

School District of Indian River County

Oslo Middle School



2015-16 School Improvement Plan

Oslo Middle School

480 20TH AVE SW, Vero Beach, FL 32962

www.indianriverschools.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	74%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	51%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	C	C

*Preliminary Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the Indian River 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, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Promoting excellence through respect, determination, responsibility, and safety.

Provide the school's vision statement

Inspiring learners for life.

School Environment

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

Teachers will continuously work on building relationships with all students and stakeholders. 1st period tends to be our "homeroom", therefore teachers are encouraged to build relationships with students and their parents as well. Reaching out and having each 1st period teacher make contact with each student's family will help build relationships at Oslo Middle School. This personal gesture is intended to strengthen the bond between students, teachers and parents. In addition, many of the teachers begin their classes with activities that are designed to personalize the teacher/student relationship, such as Me books, Interactive Student Notebooks personalized, and other activities to introduce the student to the teacher and vice-versa.

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

Assemblies were held with each grade level on the second day of school and were led by the principal and administrators outlining several clear policies of respect and safety. Students were encouraged to approach the administrators or counselors or teachers if there is a problem between them and another peer. OSLO's theory of WILD GROUPS THINK was reviewed with each grade level and is repeated each morning on announcements to set the tone for each day and remind students and staff that every voice matters and we are all here to LEARN. There is an administrator at every lunch and students are encouraged to talk reach out to adults on campus. Administrators are more visible at every class change. Administrators rotate pod walkthroughs at the warning bell each class exchange. The School Resource Officer also does this on a daily basis. The SRO also directs student and vehicle traffic at the major intersection near the school.

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

At Oslo Middle School- we THINK. Before we speak, we decide if it is Truthful, Helpful, Inspiring, Necessary, and Kind. This is the expectation of all teachers and staff to maximize engagement during instructional time. There are significant Tier 1 and 2 levels of programming intended to reward students for appropriate behavior. Some of those rewards are and have been: Quarterly Honor Roll Assemblies, school dances, attendance at athletic functions, and other planned activities by the Multi Tiered Student Support (MTSS) team. In addition, there will be group meetings for students sharing 2 or more of the Early Warning Signs (<90% attendance, Level 1 Reading or Math, Failed ELA or Math Course last year, and 1 or more suspensions). Group meetings will be conducted by the Student

Support Specialist and be intended to be the first step in remediation of these problems. OMS also uses Restorative Justice circles to repair relationships if needed and teach students how to create an action plan for their own success.

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

All students have been formally introduced to the availability of counselors and student support personnel. Students were also encouraged by administration in formal assembly the second day of school to report any concerns they had to administration, counselors and other staff and teachers on campus.

The Student Support Specialist has been trained in the mentoring program guidelines for "Check and Connect" and this system is planned for implementation.

When we all THINK before we speak, we ensure that each Wildcat is inspiring each other to be the best.

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

All of the available data for the four Early Warning Signs have been collected and communicated to the leadership team and the student support specialist. MTSS will meet regularly on Fridays to discuss the number of students in each grade and category and those with two or more of the Early Warning Signs. The data is presented in the table below.

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	42	65	66	173
One or more suspensions	34	42	54	130
Course failure in ELA or Math	10	65	86	161
Level 1 on statewide assessment	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	38	56	107

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

The District Positive Climate and Discipline Code of Student Conduct Committee directed that the Code of Student Conduct be changed from one of consequences to one of responsibility on the part of the students. Special emphasis was given to expecting teachers and staff to use a system of classroom strategies and interventions prior to removal from class for disciplinary reasons for minor

classroom behaviors. The increase in on task behavior and increase in academic seat time is expected to yield significant academic improvement results. In addition, administration has implemented a Friday School intervention intended to increase in-class seat time and reduce out of school and in-school suspensions. In addition, the Early Warning system has identified those students with two or more of the indicators. These students will be identified as possible candidates for after-school interventions, such as the Feeding The Lambs tutoring program. Those students who have failed either a Math or English Language Arts course last year will be scheduled for Course Recovery to allow their matriculation to the next grade.

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

A Parent Teacher Organization (PTO) was established during the 2014-2015 school year. It is the intention of Oslo Middle to have a strong PTO. Membership sign up occurred at Oslo's Open House on 9/9/2015. Monthly activities are planned by the PTO to increase participation and collaboration amongst all stakeholders. PTO meets each month after the OMS SAC meeting. PTO is selling new OMS Spirit shirts which state: "I believe in BLUE!"

The OMS SAC first meeting was held on August 31st. Monthly meetings are planned for the 4th Monday of each month. Oslo plans to have strong SAC participation this year to keep all stakeholders involved in the decision making process.

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

Administrators are involved in various civic organizations to establish and strengthen community ties. There are also teachers and staff who do the same. In addition, the Chairperson of the School Advisory Council has been encouraged to recruit community members to the School Advisory Council as well as recruit the demographic equivalent for SAC membership that the school possesses. Administration has already reached out to several banks and local businesses to encourage participation. Feed the Lambs nonprofit held their summer program at Oslo and will also hold their after school tutoring program at Oslo. Oslo students are encouraged to attend. The Health Dept, Substance Awareness Council, as well as Seacoast Bank, WellsFargo, The Brackett Family Foundation, and others have already been part in donating time or funds for events this year or are members of SAC and/or PTO.

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:

Name	Title
Hofer, Beth	Principal
Bennett-Campbell, Dawn	Assistant Principal
Evans, Chuck	Assistant Principal
Liranzo, Ulises	Teacher, K-12
Glick, Barbara	Teacher, K-12
Brister, Cindy	Teacher, K-12
Reese, Marsha	Teacher, K-12
Roux, Joanna	Teacher, K-12
Haas, Rosie	Teacher, K-12
	Other

Duties

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

The Principal, Mrs. Beth Hofer, provides a common vision and promotes the use of data-based decision-making across campus and in every aspect of the MTSS process. Along with the Assistant Principals, D. Bennett-Campbell and C. Evans, she also develops, leads, and evaluates school core content standards/programs, ensures that the school-based team is implementing MTSS, monitors and participates in the problem-solving process, promotes implementation of interventions, ensures adequate professional development is provided to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Our Exceptional Student Education Resource Specialist, P. Prange, serves as our parent liaison, promoting and facilitating parent input/involvement in the MTSS process. She maintains constant communication with parents, other vested parties and completes necessary paperwork. In addition to providing quality services and expertise on issues ranging from program design to assessment and intervention with individual students.

ESE Teacher K. DiSisto, along with D. Sanford, assists with student data collection, integrates core instructional activities/materials into Tier 2 and 3 instruction, and collaborates with general education teachers through such activities as Support Facilitation.

School Psychologist, Rebecca Almore, participates in collection, interpretation, and analysis of data. She facilitates development of intervention plans, provides support for intervention fidelity and documentation. Ms. Almore offers professional development and technical assistance for problem-solving activities including data collection as well as analysis, intervention planning, and program evaluation, facilitates data-based decision making activities, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Guidance Counselors, B. Bond and J. Burson, assist with whole school screening programs that provide early intervening services for children considered "at risk." They identify systematic patterns of student need while working with the team to identify appropriate, evidence-based intervention strategies. Additionally, they work with school social workers to continually link child-serving and community agencies to the school and families to ensure students are equipped with adequate resources.

Student Support Specialist, Janis Spero is new this year and will assist in the design and implementation of progress monitoring, data collection, and data analysis. Additionally, she coordinates the 504 program student needs, Tier 2 Math and Reading intervention, provides support for school-wide intervention effectiveness through data management and focused professional development. She offers technical assistance to teachers. She also facilitates the implementation of our Tier 1 school-wide behavioral programming. Where appropriate, she collects and analyzes data

to complete Functional Behavioral Assessments and Behavior Intervention Plans. Classroom Teachers inform the team on matters related to core instruction. They participate in student data collection and deliver Tier 1 instruction. In addition to implementing Tier 2 and 3 interventions, she collaborates with colleagues, and participates in professional development activities to enhance instruction and increase student achievement.

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

Departments meet regularly to plan instruction, discuss students' academic performance, and problem-solve. When appropriate and necessary, student data is shared and MTSS referral sheets are completed as a team. In these meetings, teachers focus on academic performance data, behavior needs, etc. During this collaboration, it is determined what will need to be progress monitored and what initial supports need to be in place for the student to begin to show success. The MTSS team meets weekly to follow up on student academic and behavioral performance. Student data sheets are reviewed, as well as progress monitoring data.

The MTSS Team provides the grade level teams and departments with additional support services for the students needing additional services outside the core curriculum, including after school tutoring services, content specific online resources, and after school social skills programming. MTSS team members are assigned to follow up and track student progress.

The MTSS Team periodically reviews progress monitoring data to determine if rate of progress is adequate. If rate of progress is not adequate, the MTSS Team meets again to determine if the problem/concern was identified correctly and interventions were appropriately matched. If/when necessary, the problem-solving cycle restarts.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Colonna, Audrey	Parent
Demmy, Amy	Parent
Ern, Natalie	Parent
Evans, Chuck	Education Support Employee
Hodge, Brenda	Parent
Kane, Nikki	Parent
Lawless, Michelle	Parent
Liranzo, Ulises	Teacher
Roux, Joanna	Teacher
Smith, Jodi	Parent
Steenberger, Natasha	Parent
Sweetland, Meg	Parent
	Student

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*

A review of the 2013- 2014 School Improvement Plan was made available to all members last year for review. This year, the 2014-15 SAC reviewed the 2013-2014 SIP and the 2014-2015 draft SIP plan to determine areas they would like to see addressed. Submissions will be made to Mrs. Dawn-Bennett Campbell and Amy Falvey, Chairperson of the 2014-15 School Advisory Council. The Chairperson of the School Advisory Council will be Amy Falvey was elected as the 2014-2015 SAC Chairperson at the September 8, 2014 SAC meeting. The School Advisory Council will reconvene on 9/29/14 to vote approval of the School Improvement Plan to be submitted to the district office 9/30/14.

Development of this school improvement plan

SIP is presented to members to for review and input is requested. Members question the plan and make suggestions to improve the plan. The various members of the Leadership team: All administrators, School Advisory Council Chairperson, and Student Support Specialist, are contributing their expertise and input of knowledge regarding the various sections of the SIP that are related to their areas. In addition, the current academic status, the 2015-2016 academic goals, strategies, and barriers have been created by the committee and added to the plan by tadministration. The leadership team consists of Mrs. Fran Walker for Math, Mr. Ulises Liranzo for Science, Mrs. Lynn Smith for Reading, Mrs. Joanna Roux and Mrs. Marsha Reese for Social Studies, Mrs. Barbara Glick for Language Arts, and Mrs. Cindi Brister and Mrs. Rosie Haas for Electives and Health. The SIP is reviewed and updated each month and is presented to SAC for review and discussion.

Preparation of the school's annual budget and plan

Mrs. Beth Hofer, Principal of Oslo Middle School, prepares the school budget in coordination with district officials, administration, and her administrative assistant Ms. Joann Binford.

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

Funds were used for purchase of books by the Media Specialist to encourage independent reading. This year, SAC has a total budget of approximately \$12,000.00. These funds will be used for various projects that align with OMS's School Improvement goals.

So far this year, \$1,000.00 has been allocated toward the purchase of Accelerated Reader books for students. These books are given to students who participate in the AR program and wish to build their reading skills.

SAC approved \$1200.00 be allocated toward the purchase of OMS school spirit t-shirts. These t-shirts are given each FRIDAY for 5 weeks in a row to students who showcase the expectations of behavior and academics. Each teacher chooses one student. This is in line with School Improvement goal #1- to build climate and culture and address the 74% poverty.

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

No

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

Mr. Germaine Johnson is the SAC Chair and Mrs. Joanna Roux is the Vice-Chair of the School Advisory Council. These two officers work in conjunction with the Principal to assure that the membership reflects the school community demographics.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Hofer, Beth	Principal
Roux, Joanna	Teacher, K-12
Bennett-Campbell, Dawn	Assistant Principal
Evans, Chuck	Assistant Principal
Liranzo, Ulises	Teacher, K-12

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

In the 2015-2016 school year, the Literacy Leadership Team, which consists of the administration and the department chairpersons, will continue to implement the Interactive Student Notebook initiative from 2014-2015 across content areas. In research of the existing literature on the topic, this initiative will integrate the strategies to tie together Reading and Writing skills. Research has indicated is highly correlated with increased student achievement in both Reading and Writing.

This year OMS is taking this initiative digital and integrating the Digital Interactive Student Notebooks into all 26 of its Digital 1:1 device classrooms. This will help increase the digital literacy of not only the student body, but also the staff.

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

Administration has made concerted efforts to schedule teams to have common planning time. This year efforts were also made to include all elective teachers onto a team. In addition to common planning time for teams, efforts were made to assign daily ground/safety duties so that the teachers could meet in department meeting on the day of the week they were not assigned duty by department. Professional Development has strived to provide structure to the problem solving process and teachers meet once per month on a modified instructional day. Teachers have been directed to engage in "high yield" strategies in the classroom. In addition, the school is actively engaged as a unit in a writing initiative with the implementation of the Instructional Student Notebook. This initiative is adding a digital component this year.

This will be the first year of the use of deliberate practice in the evaluation process, as per the CEA/District agreement. Teachers are encouraged to meet and collaborate on standards-based lessons and instruction on a regular basis.

OMS has received an Academic Achievement Grant to help facilitate more collaboration for standards-based lesson planning and Instructional Rounds. Teachers are creating their own "Teacher Squares" to build community and collaborate.

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

Mrs. Beth Hofer and administration strive to recruit highly qualified, certified in field instructors. Professional networking as well as a careful interviewing process provide a wide range of qualified applicants. The school and Principal's mission are made clear to all stakeholders. Personnel are nurtured professionally and encouraged to always strive for improvement in student achievement and professional development. Shared leadership and decision making is one of Principal Hofer's and administrators' core beliefs.

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

First year teachers are assigned a department and each new teacher is assigned a Mentor. This school year, there is one first year teacher and 4 additional teachers new to the school. Training is focused on standards-based instruction and high engagement strategies in the classroom. With the addition of digital classrooms, OMS now has 26 classrooms with 1:1 devices. The integration of technology is not only preparing our students with 21st Century Skills, but it is also allowing for much collaboration amongst the 1:1 teachers. OMS offers a Tech Club in the morning from 7:30-7:55 for any instructor who would like a quick training using new technology or district software.

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

When designing the Master Schedule all courses selected are done so through the use of the current Florida course code directory. This process allows the instructional staff to design lessons that align with 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

Prior to the start of school year the Student Support staff review all test scores, IEP's, 504's and ESOL needs to ensure that students are placed in the appropriate classes. Throughout the school year teachers review both formal and informal assessments to evaluate student needs and to make any necessary changes to classroom instruction.

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: 4,500

The current plan is that approximately 120 students in grades 6-8 will participate in after-school tutoring for 180 minutes per week for approximately 25 weeks. The focus will be on students in need of additional support in an effort to close the achievement gap between these identified students and the general population of proficient students. The particular areas of focus will be Math and Reading at all grade levels.

Strategy Rationale

Community partner group- Feed the Lambs will host their after school tutoring program three days a week at Oslo Middle School from 4-6pm. The focus will be on Literacy, however, tutoring will be available for Math as well.

Oslo teachers have also created a schedule which will be shared with all stakeholders of tutoring hours for each grade level.

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

Hofer, Beth, beth.hofer@indianriverschools.org

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

Identification of possible students will be from the list of students not proficient (level 1 and level 2) who may need additional assistance in the areas of Math and Reading. Data will be collected each week to ensure the success of this program with student achievement. Review of benchmark data will also be conducted on a regular basis to determine student progress.

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

One of the strategies to insure a smoother transition include the ESE Resource Compliance Specialist attendance at elementary IEP meetings. In addition, this person provides administration and select teacher leaders and the Student Support Specialist with lists of all incoming ESE students and a review of their needs and strengths. Another strategy the school employs is the transition of the ELL students to and from the school. Courser Recovery Summer School was offered to students failing 3 or fewer semesters the previous year, to give them the opportunity to progress to the next grade level, and in the case of the 8th grade students, giving them the opportunity to progress to high school. There is also an Oslo Alumni Project on the school website encouraging previous students and teachers and staff to list their current job description, family situation (if they choose) and hopes and dreams for the future.

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

Oslo has two Guidance Counselors on staff that work with students to ensure that they meet all academic requirements. With the implementation of the Civics EOC in 7th grade, Oslo chose to incorporate the career component within the 8th grade US History curriculum.

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

With the implementation of Florida Standards, teachers work diligently to design lessons that include both rigor and relevance to real life. We also offer digital tool certificates to 8th graders taking specific technology courses. Oslo has four classes of 8th graders eligible.

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

Strategies are always based on the individual needs of the student population in which we serve. Oslo has S.T.E.M. courses in 8th grade that serve 125 students. These courses, Environmental STEM, and Physical STEM, give students the opportunity to relate real-world examples to classwork.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

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

The following documents were submitted as evidence for this section:

Problem Identification Summary

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

Problem Analysis Summary

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

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.** Increase school culture and climate through a strong Tier 1 School Wide Behavior Plan. As an Outstanding Student Learning Opportunity, OSLO believes that WILD GROUPS THINK. This Plan will decrease the number of suspensions and the number of suspension days from 2014-2015 by a minimum of 25% . We remind the students each day that in order to think and have rich discussions in collaborative groups, we must all: BE ON TIME, BE WHERE WE'RE SUPPOSED TO BE, BE DOING WHAT WE ARE SUPPOSED TO BE DOING
- G2.** In response to reviewing MATH data, we have put a Math Instructional Coach in place. The goal is to increase proficiency by at least 15% on student Math Benchmark scores and a corresponding increase of at least 15% of students scoring at grade level or higher on the FSA.
- G3.** The percentage of students scoring a level 1 and 2 on the 2015 Science FCAT 2.0 will decrease by 15% on the 2016 assessment. The percentage of 8th grade students scoring at proficiency level will be 50% or greater.
- G4.** It is the goal of Oslo Middle School to have 65% of the student population achieve mastery (proficiency) on the newly adopted state ELA assessment. Students not reaching proficiency will make gains to meet the target reading goals of 2016 as stated in the Annual Measurable Outcome Data report for Reading.

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. Increase school culture and climate through a strong Tier 1 School Wide Behavior Plan. As an Outstanding Student Learning Opportunity, OSLO believes that WILD GROUPS THINK. This Plan will decrease the number of suspensions and the number of suspension days from 2014-2015 by a minimum of 25% . We remind the students each day that in order to think and have rich discussions in collaborative groups, we must all: BE ON TIME, BE WHERE WE'RE SUPPOSED TO BE, BE DOING WHAT WE ARE SUPPOSED TO BE DOING 1a

 G071265

Targets Supported 1b

Indicator	Annual Target
5Es Score: School Commitment	25.0

Resources Available to Support the Goal 2

- Substance Awareness Council partnership
- Strong MTSS team with structures in place to follow through with interventions
- Consistent Professional Development for staff on engagement strategies and the role of poverty in the classroom

Targeted Barriers to Achieving the Goal 3

- Lack of conflict resolution skills
- Lack of intervention knowledge and execution by school employees
- Lack of knowledge of classroom interventions by classroom teachers

Plan to Monitor Progress Toward G1. 8

We will review attendance data, as well as suspension rates.

Person Responsible

Charles Evans

Schedule

Biweekly, from 10/9/2015 to 5/20/2016

Evidence of Completion

Minutes will be taken at meetings and data will be shared to staff.

G2. In response to reviewing MATH data, we have put a Math Instructional Coach in place. The goal is to increase proficiency by at least 15% on student Math Benchmark scores and a corresponding increase of at least 15% of students scoring at grade level or higher on the FSA. 1a

G071266

Targets Supported 1b

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	65.0

Resources Available to Support the Goal 2

- Effective Leader- Math Dept Chair
- Instructional Coach
- Digital Coach
- Literacy Coach

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge of standards-based instruction

Plan to Monitor Progress Toward G2. 8

Formative assessments as well as benchmark data will be collected.

Person Responsible

Dawn Bennett-Campbell

Schedule

Every 3 Weeks, from 11/6/2015 to 5/20/2016

Evidence of Completion

Formative assessment data will be collected and shared with math department to ensure that it is driving instruction.

G3. The percentage of students scoring a level 1 and 2 on the 2015 Science FCAT 2.0 will decrease by 15% on the 2016 assessment. The percentage of 8th grade students scoring at proficiency level will be 50% or greater. 1a

G071267

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- The continued use of Common Assessments which contain higher order thinking.
- The use of collaborative standards-based lesson plans which ensure that all the necessary standards are covered.
- The district has provided \$400.00 this year to insure delivery and use of the Student Worktext for this school year.

Targeted Barriers to Achieving the Goal 3

- All grade levels are challenged to master new Next Generation Science Sunshine State Standards (NGSSS).
- Reading material becomes more challenging in science/informational text.

Plan to Monitor Progress Toward G3. 8

Data will be reviewed as it pertains to the goal set.

Person Responsible

Ulises Liranzo

Schedule

Monthly, from 11/6/2015 to 5/20/2016

Evidence of Completion

Department meeting minutes and data meeting minutes will be collected to show evidence.

G4. It is the goal of Oslo Middle School to have 65% of the student population achieve mastery (proficiency) on the newly adopted state ELA assessment. Students not reaching proficiency will make gains to meet the target reading goals of 2016 as stated in the Annual Measurable Outcome Data report for Reading. 1a

G071268

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	76.0

Resources Available to Support the Goal 2

- Students will engage in the classroom instruction by becoming more involved in the curriculum content by working collaboratively in small groups and utilizing protocols which emphasizes group participation.
- Teachers will develop class appropriate protocols to ensure the students participation and comfort level raises achievement levels
- New textbooks and instructional materials will help provide the rigor necessary to reach mastery of standards taught.

Targeted Barriers to Achieving the Goal 3

- Students at times have reservations working in small groups which is necessary for visible thinking.
- Vocabulary and extended thinking skills are lacking

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. Increase school culture and climate through a strong Tier 1 School Wide Behavior Plan. As an Outstanding Student Learning Opportunity, OSLO believes that WILD GROUPS THINK. This Plan will decrease the number of suspensions and the number of suspension days from 2014-2015 by a minimum of 25% . We remind the students each day that in order to think and have rich discussions in collaborative groups, we must all: BE ON TIME, BE WHERE WE'RE SUPPOSED TO BE, BE DOING WHAT WE ARE SUPPOSED TO BE DOING **1**

 G071265

G1.B2 Lack of conflict resolution skills **2**

 B185895

G1.B2.S1 Restorative Justice circles with stakeholders **4**

 S197313

Strategy Rationale

When we give students time to express themselves in a safe environment and advocate for themselves, we can help them move toward their goals.

Action Step 1 **5**

Professional Development will be designed and put into practice to address engagement strategies in the classroom that address conflict resolution.

Person Responsible

Beth Hofer

Schedule

Monthly, from 9/18/2015 to 5/20/2016

Evidence of Completion

Suspension rates

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

Weekly MTSS meetings

Person Responsible

Beth Hofer

Schedule

Weekly, from 8/28/2015 to 5/20/2016

Evidence of Completion

Intervention success rates and the effect on suspension rates and classroom behaviors

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

MTSS weekly meetings

Person Responsible

Beth Hofer

Schedule

Weekly, from 9/11/2015 to 5/20/2016

Evidence of Completion

Anecdotal evidence and behavior data will be collected and graphed

G2. In response to reviewing MATH data, we have put a Math Instructional Coach in place. The goal is to increase proficiency by at least 15% on student Math Benchmark scores and a corresponding increase of at least 15% of students scoring at grade level or higher on the FSA. 1

G071266

G2.B1 Lack of knowledge of standards-based instruction 2

B185898

G2.B1.S1 Math Dept Chair will visit all math classes regularly to model and assist with standards-based instruction 4

S197314

Strategy Rationale

As an expert, modeling will assist all math teachers and give a picture of what it should look like

Action Step 1 5

Department Chair will model standards-based instruction and take part in non-evaluative walkthroughs.

Person Responsible

Beth Hofer

Schedule

Biweekly, from 10/9/2015 to 5/20/2016

Evidence of Completion

Walkthrough glows and grows will be documented and compiled to share at department meetings and leadership meetings.

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

Administration will facilitate and model first walkthrough, then meet regularly to discuss data.

Person Responsible

Dawn Bennett-Campbell

Schedule

Biweekly, from 11/6/2015 to 5/20/2016

Evidence of Completion

Glows and grows will be analyzed and drive instruction. Data will be shared with math teachers.

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

Formative assessment data will guide the effectiveness of intervention.

Person Responsible

Dawn Bennett-Campbell

Schedule

Biweekly, from 11/6/2015 to 5/20/2016

Evidence of Completion

Walkthrough glow and grows will be reviewed and discussed with non-evaluative walkthrough team to ensure fidelity of walkthroughs.

G3. The percentage of students scoring a level 1 and 2 on the 2015 Science FCAT 2.0 will decrease by 15% on the 2016 assessment. The percentage of 8th grade students scoring at proficiency level will be 50% or greater. 1

 G071267

G3.B1 All grade levels are challenged to master new Next Generation Science Sunshine State Standards (NGSSS). 2

 B185901

G3.B1.S1 Organize PLC to enhance standards-based instruction. PLC will be formed to address the strategies of standards-based instruction and allow for collaborative lesson planning. 4

 S197316

Strategy Rationale

All Science teachers should be experts in their content area and teach to the standards.

Action Step 1 5

Modeling of standards-based science lessons for dept.

Person Responsible

Ulises Liranzo

Schedule

Biweekly, from 9/8/2015 to 4/30/2016

Evidence of Completion

Data Monitoring Forms evaluated after each benchmark/common formative assessment to assess current level of understanding and benchmarks that need to be re-taught.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Data Monitoring Forms will be used.

Person Responsible

Ulises Liranzo

Schedule

Every 3 Weeks, from 11/6/2015 to 5/20/2016

Evidence of Completion

Data will be evaluated after each benchmark assessment and common formative assessment to assess current level of understanding and benchmarks that need to be re-taught. This will help drive instruction and ensure fidelity.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Student surveys will be given to collect data.

Person Responsible

Ulises Liranzo

Schedule

Every 6 Weeks, from 11/6/2015 to 4/22/2016

Evidence of Completion

Data showing whether the interventions in place made a difference in learning from the students' perspective will be collected and reviewed.

G4. It is the goal of Oslo Middle School to have 65% of the student population achieve mastery (proficiency) on the newly adopted state ELA assessment. Students not reaching proficiency will make gains to meet the target reading goals of 2016 as stated in the Annual Measurable Outcome Data report for Reading. 1

 G071268

G4.B1 Students at times have reservations working in small groups which is necessary for visible thinking. 2

 B185905

G4.B1.S1 Classroom teachers will focus on the Oslo GROUP strategy to ensure collaborative work amongst students. 4

 S197321

Strategy Rationale

When students are given time to work together to learn, visible thinking is apparent and mastery of standards can be achieved.

Action Step 1 5

Group work increases engagement therefore increases mastery of standards.

Person Responsible

Barbara Glick

Schedule

Every 3 Weeks, from 9/4/2015 to 5/20/2016

Evidence of Completion

Classroom observation data of group work

G4.B2 Vocabulary and extended thinking skills are lacking **2**

 B185906

G4.B2.S1 Teachers will implement "Teach Like A Champion" strategies to increase mastery of standards. **4**

 S197322

Strategy Rationale

When students are more engaged, more learning takes place. Departments are working collaboratively on implementing strategies.

Action Step 1 **5**

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B2.S1 **6**

Person Responsible

Schedule

Evidence of Completion

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
G1.B2.S1.A1	Professional Development will be designed and put into practice to address engagement strategies in the classroom that address conflict resolution.	Hofer, Beth	9/18/2015	Suspension rates	5/20/2016 monthly
G2.B1.S1.A1	Department Chair will model standards-based instruction and take part in non-evaluative walkthroughs.	Hofer, Beth	10/9/2015	Walkthrough glows and grows will be documented and compiled to share at department meetings and leadership meetings.	5/20/2016 biweekly
G3.B1.S1.A1	Modeling of standards-based science lessons for dept.	Liranzo, Ulises	9/8/2015	Data Monitoring Forms evaluated after each benchmark/common formative assessment to assess current level of	4/30/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				understanding and benchmarks that need to be re-taught.	
G4.B1.S1.A1	Group work increases engagement therefore increases mastery of standards.	Glick, Barbara	9/4/2015	Classroom observation data of group work	5/20/2016 every-3-weeks
G4.B2.S1.A1	[no content entered]			one-time	
G1.MA1	We will review attendance data, as well as suspension rates.	Evans, Charles	10/9/2015	Minutes will be taken at meetings and data will be shared to staff.	5/20/2016 biweekly
G1.B2.S1.MA1	MTSS weekly meetings	Hofer, Beth	9/11/2015	Anecdotal evidence and behavior data will be collected and graphed	5/20/2016 weekly
G1.B2.S1.MA1	Weekly MTSS meetings	Hofer, Beth	8/28/2015	Intervention success rates and the effect on suspension rates and classroom behaviors	5/20/2016 weekly
G2.MA1	Formative assessments as well as benchmark data will be collected.	Bennett-Campbell, Dawn	11/6/2015	Formative assessment data will be collected and shared with math department to ensure that it is driving instruction.	5/20/2016 every-3-weeks
G2.B1.S1.MA1	Formative assessment data will guide the effectiveness of intervention.	Bennett-Campbell, Dawn	11/6/2015	Walkthrough glow and grows will be reviewed and discussed with non-evaluative walkthrough team to ensure fidelity of walkthroughs.	5/20/2016 biweekly
G2.B1.S1.MA1	Administration will facilitate and model first walkthrough, then meet regularly to discuss data.	Bennett-Campbell, Dawn	11/6/2015	Glow and grows will be analyzed and drive instruction. Data will be shared with math teachers.	5/20/2016 biweekly
G3.MA1	Data will be reviewed as it pertains to the goal set.	Liranzo, Ulises	11/6/2015	Department meeting minutes and data meeting minutes will be collected to show evidence.	5/20/2016 monthly
G3.B1.S1.MA1	Student surveys will be given to collect data.	Liranzo, Ulises	11/6/2015	Data showing whether the interventions in place made a difference in learning from the students' perspective will be collected and reviewed.	4/22/2016 every-6-weeks
G3.B1.S1.MA1	Data Monitoring Forms will be used.	Liranzo, Ulises	11/6/2015	Data will be evaluated after each benchmark assessment and common formative assessment to assess current level of understanding and benchmarks that need to be re-taught. This will help drive instruction and ensure fidelity.	5/20/2016 every-3-weeks
G4.B2.S1.MA1	[no content entered]			one-time	

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. Increase school culture and climate through a strong Tier 1 School Wide Behavior Plan. As an Outstanding Student Learning Opportunity, OSLO believes that WILD GROUPS THINK. This Plan will decrease the number of suspensions and the number of suspension days from 2014-2015 by a minimum of 25% . We remind the students each day that in order to think and have rich discussions in collaborative groups, we must all: BE ON TIME, BE WHERE WE'RE SUPPOSED TO BE, BE DOING WHAT WE ARE SUPPOSED TO BE DOING

G1.B2 Lack of conflict resolution skills

G1.B2.S1 Restorative Justice circles with stakeholders

PD Opportunity 1

Professional Development will be designed and put into practice to address engagement strategies in the classroom that address conflict resolution.

Facilitator

MTSS team

Participants

Classroom teachers and MTSS members

Schedule

Monthly, from 9/18/2015 to 5/20/2016

G3. The percentage of students scoring a level 1 and 2 on the 2015 Science FCAT 2.0 will decrease by 15% on the 2016 assessment. The percentage of 8th grade students scoring at proficiency level will be 50% or greater.

G3.B1 All grade levels are challenged to master new Next Generation Science Sunshine State Standards (NGSSS).

G3.B1.S1 Organize PLC to enhance standards-based instruction. PLC will be formed to address the strategies of standards-based instruction and allow for collaborative lesson planning.

PD Opportunity 1

Modeling of standards-based science lessons for dept.

Facilitator

Amie Rutherford

Participants

Science Department

Schedule

Biweekly, from 9/8/2015 to 4/30/2016

G4. It is the goal of Oslo Middle School to have 65% of the student population achieve mastery (proficiency) on the newly adopted state ELA assessment. Students not reaching proficiency will make gains to meet the target reading goals of 2016 as stated in the Annual Measurable Outcome Data report for Reading.

G4.B1 Students at times have reservations working in small groups which is necessary for visible thinking.

G4.B1.S1 Classroom teachers will focus on the Oslo GROUP strategy to ensure collaborative work amongst students.

PD Opportunity 1

Group work increases engagement therefore increases mastery of standards.

Facilitator

Instructional Leaders

Participants

Classroom teachers

Schedule

Every 3 Weeks, from 9/4/2015 to 5/20/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B2.S1.A1	Professional Development will be designed and put into practice to address engagement strategies in the classroom that address conflict resolution.	\$0.00
2	G2.B1.S1.A1	Department Chair will model standards-based instruction and take part in non-evaluative walkthroughs.	\$0.00
3	G3.B1.S1.A1	Modeling of standards-based science lessons for dept.	\$0.00
4	G4.B1.S1.A1	Group work increases engagement therefore increases mastery of standards.	\$0.00
5	G4.B2.S1.A1		\$0.00
Total:			\$0.00