequence to ensure quality exposure to required topics for all students. Departments meet individually by grade level bi-weekly to review upcoming material and plan/develop lessons that align to required content.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

At Osceola Creek, we strive to foster a welcoming and safe environment for all students. As one of the district initiatives, we are currently a level 3 for Welcoming and Inclusive School. As a school we are working on becoming a level 4 school and are currently working on the bucket trainings to achieve this. We have a great team assembled, with an AP, our CLF and a secretary, to welcome all students on campus and to help them get acclimated and settled as quickly as possible. In addition, we provide support and social events for our staff monthly through our Sunshine Committee, which is run by teachers. Mr. Clemons has implemented a Mentoring program and also oversees SwPBS which provides activities in the courtyard on Fridays once a month. It also recognizes the student of the week or Bear of the Week.

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

- (a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.
- (b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.
- (c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.
- (d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource

blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	120-Classroom Teachers	2821 - Osceola Creek Middle School	School Improvement Funds	745.0	\$0.00
			<i>Notes: Instructional materials for supporting student achievement.</i>			
Total:						\$0.00