



## Omni Middle School

5775 JOG RD, Boca Raton, FL 33496

www.omnimiddle.org

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

36%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

38%

### School Grades History

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

### School Board Approval

This plan is pending approval by the Palm Beach County School Board.

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Omni Middle is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

##### Provide the school's vision statement

Omni Middle envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

#### School Environment

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

Through the following areas, Omni builds a single school culture and has an appreciation for multicultural diversity as required by School Board Policy 2.09. for its students and staff. Within the academic arena our bimonthly LTM, Core 6, RACE, tutorial/compass (credit recovery) programs, and Literacy Across the Curriculum are all integral components of this process. Our School-wide Positive Behavior Support Programs jump start our behavior relationship building process. In addition, we also institute a Corrective Behavior Intervention Form which assists students and staff with a progressive discipline plan, complimenting our District's Discipline Matrix. BEST, PRIDE and our School Scripts also provide Omni with a positive behavior mantra. Additionally students are encouraged to join a variety of clubs and sport activities to foster positive relationships. Climate, likewise, is also represented through our Safe School Ambassador Program, Care Giving Youth Groups, National Junior Honors' Society, Expectations Assemblies, and outside presentations from organizations such as NOPE and the Dori Slosberg Foundation.

Omni Middle will continue to infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

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

Omni Middle School creates a positive, safe environment by engaging students with peer-to-peer Anti-Bullying Ambassador Programs, whereby students collaborate to defuse situations in a collaborative, student-led environment. In addition, our Safe School Ambassadors act as mentors for new students and serve as long-term aides to foster a welcoming climate. Teachers also have active duty assignments throughout the day, assisting students and ensuring safe passage within the halls. Our School Resource Officer and Aide also provide students with reassurance and comfort. With the assistance of our Behavior Intervention Associate, teachers and students are able to communicate problems and concerns in a controlled, nonthreatening way. Guidance Counselors also support students, teachers and administration by creating a pathway for de-escalation.

**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**

In order to minimize distractions and to engage students during instructional time, Omni incorporates a multitude of positive school-wide scripts in the form of mnemonic devices. BEST, PRIDE, RACE, and Core 6 all assist with behavioral and academic expectations. School-wide curriculum training during professional development days, faculty meetings and Learning Team Meetings also facilitates fidelity. Omni provides direction through an "Expectations Assembly" at the beginning of the school year and will follow up later in the school year with another assembly to remind students of the schools expectations and direction for a successful completion the that school year.

**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**

Guidance Counselors offer in-class training through their "Classroom Guidance Program," supervising peer-to-peer mentoring and mediation, as well as providing academic advisement. At School Based Team meetings, students who have been referred for variety of reasons, are discussed and appropriate interventions are implemented and a case liaison appointed. Omni Middle also recruits outside agencies for specialized support and activities to assist students with specific needs.

### **Early Warning Systems**

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

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

Omni Middle pulls weekly and/or monthly reports from TERMS, Performance Matters and EDW to monitor the following:

- Discipline/Suspensions
- Corrective Behavior Intervention Form
- Attendance
- Failures

Low performing students are identified though the use of EDW and the Performance Matters System.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	25	29	34	88
One or more suspensions	9	27	25	61
Course failure in ELA or Math	0	0	2	2
Level 1 on statewide assessment	58	53	47	158
	0	0	0	
	0	0	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
	6	7	8	
Students exhibiting two or more indicators	13	22	13	48

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

Omni Middle employs a multitude of early warning interventions to assist and improve academic performance of our students. These include, but are not limited to, School Based Team (SBT), student/parent conferences, and mentoring programs. In addition, we offer academic- based interventions such as READ 180, Reading +, COMPASS, Gizmo as well as intensive math and reading classes. Extended learning opportunities through tutorial and after-school/morning homework assistance programs.

To address school attendance, letters regarding excessive absences and/or tardies are regularly mailed. Daily automated telephone calls for absences and tardies by period are made in addition to individualized phone calls for repetitive attendance issues.

Student data chats are conducted by teachers and administration through out the school year.

Students track their individual progress within each class in order to assess their performance. During SAC meeting, school data is also reviewed.

**Family and Community Involvement**

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

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

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

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

### Description

Omni continues to build positive relations with its parent and family base through semester parent meetings, PLC parent meetings for our ESOL population, monthly PTSA meetings, Edline (School Web Site), and use of agenda planners for 6th grade students.

### 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

Omni builds and sustains local partnerships within the community by communicating school events and activities during our Monthly SAC meeting, developing business partners through our PTSA, providing leasing for outside vendors and local municipalities, advocate support for our school Biomedical Health Informatics Academy and through parent meetings throughout the school year.

### Effective Leadership

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

### School Leadership Team

#### Membership

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

Name	Title
Riopelle, Gerald	Principal
Crum, Michael	Assistant Principal
Pfeil, Dennis	Assistant Principal
Torner, Luene	Assistant Principal

#### Duties

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

The RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

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

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students? The team meets once a week to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional

development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Omni Middle School integrates Single School Culture by sharing Universal Guidelines For Success, following our Discipline Behavior Plan, Corrective Behavior Intervention forms and teaching Expected Behaviors through Character Counts, multiple avenues for communicating with parents, and Monitoring SWPBS. Updates to the Instructional Action Plan during Learning Team Meetings are schedule twice per month. We instill an appreciation for multicultural diversity through an anti-bullying campaign, Safe Schools Ambassadors, structured lessons, and implementation of SWPBS programs. We also teach students appropriate and acceptable ethical characteristics through multiple programs and incentives provided throughout the school year.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Gerald Riopelle	Principal
Jessica Feldman	Teacher
Timothy Koteff	Parent
Kim Fox	Parent
Laura Fellman	Parent
Kelly Grim	Parent
Jane Andrew	Parent
Mara Shapiro	Parent
Michael Wulff	Parent
Vivian Coll-Sabo	Teacher
Rhea Mayerchak	Teacher
Andy Goldstein	Teacher
Terry Caver	Education Support Employee
Bracy Shraiberg	Parent
Jenny Dimario	Parent
Kari Tannenbaum	Parent
Niki Wilson	Business/Community
Shannon Wu-Lebron	Parent
Suzanne Resnick	Parent

**Duties**

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

*Evaluation of last year's school improvement plan*

School peer editing with department chairs and staff input, SAC review throughout the school year.

*Development of this school improvement plan*

The primary function of the SAC is to provide all shareholders an opportunity to be active participants in the needs assessment of the school, development of priorities, and identification and use of resources. SAC has reviewed the current SIP and has made suggestions for input and clarification. SAC members have an equal opportunity to review and discuss the SIP during SAC meetings. All SAC input has been utilized within the SIP.

*Preparation of the school's annual budget and plan*

Through discussions with school leadership, administration and SAC committee portions of the school budget plan was developed and implemented. All budget information goes towards meeting the goals and need of the students at Omni Middle School.

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

SAC Funds will provide assistance in the following areas and are reflected in the SIP:

1. Headphones for Reading Plus program., \$1000 Targeting the all students.
2. Tutorial funding for After-school tutorials, \$2200 Targeting reading, math, science and writing.
3. Personnel for progressive discipline program, Saturday Detention staff \$1000.
4. Funding for professional development staff members, staff development and/or conferences directly related to the professional growth of all teachers along with addressing school wide needs.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

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

Name	Title
Crum, Michael	Assistant Principal
Pfeil, Dennis	Assistant Principal
Riopelle, Gerald	Principal
Torner, Luene	Assistant Principal
Hansen, Amy	Instructional Coach
Amico, Christine	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

The major initiatives this year are the following:

1. To support the goals of the SIP.
2. To implement the Core 6 Reading Strategies.
3. To monitor student reading data.
4. To monitor intensive reading instruction.
5. To analyze reading data.
6. To foster a rich literacy environment for ALL students

7. To build professional conversations; promote collegiality, collaboration, and a literacy culture.
8. To implement reading strategies related to Common Core. i.e.: Close Reading

## Public and Collaborative Teaching

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

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

Omni Middle provides common planning based on subject areas. These planning opportunities all administration, coaches and district to provide additional support and/or training for staff members which is directly related to instruction and meeting the needs of individual students. Additionally, twice a month staff members participate in Learning Team Meeting that will focus on specifics of instruction, data analysis or training. All opportunities listed provides time for staff to collaborate, discuss and share best practices.

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

Candidates for openings at Omni Middle School have their resumes screened to ensure that their schooling, credentials and certification qualify them for the position for which they have applied. Once the candidate is screened they are interviewed to further ascertain information on their background and experience. Upon hire, employees go through the Educators Support Program (ESP) in order to ensure a smooth transition into the teaching field. This program is coordinated by an Assistant Principal (Mr. Crum). Omni Middle is a beacon of light in the education field where many educators desire to be employed. This comes from an open and friendly atmosphere created by the administration and staff and their joint commitment to the engaging of student in rigorous educational activities.

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

Omni's mentor program is a district initiative, Educator Support Plan (ESP). Through this program new teachers are paired with veteran teachers who have passed Clinical Education Training where they are trained in mentoring/guiding new peers. New teachers are strategically paired with highly motivated mentors from the same curriculum background. Mentor teachers observe and give feedback throughout the school year using F.E.A.P.'s (Florida Educator Accomplished Practices) and offer assistance and guidance in any area the new teacher may require or request.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

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

Omni Middle School utilizes learning team meetings, common subject planning time, department chair meetings and professional development days to discuss and unpack the Florida Standards, ensuring alignment in instructional programs.

Omni continues to use the District's adopted instructional materials, scope & sequence materials, and instructional calendars , which are chosen to support Florida standards.

#### Instructional Strategies

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

During Learning Team Meetings (LTM), the teachers review various data reports to identify areas of weakness. They then develop strategies to address those areas, which are emphasized through the use of secondary benchmark calendars. Using both small and cooperative learning groups, teachers address issues and support students to attain proficiency.

Programs such as READ 180 are used in intensive reading classes which may be either a single period or double period of uninterrupted time. Teachers use a rotational model to cycle students through all learning centers.

Through support facilitation, students receiving ESE or ELL services have opportunities to reach proficiency.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 8,000

Two programs are in place. One is our after school homework assistant program which helps students with daily assignments and preparation for upcoming assessments. The other is a designed tutorial program that will focus on specific benchmarks and strategies in relation to FSA preparation. Both programs will provide opportunities for instruction in core academics for remediation and enrichment activities.

**Strategy Rationale**

In the designated tutorial, students receive help with the benchmarks that they don't demonstrate proficiency on.

Our after-school homework assistance provides students the opportunity to receive assistance on subject standards on a daily basis.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Hansen, Amy, amy.hansen@palmbeachschools.org

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

Educational Data Warehouse will provide data on FCAT, Diagnostic and EOC's to assist in identifying specific needs for individual and/or subgroups of students. Based on this information targeted lessons will be developed to meet the academic needs of the students.

**Student Transition and Readiness**

**PreK-12 Transition**

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

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

There is a multi-step program in place at Omni Middle to provide support for incoming students in order to make the transition to middle school a positive action, Guidance counselors visit all feeder schools to provide initial information related to the school and scheduling. Before the end of the school year Omni holds an "All About Omni" student/parent meeting. Detailed information about Omni is provided for all. In addition, the PTSA organizes fun activities for students while administration continues with a Q & A session with parents. Then just before school begins Omni will hold an orientation meeting for parents and students. Students will have an opportunity to pick up their schedules, order PE uniforms, visit classrooms and find their way around campus. For outgoing students several high schools visit promoting their programs and schools allowing students to be more comfortable with their transition. Additionally, Omni promotes each high schools orientation and open house where outgoing students are able to visit local high schools. Omni will also assist in providing guidance in selecting courses for the next school year.

## College and Career Readiness

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

Omni's guidance counselors have group meetings with each grade level, visit elementary schools and invite various high schools to inform students of their options. Whether selecting courses for the next school year or applying to career programs, each counselor is directly involved in guiding and providing information to students on making appropriate selections to meet the individual needs and aspirations of students.

The various choice/magnet high schools are invited to present their programs to current 8th grade students in order to make them aware of various career opportunity programs. In addition, they are able to ask questions regarding such programs during each presentation.

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

Omni Middle has started a Biomedical Health Informatics Academy that offers students an opportunity to learn career based skills in both medical and business technology skills from 6th to 8th grade. Students in this program will have the opportunity to earn industry certification in business technology and receive inservice credits in the medical fields.

Additional courses or programs offered at Omni are in Culinary Careers, Fashion Design and Technology. These programs are also supported and reinforced through the FCCLA Organization which is offered to students after school.

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

Omni Middle offers multiple High School Credit courses which will meet criteria for accelerated opportunities for students. Courses offered are: Algebra I, Algebra 1 Honors, Geometry Honors, Earth/Space Science, Spanish, French, Medical Careers and CIW.

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

## School Improvement Goals

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

## Strategic Goals Summary

- G1.**            Improve our proficiency rating on Science NGSSS FCAT.
- G2.**            Omni Middle will increase math proficiency based on FY15 FSA.
- G3.**            Omni Middle will Increase proficiency in reading based on FY15 FSA.

## 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. Improve our proficiency rating on Science NGSSS FCAT.** 1a

G044387

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

**Resources Available to Support the Goal** 2

- Computer based educational program "Gizmos" is being used by all science teachers for additional instructional support.
- Utilization of periodic hands-on labs.
- Occasional guest speakers do presentations and guide students through hands-on activities with classes for a day.

**Targeted Barriers to Achieving the Goal** 3

- Consistency of staff on implementation of periodic hands-on labs.

**Plan to Monitor Progress Toward G1.** 8

Review of Fall & Winter Diagnostics & FY15 FCAT NGSSS scores

**Person Responsible**

Gerald Riopelle

**Schedule**

Semiannually, from 10/6/2014 to 6/4/2015

**Evidence of Completion**

Diagnostic scores & FCAT NGSSS scores

**G2. Omni Middle will increase math proficiency based on FY15 FSA.** 1a

G044388

**Targets Supported** 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	80.0

**Resources Available to Support the Goal** 2

- Informational text that meets Florida Math Standards.
- Standards review lessons.
- Textbook and on-line tutorials for additional instructional support.

**Targeted Barriers to Achieving the Goal** 3

- Current math textbooks lack alignment to current Florida Standards.

**Plan to Monitor Progress Toward G2.** 8

Review of data from common assessments and diagnostics given throughout the school year as well as FSA.

**Person Responsible**

Luene Torner

**Schedule**

Monthly, from 10/6/2014 to 6/4/2015

**Evidence of Completion**

Diagnostic tests, common assessments and FSA

**G3. Omni Middle will Increase proficiency in reading based on FY15 FSA.** 1a

G044389

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	78.0

**Resources Available to Support the Goal** 2

- Read 180 curriculum, Reading Plus curriculum, Core 6 reading strategies, Cornell Note Taking, R.A.C.E writing strategies, Palm Beach Performance Assessment
- Reading and Writing strategies professional development related to Florida Literacy Standards.

**Targeted Barriers to Achieving the Goal** 3

- Lack of sufficient instructional opportunities to improve the level of instructional rigor in reading.

**Plan to Monitor Progress Toward G3.** 8

Teachers and administrators will evaluate data and dis-aggregate it to develop appropriate lessons toward increasing reading proficiency.

**Person Responsible**

Dennis Pfeil

**Schedule**

Monthly, from 8/26/2014 to 4/24/2015

**Evidence of Completion**

Lesson plan, EDW reports and meeting minutes

## 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.** Improve our proficiency rating on Science NGSSS FCAT. **1**

 G044387

**G1.B2** Consistency of staff on implementation of periodic hands-on labs. **2**

 B109081

**G1.B2.S1** During departmental planning and on Professional Development days, have teachers share ideas on hands-on activities and labs. **4**

 S121614

### Strategy Rationale

By sharing and practicing the activities, teachers are more likely to effectively teach and engage their students.

### Action Step 1 **5**

At least twice a semester, teachers will collaborate during their common planning time or Professional Development Days and then implement hands-on activities and labs

#### Person Responsible

Gerald Riopelle

#### Schedule

Quarterly, from 9/18/2014 to 4/24/2015

#### Evidence of Completion

Copies of departmental minutes, agendas, lesson plans and/or student work samples.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Administration will conduct lesson plan reviews and classroom observations.

**Person Responsible**

Gerald Riopelle

**Schedule**

Quarterly, from 9/18/2014 to 4/24/2015

**Evidence of Completion**

Copies of departmental minutes, agendas, lesson plans and/or student work samples.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Frequency of hands-on activities and labs will be tracked to determine effectiveness of professional development and departmental collaboration.

**Person Responsible**

Gerald Riopelle

**Schedule**

Quarterly, from 9/18/2014 to 4/24/2015

**Evidence of Completion**

Lesson plan reviews, student work samples and classroom observations

**G2.** Omni Middle will increase math proficiency based on FY15 FSA. 1

G044388

**G2.B1** Current math textbooks lack alignment to current Florida Standards. 2

B109083

**G2.B1.S1** Teachers will use Learning Village and available District resources as well as purchasing the GoMath series. 4

S120587

**Strategy Rationale**

Use of Learning Village resources will provide teachers with material for the new Florida Math Standards. Purchasing GoMath will align grade levels with current Florida Math Standards.

**Action Step 1** 5

Teachers will utilize District on-line resources to assist in teaching the new Florida Math Standards.

**Person Responsible**

Luene Torner

**Schedule**

Weekly, from 8/13/2014 to 6/4/2015

**Evidence of Completion**

Lesson plans aligned to new standards

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

Lesson plan reviews along with sharing best practices. During LTM's and common planning, teachers will share strategies used for implementation in their classrooms.

**Person Responsible**

Luene Torner

**Schedule**

Weekly, from 8/13/2014 to 6/4/2015

**Evidence of Completion**

Lesson Plans and classroom observations

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

Development of common assessments by departments and grade level.

**Person Responsible**

Luene Torner

**Schedule**

Weekly, from 8/13/2014 to 6/4/2015

**Evidence of Completion**

Lesson plans and common assessments

**G3. Omni Middle will Increase proficiency in reading based on FY15 FSA.** 1

 G044389

**G3.B2 Lack of sufficient instructional opportunities to improve the level of instructional rigor in reading.** 2

 B109086

**G3.B2.S1 Provide teachers with on-going professional development at school and district level.** 4

 S120590

**Strategy Rationale**

Will increase teacher capacity to instruct Florida Literacy Standards with fidelity.

**Action Step 1** 5

Teachers will participate in on-going professional development to gain an understanding of Florida Literacy Standards.

**Person Responsible**

Dennis Pfeil

**Schedule**

Monthly, from 8/26/2014 to 4/24/2015

**Evidence of Completion**

Lesson plans, agendas and student work samples

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

Lesson plan checks, classroom observations along with tracking students progress using diagnostic results, Palm Beach Performance Assessment, Performance Matters System and classroom assessments.

**Person Responsible**

Dennis Pfeil

**Schedule**

Monthly, from 8/26/2014 to 6/4/2015

**Evidence of Completion**

Lesson plans, agendas and student work samples

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

Lesson plan checks, review of departmental & LTM minutes and agendas, review PDD sign-ins & agendas

**Person Responsible**

Dennis Pfeil

**Schedule**

Monthly, from 8/26/2014 to 4/24/2015

**Evidence of Completion**

Lesson plans, classroom assessments, and student work samples from classrooms and PDD school-wide curriculum activities.

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Teachers will utilize District on-line resources to assist in teaching the new Florida Math Standards.	Torner, Luene	8/13/2014	Lesson plans aligned to new standards	6/4/2015 weekly
G3.B2.S1.A1	Teachers will participate in on-going professional development to gain an understanding of Florida Literacy Standards.	Pfeil, Dennis	8/26/2014	Lesson plans, agendas and student work samples	4/24/2015 monthly
G1.B2.S1.A1	At least twice a semester, teachers will collaborate during their common planning time or Professional Development Days and then implement hands-on activities and labs	Riopelle, Gerald	9/18/2014	Copies of departmental minutes, agendas, lesson plans and/or student work samples.	4/24/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Review of Fall & Winter Diagnostics & FY15 FCAT NGSSS scores	Riopelle, Gerald	10/6/2014	Diagnostic scores & FCAT NGSSS scores	6/4/2015 semiannually
G1.B2.S1.MA1	Frequency of hands-on activities and labs will be tracked to determine effectiveness of professional development and departmental collaboration.	Riopelle, Gerald	9/18/2014	Lesson plan reviews, student work samples and classroom observations	4/24/2015 quarterly
G1.B2.S1.MA1	Administration will conduct lesson plan reviews and classroom observations.	Riopelle, Gerald	9/18/2014	Copies of departmental minutes, agendas, lesson plans and/or student work samples.	4/24/2015 quarterly
G2.MA1	Review of data from common assessments and diagnostics given throughout the school year as well as FSA.	Torner, Luene	10/6/2014	Diagnostic tests, common assessments and FSA	6/4/2015 monthly
G2.B1.S1.MA1	Development of common assessments by departments and grade level.	Torner, Luene	8/13/2014	Lesson plans and common assessments	6/4/2015 weekly
G2.B1.S1.MA1	Lesson plan reviews along with sharing best practices. During LTM's and common planning, teachers will share strategies used for implementation in their classrooms.	Torner, Luene	8/13/2014	Lesson Plans and classroom observations	6/4/2015 weekly
G3.MA1	Teachers and administrators will evaluate data and dis-aggregate it to develop appropriate lessons toward increasing reading proficiency.	Pfeil, Dennis	8/26/2014	Lesson plan, EDW reports and meeting minutes	4/24/2015 monthly
G3.B2.S1.MA1	Lesson plan checks, review of departmental & LTM minutes and agendas, review PDD sign-ins & agendas	Pfeil, Dennis	8/26/2014	Lesson plans, classroom assessments, and student work samples from classrooms and PDD school-wide curriculum activities.	4/24/2015 monthly
G3.B2.S1.MA1	Lesson plan checks, classroom observations along with tracking students progress using diagnostic results, Palm Beach Performance Assessment, Performance Matters System and classroom assessments.	Pfeil, Dennis	8/26/2014	Lesson plans, agendas and student work samples	6/4/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

### G1. Improve our proficiency rating on Science NGSSS FCAT.

#### G1.B2 Consistency of staff on implementation of periodic hands-on labs.

**G1.B2.S1** During departmental planning and on Professional Development days, have teachers share ideas on hands-on activities and labs.

#### PD Opportunity 1

At least twice a semester, teachers will collaborate during their common planning time or Professional Development Days and then implement hands-on activities and labs

##### Facilitator

Department Instructional Leader

##### Participants

Science department teachers, administrators

##### Schedule

Quarterly, from 9/18/2014 to 4/24/2015

### G3. Omni Middle will Increase proficiency in reading based on FY15 FSA.

#### G3.B2 Lack of sufficient instructional opportunities to improve the level of instructional rigor in reading.

**G3.B2.S1** Provide teachers with on-going professional development at school and district level.

#### PD Opportunity 1

Teachers will participate in on-going professional development to gain an understanding of Florida Literacy Standards.

##### Facilitator

School and District professional development teams

##### Participants

Language Arts & reading teachers, administrators

##### Schedule

Monthly, from 8/26/2014 to 4/24/2015

## Technical Assistance Items

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

**G2.** Omni Middle will increase math proficiency based on FY15 FSA.

**G2.B1** Current math textbooks lack alignment to current Florida Standards.

**G2.B1.S1** Teachers will use Learning Village and available District resources as well as purchasing the GoMath series.

### **PD Opportunity 1**

Teachers will utilize District on-line resources to assist in teaching the new Florida Math Standards.

#### **Facilitator**

Department Instructional Leader (DIL), Administration

#### **Participants**

Math Teachers

#### **Schedule**

Weekly, from 8/13/2014 to 6/4/2015

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Improve our proficiency rating on Science NGSSS FCAT.	5,000
<b>Goal 3:</b> Omni Middle will Increase proficiency in reading based on FY15 FSA.	1,500
<b>Grand Total</b>	<b>6,500</b>

### Goal 1: Improve our proficiency rating on Science NGSSS FCAT.

Description	Source	Total
<b>B2.S1.A1</b> - PTSA donation for lab materials	Other	5,000
<b>Total Goal 1</b>		<b>5,000</b>

### Goal 3: Omni Middle will Increase proficiency in reading based on FY15 FSA.

Description	Source	Total
<b>B2.S1.A1</b> - Purchase of headphones to support rotational model professional development	School Improvement Funds	1,500
<b>Total Goal 3</b>		<b>1,500</b>