Marion County Public Schools

Osceola Middle School

2015-16 School Improvement Plan

Osceola Middle School

526 SE TUSCAWILLA AVE, Ocala, FL 34471

[no web address on file]

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Middle	No	46%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	33%

School Grades History

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

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 was approved by the Marion County School Board on 12/8/2015.

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.

Table of Contents

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	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Osceola Middle School, in partnership with the community, is to provide challenging curricula with high expectations for learning that develops productive citizens who can solve problems and contribute to a global society.

Provide the school's vision statement

Osceola Middle School will empower all students to meet or exceed expectations for academic, social, and emotional growth and success. We will provide opportunities for students to develop creative and critical problem-solving skills, as innovative learners, to meet dynamic global changes. We will maximize our use of resources through collaborative partnerships with our community, our business and education partners. Osceola students will be prepared to pursue excellence for tomorrow's challenges.

School Environment

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

All students are invited to participate in a variety of orientation opportunities as they enter OMS. Upcoming 6th grade students attend a separate orientation with their elementary schools; we have two focused 5th grade orientations at night for parents and students. One is to address curriculum while the other is "A day in the life of a sixth grader."
We use existing students to serve as ambassadors not only to new 6th graders but also to new students who enter during the school year. We have an introductory video for students entering OMS after the start of school designed to familiarize students with the school. New students & parents are also given an orientation by the guidance counselors. The new student also receives a personalized 1 on 1 tour from a peer.
Students needing language assistance or who will be encountering new cultural experiences are identified upon enrollment through a home language survey. These students & parents are introduced to our ELL Paraprofessional and other staff and students on campus who may share their cultural background,
Students are able to participate in after school clubs that emphasize exploring other cultures (ex. Japanese Club).
Additionally the ESOL Paraprofessional fosters cultural assimilation and aids teachers and students in helping ESOL students transition well socially and academically.
Ancient Civilization Classes celebrate various cultures with culminating activities where they share what they have learned about various world cultures and enjoy foods from those places.
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Describe how the school creates an environment where students feel safe and respected before, during and after school

We support a school-wide curriculum called AIM (Act Responsibly, Initiate Respect and Model Positive Behavior) that teaches all students how to function in middle school. The program addresses social skills and academic skills. Part of the AIM curriculum is a binder system that allows teachers and staff to easily & quickly identify students by grade level. The binder system helps staff to quickly identify any potential safety issues that may arise between students of varying ages.

The school day begins with the school wide recitation of the Osceola Promise (I am an Osceola Chief.
I have an academic purpose and the world will be a better place because of me.I AIM today to act responsibly, to initiate respect, and to model positive behavior) which both serves as a reminder of school wide expectations and sets a positive tone for the day.
Before and after school, our waiting areas are supervised to ensure that students are behaving appropriately toward one another. During class transitions teachers and administrators are on duty to ensure student safety. Additionally, our Resource Officer is a visible presence ensuring that our campus is safe at all times.
Counselors educate students through the Physical Education class about bullying prevention. These principles are also shared during the beginning of the school year during AIM days. Our Discipline Office handles disrespectful behaviors in a timely manner with appropriate consequences to ensure that these types of problems are stopped.
Our PBS School-wide initiative emphasizes safe respectful behavior and defines how that looks in identified areas around campus such as the cafeteria, halls, bathrooms, etc. Our Big 3 are: Act responsibly, Initiate Respect, Model Positive Behavior. Students are routinely rewarded for doing the right thing which fosters a culture of kindness and respect for one another.

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

Osceola Middle School uses a positive behavior program. The program is called AIM and emphasizes three school wide behaviors: Act Responsibly, Initiate Respect, and Model Positive Behavior. Each of the school-wide behaviors are described for location on campus: classrooms, cafeteria, restrooms, walkways, etc.
The teachers spend a portion of the first week of school collaborating with students to define what the AIM expectations look like from classroom to classroom. Students have ownership in setting the rules for each classroom where they are a member.
The school-wide expectations are taught and modeled by staff and students throughout the school year. Expectations are posted and referred to in each of our classes. Expectations are also posted throughout the school in designated locations. Osceola Middle School's staff is trained at the beginning of the school year and receives monthly updates concerning behavior. The AIM committee discusses the school environment at least once a month. The committee consists of Osceola staff and District staff. The consistent reinforcement of positive behavior decreases distractions allowing for increased instructional focus.

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

Students are encouraged to complete a counseling request form if they have any type of social, emotional, or academic concerns that they need help with. Counselors refer to outside agencies if the student's needs are more extensive. Teachers often refer students to Guidance for assistance when they sense that a student is in distress. Counselors attend parent/teacher conferences to be a resource for any social/emotional issues that may need attention. Counselors also provide small group counseling services when several students are targeted with a specific need. Our guidance counseling also sponsor a club called Chief's Circle whose mission is to eradicate bullying behaviors and explore avenues for positive social outlet on campus.

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

We currently use Performance Matters software to track data for Early Warning Signs. The software allows us to identify students with attendance rate less than 90%; course failures; Targeted GPA's; behavior incidences (including suspensions); mobility; grade retentions; & those with multiple warning indicators. The data base is also used to examine early warning signs within a specific demographic group(s) including our bottom quartile. We use this data to target students who need additional counseling or mentoring support, tutoring, behavior incentive programs, and intensive attendance programs.

SKyward and Performance Matters houses our testing data and generates mulitple reports which can be used to schedule Level 1 students into apporpriate remediation classes. AIMS Web is our software tracking system for monitoring progress of our Level 1 & 2 students in their respective remediation or intensive courses.

We also use all of the aforementioned data to drive our Problem Solving Team (PST) meetings for MTSS.

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	35	35	44	114
One or more suspensions	29	36	57	122
Course failure in ELA or Math	9	38	24	71
Level 1 on statewide assessment	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	44	40	76	160

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

Osceola relies on a strong MTSS & Problem Solving process to identify & provide interventions for students who exhibit early warning indicators.

Attendance below 90%: student attendance is tightly tracked and then monitored by the Assistant Principal of Discipline. Parents are immediately contacted after the 3rd absence and a plan for improvement is implemented. Each subsequent absence is tracked and addressed unitl more "formal" action becomes necessary after the 10th day absent. At this time the Child Study Team (CST) convenes with parents to address a mandatory attendance plan which may include a Truancy Intervention Program (TIP) or Truancy Court.

Students with one or more suspensions are addressed with one or more of the following interventions: Check In/Check Out system to track specific behaviors and offer incentives for improvement; parent conference to draft behavior plan specific to the needs of the student; consultation with district behavior specialist to ascertain why schoolwide expectations are not being

met by the child in order to target interventions that will best help the child to be successful.
Course failure in ELA or MA: students are monitored by guidance & assistant principals at 3 week intervals. Students at risk of failing meet with a counselor or AP to discuss an improvement plan. Students who are unsuccessful with the improvement plan are referred to the Problem Solving Team. Often these students are given additional support needed as indicated by their specific academic deficiencies. Software programs that may be used to monitor the success of the interventions include AIMS Web and Successmaker. Any student who fails a core class is immediately added to their schedule or students are enrolled in PLATO to begin credit recovery through our online platform. Whether students are recovering credits through PLATO at home or on campus, student progress is monitored by the PLATO teacher and the guidance counselors.

Students earning a failing grade in a prior year's LA course or a level 1 on their most recent state reading assessment are enrolled in an intensive reading course as indicated by a reading screening process. This process occurs both on our middle school campus and at our feeder elementary schools. Student intensive reading placement is based on fluency, comprehension, and decoding skills. These students are closely progress monitored and assessed through our AIMS Web tracking system. Frequency and nature of both assessment and tracking are outlined in the district reading plan.

Students exhibiting more than 1 early warning indicator are referred to the problem solving team for more intense scrutiny as outlined by the district's MTSS plan. School social worker, school psychologist, and school behavior specialist play an active role in seeking solutions for these students which sometimes includes referral for additonal services under ESE.

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

Parents are encouraged to participate in their child's education through membership in our Parent Teacher Organization (PTO). The PTO sponsors several activities designed to unite all stakeholders in activities for the betterment of the school. Our School Advisory Committee (SAC) is another avenue for parent participation in shaping the way business is conducted at OMS. We have an extensive number of well published opportunities for parent volunteers to take an active role in the day to day operations of the school.
New parents are first exposed to the school through a series of orientation meetings that offer information and address questions or concerns. We use both the district automated phone calling system and SchoolWay which is a texting app as avenues for parent communications. Additionally we send home newsletters both quarterly and during the summer months to keep parents up to date and informed about school business. Our school website is updated regularly, as well as teacher web pages.
Parents are also invited on campus for Awards Assemblies, Honor Society Inductions, musical performances, and other special events.

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

Osceola Middle is centered in a condensed downtown community. Most of our teachers live in the community and are therefore immersed in the community and are well aware of community resources available for students. Many tangible ideas and resources for students in need of assistance or rewards actually originate with teachers.

Additionally, we have strong ties and partnership with the Marion County Public Education Foundation which offers support for both teachers and students. Our business partner, Reed Orthodontics, also serves as a liaison with the community to assist us with fostering and building relationships.

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
Parker, Suzette	Principal
Trapp, January	Assistant Principal
anderson, reeshemha	Assistant Principal

Duties

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

The members of the school based leadership team are all actively involved in the MTSS process. The principal actively discusses student data from Tier 1 progress monitoring tools with teachers in order to track effectiveness of Tier 1 instruction. The assistant principals meet bi-monthly with school psychologist, social worker, behavior specialist, guidance counselors, and specific teachers at Problem Solving Meetings (PST) to re-visit data from students struggling at each Tier of instruction. Resources and interventions for struggling students (in both academic and behavior arenas) are assigned and monitored at these PST meetings. Where appropriate direct instruction and computer software are utilized for both remediation and enrichment. Parents are notified of struggling student's progress through weekly tracking sheets and frequent parent conferences.

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 school based leadership team consistently monitors student achievement data and provides intervention strategies to teachers, for students, as needed. Progress is monitored and interventions adjusted based upon student growth data.

The school based team identifies areas in need of improvement and sets annual goals that are articulated in the SIP. An action plan is then created to address each goal area. The team then meets periodically to set individual goals for students and to progress monitor student growth. Teachers are included in conversations regarding student growth, and their professional growth needs are identified and prioritized through these conversations and results of team meetings. Data is consistently

leveraged to adjust the action plan and to address new areas of need.
Title I Part A - NA
Title I – Part C – Migrant Program:
District funds are used to purchase:
• School supplies,
• Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families
Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.
Families must meet the federal eligibility to participate in the program.
Title II – Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.
Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.
Title X: District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals….) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI)
Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind.
Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.
Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.
Vocations Education: Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged and handicapped students in grades 7-12.
Health Department: District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.
Law Enforcement-Ocala Police Department and Marion County Sheriff's Department: Bike Safety Week, Walk your Child to School.
Other agencies that you may be collaborating with for various programs:
Marion County Children's Alliance
Education Foundation
Early Learning Coalition of Marion County

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ashley Dorman	Parent
Reeshemha Anderson	Teacher
Kathy Herold	Teacher
January Trapp	Teacher
John Van Hoose	Parent
Mary Zorich	Teacher
Suzette Parker	Principal
Tina Interdonato	Parent
Tabitha McLendon-Farmer	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

The SAC committee is actively involved in analyzing the school data from the previous year and brainstorming solutions for improvement in each area analyzed. The committee is broken into subcommittees in order to focus specifically on each area targeted in the School Improvement Plan, and suggestions are posed to the administration for amendments to the SIP as needed.

Development of this school improvement plan

The SAC committee is actively involved in analyzing the school data from the previous year and brainstorming solutions for improvement in each area analyzed. The full committee is broken into subcommittees in order to focus specifically on each area targeted in the School Improvement Plan. The Osceola SAC meets monthly. At each meeting, members receive an update on progress made within a
specific goal area. The reporting subcommittee provides suggestions for improvement. Our focus this year is on
the lowest quartile in reading and math. We are also going to concentrate on enrichment for the higher performing students. We expect growth of all students in reading, writing and math. We will emphasize Car- PD and the learning checks for math. The SAC will also address current school-wide matters and target areas of interest for growth and improvement.

Preparation of the school's annual budget and plan

Principal prepares budget and then meets with SAC committee for discussion. At the conclusion of these budgetary meetings, the SAC will either recommend changes or accept the budget as written.

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

No funds have been allocated by the state for school improvement at this time.

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

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Literacy Leadership Team (LLT)

Membership:

Name	Title
Trapp, January	Assistant Principal
Macias, Lisa	Teacher, K-12
Steffey, David	Teacher, K-12
McGinnis, Jamila	Teacher, K-12
Rizer, Shannon	Teacher, K-12
Parker, Suzette	Principal

Duties

Describe how the LLT promotes literacy within the school

The team will meet collaboratively to review reading data. Data will be presented by the reading coach.
Interventions will be suggested by team members. The LLT at Osceola Middle has developed a plan for before school and after school activities as determined by the school's needs based on the school's
data and available resources. Before school and after school activities and resources may include the following: access to media centers, peer tutoring, and teacher tutoring. Take Stock in Children is a mentoring program that provides monthly visits from a mentor from the community. Book clubs and after
school study halls are offered in a variety of ways ranging from two to five times a week. The activities for summer may include suggested summer reading lists for all students, and communication of extended learning opportunities provided by outside agencies. A continuation of text complexity in the 50 minute reading classes. The number of nonfiction and technical pieces read in the 50 minute reading classes will increase and the students will continue to participate in school-wide reading time at the beginning of the school day.

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

Osceola Middle school is delivering core subject staff development through Core Lead Teachers. Core lead teachers are given specific training and updates by district curriculum coaches. The information is tailored to their subject matter. Our lead teachers bring this information back to OMS and deliver it to their colleagues on early release days. This protocol has resulted in a leap in collegial planning and conversations. Additionally, the principal has set aside protected time weekly for teachers to plan collaboratively and or participate in PLCs. Loose protocols are in place to provide guidance for this collaboration. Monthly, content area collaborative planning will take place across all contents, and among each grade-level.

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

Through the use of district provided job search software, Skyward, vacancies are posted and the process below is followed:
Review resumes and certification- Administrators
Provide leadership opportunities- Administrators and Instructional Coaches
Provide professional development opportunities- Administrators and Instructional Coaches
Provide mentoring program for new teachers- Administrators

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

Mentoring Plan:
New staff members or those new to middle school will attend planning meetings with mentors and mentees. We will offer ongoing Professional Development throughout the 2015-2016 school year. Additionally we will make that district sponsored Professional Development is accessible to our personnel who need the additional training.
New teachers will collaborate weekly with experienced peers to discuss upcoming lessons and common assessments. Focus areas will include the following: How to accommodate students with special needs; classroom assignments and homework that provide appropriate rigor; classroom presence, e.g., moving throughout the classroom, voice effectiveness, appropriate professional demeanor, etc.; classroom management, integration of technology into their classroom (Moodle). Our Professional Development Specialist (PDS), David Steffey, will assist in the integration of other content areas into their classroom. Staff in need of assistance or transitional assistance include:
Susan Obertueffer is a new school librarian. She spent the last 2 years as a media clerk at 8th Street Elementary. Experienced OMS teacher and PDS, David Steffey, will serve as a mentor.
-Stacy Buckhalter is a 1st year Math teacher assigned to suitemate Carole Miller who is an experienced math teacher and Clinical Educator trained.
-Keishana Clemons is a Social Studies teacher who served as social studies replacement teacher last year. Mrs.Virginia Parra is also Clinical Educator trained and master Social Studies teacher who will serve as her mentor..
-Ashton Mears is an experienced Secondary teacher who has made the move from high school to middle school. Loralee Jeter, experienced social studies teacher and testing facilitator, has agreed to mentor her in a less official capacity.
-Aimee Shawley has 1/2 year experience as a long term middle school substitute and will be serving as a full time teacher in reading this year. Lisa Macias has agreed to mentor her in a less official capacity.
- Jennifer Adams is a 1st year EBD teacher who has 3+ years experience as a middle school science teacher. Experienced Support Facilitation teacher, Ellen Hutchinson, has agreed to mentor her through the IEP process.

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

Marion County uses a variety of data sources to progress monitor students. All data is warehoused in Performance Matters which allows for easy disaggregation by ethnicity, socioeconomics, ELL, ESE, teacher and course. This data includes State Assessments (Science FCAT, FS Assessments, AIMS Web) as well as local assessments (Learning Checks, Science FCA's, Reading Writing Assessments, Document Based Questions, etc.) All of these assessments are strategically aligned with the district generated curriculum maps which are in turn driven by the Florida Standards.
Performance Matters also allows for teacher comparison by student, standard, and demographics.

School and district are able to compare data as well as similar schools across the State. Such data is often a starting point for collaborative converstaions between teachers.

Additional information can be found in course selection for Reading Intervention at the Secondary level in SMS. Teachers also keep data notebooks with individualized student information relative to the progress within the relative tier of instruction.

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

Marion County uses a variety of source data to progress monitor students. All data is warehoused in Performance Matters which allows for easy disaggregation by ethnicity, socioeconomics, ELL, ESE, teacher and course. This data includes State Assessments (Science FCAT, FS Assessments, AIMS Web) as well as local assessments (Learning Checks, Science FCA's, Reading Writing Assessments, Document Based Questions, etc.) All of these assessments are strategically aligned with the district generated curriculum maps which are in turn driven by the Florida Standards. These maps are also posted on C-Palms which in turn allows easier integration of C-Palms strategies into lesson plans. Performance Matters also allows for teacher comparison by student, standard, and demographics. School and district are able to compare data as well as similar schools across the State. Such data is often a starting point for collaborative converstaions between teachers.

Additional information can be found in course selection for Reading Intervention at the Secondary level in SMS. Teachers also keep data notebooks with individualized student information relative to the progress within the relative tier of instruction.

Discipline data is housed in the Student Management System (SMS) and can be disaggregated using internal software (SKYWARD).

Tiered data can be found in Performance Matters where the intervention tier is identified and process monitoring notes are documented. Additional information can be found in course selection for Reading

Intervention at the Secondary level in SMS. Teachers also keep data notebooks with individualized student information relative to the progress within the relative tier of instruction.

Students not performing up to expected levels in math and reading are further progress monitored through AIMS Web.

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

Strategy: After School Program

Minutes added to school year: 6,075

Students who have failed a class will receive an opportunity to complete credit recovery class after school daily, starting in the second quarter.

Strategy Rationale

Often the students who need the opportunity to make up a class cannot stay after school or do not have room in their schedule to build a credit recovery class. The Before School Program gives the student an opportunity to receive timely additional instruction instead of waiting for summer school. Students are prioritized by grade level.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Trapp, January, january.trapp@marion.k12.fl.us
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The credit recovery program is monitored by the assigned teacher. Students work at their own pace but must complete each module and exit test before continuing. The teacher will monitor the students progress and report students who are not working diligently to complete the tasks to an administrator or guidance. The student will meet with the guidance counselor or administrator and a plan will be developed to ensure success.

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

Guidance counselors visit every 6th grade BRAVO class to initiate discussions centered around career planning. Goal setting is a major component of the BRAVO program. The goal setting unit follows closely behind the guidance counselor visits.
Guidance Counselors visit classes again in the 8th grade to have more in depth conversations with students about career planning and the relationship to course selection in high school.
Agriculture, Technology, and Health Occupations also bring professionals from their specific fields into the classroom to speak to students about careers.
New students are first exposed to the school through a series of orientation meetings that offer information and address questions or concerns. We use both Blackboard Connect, a phone calling system and SchoolWay, a texting app as avenues for parent communications. Additionally we send home newsletters both quarterly and during the summer months to keep parents informed about school business.
Transitioning 8th grade students are permitted the opportunity in the spring to meet counselors and Assistant Principals from their zoned high school. During this time students are counseled about high school course offerings and are allowed to register for classes.

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

N/A

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

N/A

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

NA

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

NA

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:

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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.   If we increase standards based differentiated instruction, and teacher engagement in professional development/collaboration, across all content areas then student achievement will increase.

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. If we increase standards based differentiated instruction, and teacher engagement in professional development/collaboration, across all content areas then student achievement will increase. `1a`

🔍 G073764

Targets Supported `1b`

Indicator	Annual Target
FAA Mathematics Achievement	100.0
Algebra I EOC Pass Rate	100.0
Math Gains	50.0
Math Lowest 25% Gains	50.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	70.0

Resources Available to Support the Goal `2`

- Teachers will incorporate differentiation into their lesson plans and instruction.
- Academic Coach/Administrative Team will assist teachers with differentiation strategies.
- AIMS Web progress monitoring and benchmark data for lowest quartile.
- Monthly grade-level content specific collaboration, during the school day.
- Monthly PLC's for content areas, based on need.
- School wide-book study:

Targeted Barriers to Achieving the Goal `3`

- Limited student experience with complex reading text and application of Florida Standards based skills in all content areas.
- Lack of appropriate time spent on professional development/teacher collaboration.
- Lack of research-based differentiation strategies being used in the classroom.

Plan to Monitor Progress Toward G1. `8`

Disaggregate data from each assessment and plan next steps based on results, review teacher lesson plans.

Person Responsible
January Trapp

Schedule
Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion
Student scores will indicate success on the goal itself while minutes from data meetings and department meetings, as well as evidence from teacher lesson plans, will indicate completion of steps towards achieving goal.

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. If we increase standards based differentiated instruction, and teacher engagement in professional development/collaboration, across all content areas then student achievement will increase. 1

🔑 G073764

G1.B1 Limited student experience with complex reading text and application of Florida Standards based skills in all content areas. 2

🔑 B192611

G1.B1.S1 Osceola web page lists a variety of resources designed to both supplement complex text and skills outlined in the Florida Standards. 4

🔑 S204097

Strategy Rationale

Action Step 1 5

On-going, and continually updated, list of complex reading materials and common core resources will be posted to school webpage.

Person Responsible

David Steffey

Schedule

Monthly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Monthly print out of updated list of resources to be shared at Admin. Team meetings.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Updated, and recurring list, will be presented at weekly Admin. Team meetings and shared out with the faculty via email and at faculty meetings.

Person Responsible

David Steffey

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Agenda and minutes from Admin. Team meetings. Screen shots from the school webpage. Faculty meeting minutes.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Updated, and recurring list, will be presented at weekly Admin. Team meetings and shared out with the faculty via email and at faculty meetings. Walkthroughs, and teacher lesson plans, will identify if these resources are being utilized.

Person Responsible

David Steffey

Schedule

Quarterly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Teacher lesson plans, walkthrough observation data.

G1.B2 Lack of appropriate time spent on professional development/teacher collaboration. [2]

🔧 B192612

G1.B2.S1 Teachers will participate in a school-wide book study on the "Fundamental Five" [4]

🔧 S204098

Strategy Rationale

Teachers who develop their professional skills will provide appropriate instruction for students.

Action Step 1 [5]

School Wide Book Study

Person Responsible

January Trapp

Schedule

Weekly, from 12/1/2015 to 5/31/2016

Evidence of Completion

Implementation of strategies in the classroom

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

Conistent modeling & coaching of real world problem solving skills

Person Responsible

Suzette Parker

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Walkthroughs and classroom observations

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

Examination of item analysis documenting student performance on this type of math problem

Person Responsible

Suzette Parker

Schedule

Monthly, from 8/17/2015 to 8/17/2016

Evidence of Completion

Student performance on Learning checks

G1.B2.S2 Monthly grade-level, content specific collaborative planning time for teachers. `4`

🔑 S204099

Strategy Rationale

Teachers sharing best practices during collaborative planning time, and calibrating expectations will provide appropriate instruction for students.

Action Step 1 `5`

Scheduled monthly collaborative planning meetings that involve best practices and data disaggregation.

Person Responsible

Suzette Parker

Schedule

Monthly, from 8/31/2015 to 5/23/2016

Evidence of Completion

Agenda, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S2 `6`

Use of Car-PD strategies

Person Responsible

January Trapp

Schedule

Monthly, from 9/17/2015 to 5/27/2016

Evidence of Completion

Car-PD fidelity checklist

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Use of formative assessment to gauge student understanding

Person Responsible

Suzette Parker

Schedule

Biweekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Students respond appropriately to formative probes during walkthroughs.

G1.B2.S3 Monthly PLC's for content area, based on needs. 4

🔧 S204100

Strategy Rationale

Teachers who develop their professional skills will provide appropriate instruction for students.

Action Step 1 5

Scheduled monthly PLC's, as needed

Person Responsible

Suzette Parker

Schedule

Monthly, from 8/31/2015 to 5/31/2016

Evidence of Completion

Agenda, Lesson Plans

G1.B3 Lack of research-based differentiation strategies being used in the classroom. 2

🔧 B192613

G1.B3.S1 Academic Coach/Administrative Team will assist teachers with differentiation strategies. 4

🔧 S204101

Strategy Rationale

If teachers are versed in differentiation strategies, and incorporate them in their instruction, then student achievement will raise.

Action Step 1 5

Differentiation Strategies will be modeled and clarified to OMS staff.

Person Responsible

David Steffey

Schedule

Weekly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Lesson plans, teaching observations, student achievement data

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Walkthroughs and instructional rounds will be conducted by the administrative team.

Person Responsible

Suzette Parker

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Teacher and student performance data will be collected and evaluated over time to assess both student and teacher growth.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Walkthroughs and instructional rounds will be conducted by the administrative team.

Person Responsible

Suzette Parker

Schedule

Evidence of Completion

G1.B3.S2 Teachers will incorporate differentiation into their lesson plans and instruction. 4

🔧 S204102

Strategy Rationale

If teachers are utilizing appropriate differentiation in their classroom instruction, student achievement will increase.

Action Step 1 5

Lesson plans will include differentiation strategies.

Person Responsible

Suzette Parker

Schedule

Daily, from 8/31/2015 to 5/31/2016

Evidence of Completion

Lesson plans posted to the portal.

G1.B3.S3 Teacher will utilize AIMS Web progress monitoring and other data to determine the level of differentiation needed in their instruction. 4

🔧 S204103

Strategy Rationale

If teachers are aware of their students' performance, based on data, they will be able to make the necessary instructional changes in order to increase student achievement.

Action Step 1 5

Teachers will utilize data to determine the need for differentiation.

Person Responsible

January Trapp

Schedule

Daily, from 8/17/2015 to 5/31/2016

Evidence of Completion

Lesson plans and student data

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.B1.S1.A1	On-going, and continually updated, list of complex reading materials and common core resources will be posted to school webpage.	Steffey, David	8/17/2015	Monthly print out of updated list of resources to be shared at Admin. Team meetings.	5/31/2016 monthly
G1.B2.S1.A1	School Wide Book Study	Trapp, January	12/1/2015	Implementation of strategies in the classroom	5/31/2016 weekly
G1.B2.S2.A1	Scheduled monthly collaborative planning meetings that involve best practices and data disaggregation.	Parker, Suzette	8/31/2015	Agenda, lesson plans	5/23/2016 monthly
G1.B2.S3.A1	Scheduled monthly PLC's, as needed	Parker, Suzette	8/31/2015	Agenda, Lesson Plans	5/31/2016 monthly
G1.B3.S1.A1	Differentiation Strategies will be modeled and clarified to OMS staff.	Steffey, David	8/17/2015	Lesson plans, teaching observations, student achievement data	5/31/2016 weekly
G1.B3.S2.A1	Lesson plans will include differentiation strategies.	Parker, Suzette	8/31/2015	Lesson plans posted to the portal.	5/31/2016 daily
G1.B3.S3.A1	Teachers will utilize data to determine the need for differentiation.	Trapp, January	8/17/2015	Lesson plans and student data	5/31/2016 daily
G1.MA1	Disaggregate data from each assessment and plan next steps based on results, review teacher lesson plans.	Trapp, January	9/1/2015	Student scores will indicate success on the goal itself while minutes from data meetings and department meetings, as well as evidence from teacher lesson plans, will indicate completion of steps towards achieving goal.	5/31/2016 monthly
G1.B1.S1.MA1	Updated, and recurring list, will be presented at weekly Admin. Team meetings and shared out with the faculty via email and at faculty meetings. Walkthroughs, and teacher lesson plans, will identify if these resources are being utilized.	Steffey, David	9/1/2015	Teacher lesson plans, walkthrough observation data.	5/31/2016 quarterly
G1.B1.S1.MA1	Updated, and recurring list, will be presented at weekly Admin. Team meetings and shared out with the faculty via email and at faculty meetings.	Steffey, David	9/1/2015	Agenda and minutes from Admin. Team meetings. Screen shots from the school webpage. Faculty meeting minutes.	5/31/2016 monthly
G1.B2.S1.MA1	Examination of item analysis documenting student performance on this type of math problem	Parker, Suzette	8/17/2015	Student performance on Learning checks	8/17/2016 monthly
G1.B2.S1.MA1	Conistent modeling & coaching of real world problem solving skills	Parker, Suzette	8/17/2015	Walkthroughs and classroom observations	5/27/2016 weekly
G1.B3.S1.MA1	Walkthroughs and instructional rounds will be conducted by the administrative team.	Parker, Suzette		one-time	
G1.B3.S1.MA1	Walkthroughs and instructional rounds will be conducted by the administrative team.	Parker, Suzette	8/17/2015	Teacher and student performance data will be collected and evaluated over time to assess both student and teacher growth.	5/27/2016 weekly
G1.B2.S2.MA1	Use of formative assessment to gauge student understanding	Parker, Suzette	8/17/2015	Students respond appropriately to formative probes during walkthroughs.	5/27/2016 biweekly
G1.B2.S2.MA1	Use of Car-PD strategies	Trapp, January	9/17/2015	Car-PD fidelity checklist	5/27/2016 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. If we increase standards based differentiated instruction, and teacher engagement in professional development/collaboration, across all content areas then student achievement will increase.

G1.B2 Lack of appropriate time spent on professional development/teacher collaboration.

G1.B2.S1 Teachers will participate in a school-wide book study on the "Fundamental Five"

PD Opportunity 1

School Wide Book Study

Facilitator

Suzette Parker

Participants

Teachers

Schedule

Weekly, from 12/1/2015 to 5/31/2016

G1.B2.S2 Monthly grade-level, content specific collaborative planning time for teachers.

PD Opportunity 1

Scheduled monthly collaborative planning meetings that involve best practices and data disaggregation.

Facilitator

Lead Teachers - Science, Social Studies, Language Arts, Math, Vocational

Participants

OMS Staff

Schedule

Monthly, from 8/31/2015 to 5/23/2016

G1.B2.S3 Monthly PLC's for content area, based on needs.

PD Opportunity 1

Scheduled monthly PLC's, as needed

Facilitator

Lead Teachers

Participants

OMS Staff

Schedule

Monthly, from 8/31/2015 to 5/31/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	On-going, and continually updated, list of complex reading materials and common core resources will be posted to school webpage.	$0.00
2	G1.B2.S1.A1	School Wide Book Study	$0.00
3	G1.B2.S2.A1	Scheduled monthly collaborative planning meetings that involve best practices and data disaggregation.	$0.00
4	G1.B2.S3.A1	Scheduled monthly PLC's, as needed	$0.00
5	G1.B3.S1.A1	Differentiation Strategies will be modeled and clarified to OMS staff.	$0.00
6	G1.B3.S2.A1	Lesson plans will include differentiation strategies.	$0.00
7	G1.B3.S3.A1	Teachers will utilize data to determine the need for differentiation.	$0.00
		Total:	$0.00