

The School District of Palm Beach County

Osceola Creek Middle School



2016-17 Schoolwide Improvement Plan

Osceola Creek Middle School

6775 180TH AVE N, Loxahatchee, FL 33470

<https://ocms.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	52%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**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 Palm Beach County School Board on 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Osceola Creek Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The staff and families of Osceola Creek Middle School are committed to working together to enhance the highest level of academic instruction and social skills necessary to help every student develop to their best intellectual and emotional potential.

b. Provide the school's vision statement.

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

2. School Environment

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

Our teachers are actively involved with our student body outside of the classroom setting through a variety of activities. Our teachers coach our sports teams, plan field trips, sponsor clubs and work in the before and after care program where they are able to interact with the students and parents. We encourage all teachers to follow our School Wide Positive Behavior plans focusing on incentives and praising students for their acts of kindness towards other. The first few days of school, teachers have students fill out information sheets about themselves where they can tell the teacher all about themselves, their families and interests. They also take the time to establish the classroom climate and behavioral expectations. Our guidance department has also developed and implemented a comprehensive counseling program with dedicated time for the development of the social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers. We are truly a community school, with our primary feeder elementary school located on the other side of the bus loop. Generations of siblings, relatives, and neighbors have attended our feeder elementary school and our feeder high school, making them very familiar with our expectations and culture.

As part of our Social Studies curriculum, teachers focus on strategies to expand cultural awareness and improve student-teacher relations and close the existing social justice and equity gaps. Cultural activities are embedded within the curriculum and daily course work through reading selections, writing prompts, et cetera. Our school will also infuse the content required by Florida Statute 1003.42(2) and S.B. policy 2.09(8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions

- Women's Contributions
- Sacrifices of Veterans

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

An environment of safety and respect is created by clearly articulating our school wide behavior expectations, our 4 non-negotiable rules, and consistently enforcing the consequences for student infractions. Additionally, students are provided incentives for outstanding behavior. The school resource officer maintains a very visible presence on campus. Both assistant principals, the ESE coordinator and the guidance counselor are present at lunch duty for supervision and assistance. At the beginning of the day, during hall changes, and at the end of the day, administrators, teachers, and support staff supervise various areas of the campus that they have been assigned to maintain a safe environment.

As part of our Single School Culture, teachers and administrators articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before, during and after school. Adults across the campus will also clarify their expectations for positive interpersonal interactions and create the structures and processes for reporting violations of bullying, harassment, dating violations and civil rights violations. Both instructional and non-instructional staff are trained the process of modeling and teaching interpersonal expectations in academic and non-academic settings and are instructed on how to report violations to appropriate supervisors. Through SwPBS methods and formats, where the characteristics of safety and respect are addressed and monitored, and strategies for improvement are created, discussed and supported.

c. 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.

Through SwPBS we have established school-wide universal guidelines and a behavior matrix that is taught the first week of each semester to each grade level in separate assemblies to ensure students are clear on our behavioral, social and academic expectations. As part of the classroom instructions, teachers ensure that differentiation of instruction is taking place to meet the needs of all students. Teachers will also convey and review the expectations for each learning activity.

We have developed and implemented a differentiated system of school counseling services with dedicated time for the core classroom guidance instructions on developing the behavior standards, learning strategies, self-management skills, and social skills that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

The school wide behavior system that is in place is aligned to the School District Of Palm Beach County's Code Of Student Conduct guide. The administrative team practices progressive discipline and intervention. Behavior expectations are included each day as a part of the morning announcements. Additionally, they are posted in key spots on the campus grounds. In order to maintain consistency with the staff and faculty, our Single School Culture expectations for behavior, progressive discipline and rewards are discussed regularly at Faculty meetings. In terms of maintaining safety and security at all times on campus, several members of the the instructional and administrative teams are VITAL and PCM trained should that ever be needed.

d. 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.

The School Based Team meets regularly to discuss students with barriers to academic and social success. Students are paired with a mentor and use a check-in/ check-out or check and connect system for positive interaction with an adult and positive feedback throughout the school day. Interventions for students may include being assigned mentors as well as counseling sessions with the school guidance counselor. We also use referrals for outside agencies who have a Cooperative Agreement with the school system and are on campus to provide counseling for our students and families. During the school year, we provide various institutional and other activities that address social and emotional needs of students.

3. Early Warning Systems

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

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

There are several early warning systems in place. Our assitant principal's are our first line of defense regarding discipline issues and attendance. Our teachers are the next line of defense regarding academic concerns. Additionally, we utilize data systems to identify students who have attendance, behavioral or academic concerns. We create data driven rules for the number of absences or OSS before a referral is generated for the School Based Team. We ensure teachers are aware of the data rules and procedures that have been generated for notification after students are identified as meeting one or more of the data rules. We utilize the Student Development Plan Data Driven Practices to assess needs of the students and the barriers blocking their success at Osceola Creek Middle School. We also rely heavily on our teachers for much of this entire process, as they are the first point of contact with the students on a daily basis and can provide much more data than a basic generated report. We use their input to intevene via counseling and utilizing strategies like home visits. The student should be involved in every step through this process as we work with them to eliminate the barriers and work towards their success.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	16	10	8	0	0	0	0	34
One or more suspensions	0	0	0	0	0	0	32	44	44	0	0	0	0	120
Course failure in ELA or Math	0	0	0	0	0	0	40	54	36	0	0	0	0	130
Level 1 on statewide assessment	0	0	0	0	0	0	48	31	33	0	0	0	0	112
Two or more suspensions	0	0	0	0	0	0	24	39	39	0	0	0	0	102

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	36	39	31	0	0	0	0	106

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

We have an effective multi-disciplinary team in place to problem solve and create action plans for our students. The School Based Team is where they are paired up with a mentor. The student and mentor meet regularly to provide support for that student and set goals for the student. Additionally, students are placed in grade level appropriate classes that meet their academic needs (i.e. Intensive Reading), enrolled in ComPass/ Edgenuity for credit recovery, schedule change, parent conferences, home visits and more. We also develop and implement a comprehensive school counseling program with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources. We create evidence-based interventions to close the need gaps related to the early warning system in place.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Our magnet coordinator and another teacher visit all of the elementary schools in our area to talk about Osceola Creek. They speak with fifth graders, share factual materials, and show a video presentation. The school also hosts a parent interest night for this targeted population. In the spring, students from the two feeder schools visit our school for an introductory presentation. Then, we host another parent night for parents and students of all incoming fifth graders. Finally, we conduct a back to school day during pre-school, where students can come and get their materials, id badges, locks, and lockers. During curriculum night we ensure non-threatening methods of introducing parents to teachers and administrators are used.

The eighth grade transition process begins in October with Choice presentations and continues throughout the year with visits from our high school's magnet coordinator and through visits with high school counselors for high school registration in the spring. Throughout the year, the eighth grade guidance counselor visits with students, distributes information, and helps with the Choice process. Our counselor makes sure that every single student has completed a course registration before he/she leaves eighth grade.

Throughout the year we solicit feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems. We utilize ParentLink and Edline to communicate classroom information and school news to parents. We also send home weekly progress reports, beginning the third week of each quarter, with news printed on the back as a means of communication with parents. We utilize a Positive Behavioral Referral for students as a means of recognizing their good behavior and provide incentives for this.

Lastly, we develop and implement a comprehensive school counseling program with dedicated time to develop, implement and evaluate parent meetings/workshops on topics such as developing school success skills, building a college-bound culture through the Eight Components of College and Career Readiness and developing growth mindsets in our students. Our guidance counselors will also host a "Coffee Talks" session once a month for parents to come learn some important and relevant information to help their student.

2. 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.

Parental involvement has been a challenge for the school community since its beginning eleven years ago. We continually strive to include our parents in all of our activities. Our greatest successes have been through our student driven activities including band concerts, sporting events, and drama productions. We host annual parent nights for activities related to student achievement and student activities. We communicate with our parents on a weekly basis via call outs and weekly progress reports. Our media center is a hub where many of our parents volunteer to help with student related projects like yearbook and book fair. We also utilize volunteers in our comprehensive music program, which includes a symphonic band, a jazz band and two beginning bands. Finally, many parents volunteer to help with our sports program. We focus on involving our parents on a daily basis through our before and after school program where members of the community volunteer to sponsor clubs and other activities for our students. We partner with local businesses to support our programs. For example, our pre-vet program involves local veterinarians and horse owners to come to the school and interact with our students. Our Edline page is a vital resource for our parents and students. We post all school information on our page and teachers use it to post assignments and class information.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Daly, Nicole	Principal
Mccoy, Michelle	Assistant Principal
Hubbard, Sherri	School Counselor
Forte, Christopher	Assistant Principal

b. Duties

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

Members of the school-based MTSS Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY15 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

Topics for discussion include, but are not limited to, the following:

- FSA scores and the lowest 25%
- AMO's and subgroups
- strengths and weaknesses of intensive programs
- mentoring, tutoring, and other services.
- incentives for students

The MTSSI/Inclusion Facilitator will explain the RtI process for the SAC members.

As the instructional leader of the school, Nicole Daly determines course offerings and collaborates with Michelle McCoy to create the master schedule of courses. Mrs. Daly, along with Christopher Forte and Michelle McCoy assist the professional learning communities in each subject area in weekly meetings. Administration meets with the Department Instructional Leaders regularly and with teachers to review and analyze data , share best practices and collaborate on curriculum. Sherri

Hubbard coordinates the career strand in the curriculum via our civics classes and all students in magnet programs. She also coordinates the transition of all incoming 5th graders and exiting 8th graders. As a team, we each have an integral part in student placement.

2. 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 MTSS Leadership Team meets bi-weekly to review universal screening, diagnostic, and progress monitoring data. Based on this information, the team will identify professional development activities needed to create effective learning environments. After determining that effective Tier 1 Core Instruction is in place, the team will identify students who are not meeting identified academic targets. These students will be referred to the school-based MTSS Leadership Team.

The SBT uses the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan is developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the interventions are implemented with fidelity. Each student is assigned a case liaison to support the interventionist (e.g., teacher, MTSS/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings. Some of the academic interventions used are Intensive Reading classes, Reading Plus for Language Arts and IXL for Math. In addition we utilize our School Wide Positive Behavior Support to address both academic and behavior issues.

Free breakfast is provided for all students at school and in the district. We currently have two migrant students in our school. The school district provides services for them, such as tutoring, however there is no direct funding that comes to the school to assist these students at a school level. We also currently have 12 homeless students at Osceola Creek. They are provided with transportation to complete their school year at their home school. We have school supplies, back packs and clothing for these students as well. In addition to the free breakfast, they also receive free lunch at school. The school district provides many services for our homeless and connects them to agencies that are able to provide assistance.

Our school also integrates Single School Culture through our 4 non-negotiable rules which are also our behavior matrix that teaches our students the expected behavior we want to see at Osceola Creek. We have a system of support and recognition of student behavior and academics through our School Wide Positive Behavior Support and parent communication. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, character development, and implementation and monitoring of SwPBS programs.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Nicole Daly	Principal
Suzanne Dodge	Teacher
Delores Johnson-Mayes	Teacher
Kelli Shipe	Parent
Joselyne Schubert	Parent
Allison Ansaroff	Student
Lisa Ansaroff	Parent
Deborah MacLean	Parent
Kimberly MacLean	Student
Lawrence Williams	Parent
Amy Boggs	Business/Community
Kimberly Altieri	Parent
Jennifer Drake	Parent
Betty Ann Miret	Parent
Michael Andre	Student
Kate Mix	Parent
Jessica O'Keefe	Parent
Joseph Shipe	Parent
Lisa Simpson	Teacher
Julie Williams	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

The School Improvement Plan was initially presented to SAC on September 17, 2015. The first update on the progress towards meeting the goals outlined on the SIP was on October 15, 2015, with other reviews and updates on November 19, 2015, January 21, 2016, February 18, 2016, and April 21, 2016. The final review of the plan and discussion of possible goals for the 2017 school year took place on May 19, 2016.

b. Development of this school improvement plan

The development of this years' School Improvement Plan began at the end of the 2016 school year. At the last few Professional Learning Community meetings, each department took time to review and discuss the current goals and discuss potential goals for the 2017 school year with the primary focus being on student achievement.

c. Preparation of the school's annual budget and plan

The school budget is prepared with student achievement and performance as it's primary focus.

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

Last year \$4,174.60 were use for four sets of books for professional develoment, 59 additional IXL site liscences and six iPad Air 2's for the math department.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Daly, Nicole	Principal
Mccoy, Michelle	Assistant Principal
Grady, Suzanne	Teacher, K-12
Mayes, Delores	Teacher, K-12
Forte, Christopher	Assistant Principal
Loumanis, Katherine	Teacher, K-12
Martinez, Carmen	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT meets twice monthly to review literacy data. The team uses the data to establish the literacy goals for the school year. Once the goals have been established, the team creates a plan of action and will meet twice monthly to assess the progress towards accomplishing the goals. As a team, we promote literacy through a variety of ways. Some of the ways are:

- Summer Reading Packet and Projects
- Social Studies will meet during professional development days with Reading and Language Arts teachers to provide support
- Lowest 25% of students in ELA are enrolled in reading
- Reading Plus required through Language Arts
- Reading support in Research, Culinary, PE, Wood Shop, Multimedia, and Band.
- Novels in Social Studies

D. Public and Collaborative Teaching

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

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

We moved teachers this year and created specific subject are hallways. In addition, we implemented common planning among departments this year and eliminated almost all sixth period supplements. Teachers will meet collaboratively by grade level within their content area to discuss their curriculum, unpack the standards, share best practices, analyze data and provide support. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is modified as needed, based on decisions made through collaboration

with the team. Teachers are provided with opportunities to go to district trainings, as well as district support staff coming to our school to provide assistance to our teachers. Our PDD's are focused on teacher growth and are relevant to current curriculum needs.

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

When it comes to recruiting teachers, we utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures. If needed, we participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants. We provide relevant Professional Development for all of our teachers, as well as various opportunities for teachers to attend district training. The administration established and maintains relationships with colleges in the field of education.

This year we hired a new teacher from Mississippi and four other teachers from within Palm Beach county. Teachers are provided with common planning both in the morning and during the day to collaborate within their departments or cross-curricular with other departments. Mr. Forte oversees our new teachers and pairs them up with mentors on campus. He also met with the teachers new to Osceola Creek to teach them how to use Edline and Gradequick and answer any questions they might have. Osceola Creek also provides teachers with the opportunity to sponsor various clubs, participate in our before/ after school programs and sit on various committees to enhance student achievement and provide enrichment for all students. The administration of Osceola Creek will provide substitutes for instructional staff to observe another teacher's class, as well as shadow administrators, if they are interested in becoming a school administrator.

Since we are a relatively diverse school, we seek teachers that will complement our population. We also seek teachers who are academically rigorous, who motivate students and promote the vision of the school. We want teachers who will embrace the community and our students. We have very little turnover at Osceola Creek, but when we do, the principal has her secretary advertise the position and schedule the interviews. Usually, the interviews are conducted by the principal with one of the assistant principals and the department instructional leader present.

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

We currently have one first-year teachers at our school. Joanna Gunnufsen came to us from Mississippi where she just graduated from the University Of Southern Mississippi with a degree in History and a Lisendure in Social Studies grades 7-12. She is mentored by Lisa Simpson, who has been teaching 12 years.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Our school aligns its curriculum and instructional materials to the Florida Standards in all academic areas. We use Professional Learning Communities(PLC) to unpack the Florida Standards and to plan and discuss reading and writing that aligns to the curriculum. This conversation and learning opportunities promote dialogue that can dispel misunderstanding and promote opportunities for growth in instructional practice, curriculum, and the standards, as well as establishing a Single School

Culture in curriculum. Teachers provide differentiated instruction and other strategies and tools that are based on individual student needs. We also use problem-solving to provide competency-based instruction to all students that is infused with digital instruction. We strive to provide inquiry-driven research and an analytical approach for students to promote independent thinkers.

b. Instructional Strategies

1. 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.

Osceola Creek Middle School ensures every teacher contributes to the literacy improvement of every student by:

- Holding PLC meeting weekly to make decisions about literacy instruction in the school. Analyze student data and compare it to the expectations found in the Language Arts Florida Standards(LAFS).
- Utilize a balanced literacy approach to teaching that includes whole group, small group, and one-on-one instruction based on students needs.
- Provide Intensive Reading classes daily
- Provide instruction aligned with the Language Arts Florida Standards for 6th, 7th, and 8th grades
- Provide resources to support instruction (Reading Plus, IXL, Read 180)
- Administering assessments which measure instructional standards-Monitoring progress by class and grade level at PLC's using data from common assessments such as FSQ's and USA's
- Conduct data chats with students
- Students track the progress of their own learning and their mastery of the standards on their class scales for the content.

2. 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: 22,400

1. Homework help is provided after school Monday through Thursday, four days a week, specifically, tutorials are held in the areas of math and reading.
2. Teachers have collaborative planning in the morning before classes begin and during the school days. We also have collaborative department meetings every other week and discuss the implementation of Florida Standards, share best practices and track student data.
3. Professional Learning Communities meet weekly and as a department bi-weekly for collaboration.

Strategy Rationale

Since we provide morning care and aftercare to assist families, we are going to capitalize on having the students on our campus beyond the regular school day. This additional time provides us with the opportunity to work in small groups of students and meet their individual needs pertaining to academics. It also provides us with the opportunity to make sure students are successful and staying current on their daily activities for class.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Daly, Nicole, nicole.daly@palmbeachschools.org

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

1. Student grades
2. IXL and Reading Plus

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

The school has a comprehensive transition plan for incoming sixth grade and outgoing eighth grade students. Our counselor visits with our feeder schools and other area elementary schools to discuss our programs and our school. All incoming sixth grade students are invited to an open house in November each year. Then, in the spring, the school conducts another open house for all students who have been accepted to our Choice programs. All students from our feeder schools are also invited to a day where they receive a tour of the school and meet with teachers and administration. Eighth graders are led through a systematic choice journey that begins with the Showcase of Schools. Students are continually updated about high school open houses and Choice programs. The Magnet Director from our local high school visits with all eighth grade students to explain the school and its programs. In the spring, guidance counselors visit twice to introduce and explain academic programs and distribute course selection sheets and then to collect those forms. ESE students have transitions meetings from 5th to 6th grades and again from 8th to 9th grade.

b. College and Career Readiness

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

Every student creates a career choice plan with a program called "Kruder Navigator" that is provided through the school district. This year, the 7th grade Social Studies teachers will incorporate career choices in their curriculum. Our Choice programs also initiate and establish partnerships with related businesses. For example, our Pre-Vet program partners with the South Florida Fair for volunteer opportunities.

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

We offer two Choice Programs at Osceola Creek, Multimedia and Pre-Vet. The Pre-Vet program is open to students outside our SAC boundaries; next year our Multimedia program will be as well. The curriculum in these courses support our core academic classes. For example, Pre-Vet is paired with advanced math and advanced science courses and Multimedia incorporate reading in their lessons regularly.

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

In addition to our two Choice program, the school has two in-house pre-construction which introduces students to the basics of wood shop and construction and feeds directly into the Choice Construction program at our local high school and Pre-Culinary. In addition to this , we offer two to technology programs that offer Industry Certification and one of them a high school credit. Finally, our Civics teachers lead all seventh graders in a career themed unit and ends with the creation of a career plan.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. 1a

G083713

Targets Supported 1b

Indicator	Annual Target
Middle School Acceleration	80.0
FSA ELA Achievement	75.0
FSA Mathematics Achievement	76.0
FCAT 2.0 Science Proficiency	78.0
One or More Suspensions	15.0
Civics EOC Pass	93.0

Targeted Barriers to Achieving the Goal 3

- Providing relevant teacher professional development
- Providing additional opportunities for Acceleration

Resources Available to Help Reduce or Eliminate the Barriers 2

- Increase student engagement in extracurricular activities to feel connected.
- Involving parents and guardians more regarding attendance, discipline and academic achievement through coffee talks and parent dinners with guidance counselors and administration.
- Providing more professional development for the teachers to provide relevant instruction that engages students.
- Provide both teachers and students with incentives for their attendance.
- Providing more opportunities for student to earn high school credit or industry certification.
- Providing common planning for collaboration.

Plan to Monitor Progress Toward G1. 8

Data chats with teachers.

Person Responsible

Nicole Daly

Schedule

Semiannually, from 9/15/2016 to 5/26/2017

Evidence of Completion

Administration will conduct data chats with teachers to monitor proficiency and high school readiness.

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 deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. 1

G083713

G1.B4 Providing relevant teacher professional development 2

B222262

G1.B4.S1 We will provide relevant professional development through our Professional Development Team. 4

S234545

Strategy Rationale

Responses to the 2016 SEQ completed by our teachers, indicated that they did not feel that the Professional Development content was relevant to their needs. We want to provide the teachers with information and tools to make them better, more effective teachers.

Action Step 1 5

The PD team has met and planned out the PD days, inviting district specialist and sharing best practices

Person Responsible

Katherine Loumanis

Schedule

Monthly, from 9/15/2016 to 5/26/2017

Evidence of Completion

PD agendas and distribution of Google Surveys to gather feedback from the teachers.

Action Step 2 5

The PD teams and administration have assembled to plan In-Service days.

Person Responsible

Nicole Daly

Schedule

Semiannually, from 11/8/2016 to 2/20/2017

Evidence of Completion

Agendas and ditribution of Google Surveys to gather feedback from the teachers.

Action Step 3 5

Collaborating instruction and best practices through PLC's.

Person Responsible

Nicole Daly

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Agendas

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Agendas

Person Responsible

Nicole Daly

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

DIL's will creat an agenda for each PLC.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Observation of instruction.

Person Responsible

Nicole Daly

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Administration will see application of shared best practices.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

The Administration and PD team will complete the Professional Development Strategic Theme Alignment Form.

Person Responsible

Katherine Loumanis

Schedule

Quarterly, from 9/15/2016 to 5/26/2017

Evidence of Completion

The Professional Development Form will be the basis of our evidence. Our collaborative assessment will reflect effectiveness.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Administration will monitor data for increased proficiency.

Person Responsible

Nicole Daly

Schedule

Evidence of Completion

FSQ, USA, IXL and Reading Plus data.

G1.B6 Providing additional opportunities for Acceleration **2**

 B222264

G1.B6.S1 We increased awareness among the faculty and parents to the opportunities for accelerated course offerings. **4**

 S234546

Strategy Rationale

Our acceleration rate was low because we had limited opportunities for only the high performing students.

Action Step 1 **5**

Creat additional course offerings for accelerated classes.

Person Responsible

Nicole Daly

Schedule

Daily, from 7/18/2016 to 6/2/2017

Evidence of Completion

Master Board

Action Step 2 **5**

Create two block classes for Algebra I, teaching both Pre-Algebra and Algebra I.

Person Responsible

Michelle Mccoy

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Student grades and proficiency on common assesements.

Action Step 3 5

Create a 7th grade IT class for Industry Certification.

Person Responsible

Michelle Mccoy

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Student proficiency on assessments and Industry Certification exam.

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Targeting all proficient students and looked at subgroups to schedule them in these classes.

Person Responsible

Michelle Mccoy

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Attendance, grades, proficiency on district common assessments, feedback from teachers and sent home letter to parents explaining the opportunity.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

As we monitor, we can identify those who are not only successful, but those who might be struggling and will need intervention and even tutoring.

Person Responsible

Nicole Daly

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Using progress reports, grades, and assessments, we will refer for tutoring and parent/teacher conferences.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B4.S1.MA4 M306475	Administration will monitor data for increased proficiency.	Daly, Nicole	6/2/2017	FSQ, USA, IXL and Reading Plus data.	No End Date monthly
G1.B4.S1.A2 A301862	The PD teams and administration have assembled to plan In-Service days.	Daly, Nicole	11/8/2016	Agendas and ditribution of Google Surveys to gather feedback from the teachers.	2/20/2017 semiannually
G1.MA1 M306480	Data chats with teachers.	Daly, Nicole	9/15/2016	Administration will conduct data chats with teachers to monitor proficiency and high school readiness.	5/26/2017 semiannually
G1.B4.S1.MA1 M306474	The Administration and PD team will complete the Professional Development Strategic Theme Alignment...	Loumanis, Katherine	9/15/2016	The Professional Development Form will be the basis of our evidence. Our collaborative assessment will reflect effectiveness.	5/26/2017 quarterly
G1.B4.S1.A1 A301861	The PD team has met and planned out the PD days, inviting district specialist and sharing best...	Loumanis, Katherine	9/15/2016	PD agendas and distribution of Google Surveys tto gather feedback from the teachers.	5/26/2017 monthly
G1.B4.S1.MA1 M306476	Agendas	Daly, Nicole	8/15/2016	DIL's will creat an agenda for each PLC.	6/2/2017 weekly
G1.B4.S1.MA3 M306477	Observation of instruction.	Daly, Nicole	8/15/2016	Administration will see application of shared best practices.	6/2/2017 weekly
G1.B4.S1.A3 A301863	Collaborating intruction and best practices through PLC's.	Daly, Nicole	8/15/2016	Agendas	6/2/2017 weekly
G1.B6.S1.MA1 M306478	As we monitor, we can identify those who are not only successful, but those who might be struggling...	Daly, Nicole	8/15/2016	Using progress reports, grades, and assessments, we will refer for tutoring and parent/teacher conferences.	6/2/2017 weekly
G1.B6.S1.MA1 M306479	Targeting all proficient students and looked at subgroups to schedule them in these classes.	Mccoy, Michelle	8/15/2016	Attendance, grades, proficiency on district common assessments, feedback from teachers and sent home letter to parents explaining the opportunity.	6/2/2017 weekly
G1.B6.S1.A1 A301864	Creat additional course offerings for accelerated classes.	Daly, Nicole	7/18/2016	Master Board	6/2/2017 daily
G1.B6.S1.A2 A301865	Create two block classes for Algebra I, teaching both Pre-Algebra and Algebra I.	Mccoy, Michelle	8/15/2016	Student grades and proficiency on common assesements.	6/2/2017 daily
G1.B6.S1.A3 A301866	Create a 7th grade IT class for Industry Certification.	Mccoy, Michelle	8/15/2016	Student proficiency on assessments and Industry Certifaion exam.	6/2/2017 daily

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

G1.B4 Providing relevant teacher professional development

G1.B4.S1 We will provide relevant professional development through our Professional Development Team.

PD Opportunity 1

The PD team has met and planned out the PD days, inviting district specialist and sharing best practices

Facilitator

Katherine Loumanis, Leadership Team and the PD Team

Participants

OCMS Faculty

Schedule

Monthly, from 9/15/2016 to 5/26/2017

PD Opportunity 2

The PD teams and administration have assembled to plan In-Service days.

Facilitator

The administration team and PD team.

Participants

OCMS Faculty

Schedule

Semiannually, from 11/8/2016 to 2/20/2017

PD Opportunity 3

Collaborating instruction and best practices through PLC's.

Facilitator

Administration team and DIL's.

Participants

OCMS Faculty

Schedule

Weekly, from 8/15/2016 to 6/2/2017

VI. Technical Assistance Items

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

G1.B6 Providing additional opportunities for Acceleration

G1.B6.S1 We increased awareness among the faculty and parents to the opportunities for accelerated course offerings.

TA Opportunity 1

Creat additional course offerings for accelerated classes.

Facilitator

Administration

Participants

Seventh and eighth grade students.

Schedule

Daily, from 7/18/2016 to 6/2/2017

VII. Budget

1	G1.B4.S1.A1	The PD team has met and planned out the PD days, inviting district specialist and sharing best practices	\$0.00
2	G1.B4.S1.A2	The PD teams and administration have assembled to plan In-Service days.	\$0.00
3	G1.B4.S1.A3	Collaborating intruction and best practices through PLC's.	\$0.00
4	G1.B6.S1.A1	Creat additional course offerings for accelerated classes.	\$0.00
5	G1.B6.S1.A2	Create two block classes for Algebra I, teaching both Pre-Algebra and Algebra I.	\$0.00
6	G1.B6.S1.A3	Create a 7th grade IT class for Industry Certification.	\$0.00
Total:			\$0.00