

The School District of Palm Beach County

Omni Middle School



2017-18 Schoolwide Improvement Plan

Omni Middle School

5775 JOG RD, Boca Raton, FL 33496

<https://oms.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	41%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 11/8/2017.

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	28
Technical Assistance Items	30
Appendix 3: Budget to Support Goals	30

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Omni Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

Omni Middle envisions a dynamic, collaborative multi-cultural community where education and life-long learning are valued and supported and all learners reach their highest potential and succeed in the global economy.

2. School Environment

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

Through the following areas, Omni builds a single school culture and has an appreciation for multicultural diversity as required by School Board Policy 2.09. for its students and staff. Within the academic arena, our PLC's, R.A.C.E., tutorial (credit recovery) programs, and Literacy Across the Curriculum are all integral components of this process. Our School-wide Positive Behavior Support Programs jump starts our behavior relationship building process and encourages attendance. In addition, we also institute a Corrective Behavior Intervention Form which assists students and staff with a progressive discipline plan, complimenting our District's Discipline Matrix. "Our House Rules," which encompasses our School Scripts, also provide Omni with a positive behavior mantra. Olweus, a bullying prevention program, also helps teachers and staff deal with emotionally challenging situations.

Additionally, students are encouraged to join a variety of clubs and sport activities to foster positive relationships. Climate, likewise, is also represented through our Safe School Ambassador Program, P.A.W.S. Recognition Program for staff and students, Care Giving Youth Groups, National Junior Honors' Society, Samaritans 365 Group, Expectations Assemblies, and outside presentations from organizations such as NOPE.

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

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

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

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student- centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and

technology to maximize student potential.

- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

In support of our single school culture initiatives: Omni Middle School creates a positive, safe environment by engaging students with peer-to-peer and adult-to-student Anti-Bullying collaborative lessons (Olweus). In addition, our Safe School Ambassadors act as mentors for new students and serve as long-term aides to foster a welcoming climate. Omni has a "Morning Care" program for students arriving to campus early and provides additional academic support. Teachers also have active duty assignments throughout the day, assisting students and ensuring safe passage within the halls. Our School Resource Officer and Aide also provide students with reassurance and comfort. With the assistance of our Behavior Intervention Associate, teachers and students are able to communicate problems and concerns in a controlled, non-threatening way. Guidance Counselors also support students, teachers and administration by creating a pathway for de-escalation.

BPIE: The school uses a people 1st language. All students, including SWDs, are given equal consideration for recognition through honors, awards and other designations offered by the school. All SWDs have the same opportunities as students without disabilities to participate in all school sponsored, nonacademic, age appropriate activities including electives, sports, dances, clubs, field trip, school plays, community service activities, and graduation activities.

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.

In order to minimize distractions and to engage students during instructional time, Omni incorporates a multitude of positive school-wide scripts in the form of "Our House Rules". These are single school culture initiatives that assist with behavioral and academic expectations. School-wide curriculum training during professional development days, faculty meetings and Professional Learning Communities (PLC's) also facilitates fidelity. Omni provides direction through an "Expectations Assembly" at the beginning of the school year and will follow up with additional expectations assemblies during each quarter to remind students of the schools expectations and direction for a successful completion of the school year. Scripts for Tardies, Hall Passes, Dress Code and other basic expectations are reiterated through teacher teaching and reteaching, school web page, and ongoing expectation assemblies.

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.

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

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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

- Discipline/Suspensions
- Corrective Behavior Intervention Form
- Attendance
- Academic Progress Reports
- Failures

Low performing students are identified through the following data collection methods: EDW, Performance Matters System, TERMS, Reading Plus, SRI, Read 180, Math Nation and Unify.

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	25	29	37	0	0	0	0	91
One or more suspensions	0	0	0	0	0	0	9	33	37	0	0	0	0	79
Course failure in ELA or Math	0	0	0	0	0	0	56	71	78	0	0	0	0	205
Level 1 on statewide assessment	0	0	0	0	0	0	67	75	68	0	0	0	0	210
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students 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	38	55	51	0	0	0	0	144

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

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

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

individualized phone calls for repetitive attendance issues.

Student data chats are conducted by teachers and administration through out the school year. Students track their individual progress within each class in order to assess their performance. During SAC meeting, school data is also reviewed.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

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

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.

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

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Riopelle, Gerald	Principal
Crum, Michael	Assistant Principal
Pfeil, Dennis	Assistant Principal
Behringer, Marjorie	School Counselor
Moss, Melissa	School Counselor
Brookes, Amy	Instructional Coach
DeMarzo, Jill	Assistant Principal
Joyce, Janet	School Counselor

b. Duties

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

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

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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students through systems, culture and instruction? The team meets once a week to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Omni Middle School integrates Single School Culture by sharing Universal Guidelines For Success, following our Discipline Behavior Plan, "Our House Rules," Corrective Behavior Intervention forms and teaching expected behaviors. There are multiple avenues for communicating with parents, and Monitoring SWPBS. Professional Learning Communities are scheduled twice per month. We instill an appreciation for multicultural diversity through an anti-bullying campaign (Olweus), Safe Schools Ambassadors, structured lessons, and implementation of SWPBS programs. We also teach students appropriate and acceptable ethical characteristics through multiple programs and incentives provided throughout the school year.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Gerald Riopelle	Principal
Jessica Feldman	Teacher
Andy Goldstein	Teacher
Terry Caver	Education Support Employee
Joseph Mayerchak	Teacher
Laurie Hochman	Parent
Bill Gallon	Teacher
Sheryl Stiefel	Parent
Talya Givoni	Student
Heather Erez	Parent
Colleen Modzelewski	Parent
Emily Hill	Parent
Jennifer Spatz	Parent
Laura McMullen	Parent
Martha Ruiz de Campo	Parent
Michelle Shelderfer	Parent
Paula Breit	Parent
Rhea Mayerchak	Business/Community
	Student
Simone Todd	Teacher
	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

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

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

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

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

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

1. Headphones for Reading Plus program., \$1310 Targeting all students.
2. Tutorial funding for After-school tutorials, \$2500 Targeting reading, math, science and writing.
3. Personnel for progressive discipline program, Saturday and after school detentions staff \$2500.
4. Funding for three additional professional development staff members. \$500
5. Wilson-Just Words reading kit \$1000

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
Crum, Michael	Assistant Principal
Pfeil, Dennis	Assistant Principal
Riopelle, Gerald	Principal
Brookes, Amy	Instructional Coach
DeMarzo, Jill	Assistant Principal
Goldberg, Jennifer	Teacher, K-12

b. Duties

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

The major initiatives this year are the following:

1. To support the goals of the SIP.
2. To implement the Just Words, Read 180 and Wilson Strategies.
3. To monitor student reading data.
4. To monitor intensive reading instruction.
5. To analyze reading data.
6. To foster a rich literacy environment for ALL students
7. To build professional conversations; promote collegiality, collaboration, and a literacy culture.
8. To implement reading strategies related to Florida Standards. i.e.: Close Reading

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring all students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks

encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction.

One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. (Strategic Initiative #1: Pillars of Effective Instruction)

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

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

Candidates for openings at Omni Middle School have their resumes screened to ensure that their schooling, credentials and certification qualify them for the position for which they have applied. Once the candidate is screened they are interviewed to further ascertain information on their background and experience. Upon hire, employees go through the Educators Support Program (ESP) in order to ensure a smooth transition into the teaching field. We have an open and friendly atmosphere with a joint commitment to the engagement of student in rigorous educational activities.

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

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

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.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new

concepts to prior skills and target the aspect of rigor called for by the standards.

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

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

BPIE: Strategic Instructional Model is used in Learning Strategy classrooms. Integrating accommodations into Lesson Plans. Universal Design for Learning.

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.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

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

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

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

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: 16,000

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

Strategy Rationale

In the designated tutorial, students receive help with the benchmarks for which they have not demonstration proficiency.

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Brookes, Amy, amy.brookes@palmbeachschools.org

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

There is a multi-step program in place at Omni Middle to provide support for incoming students in order to make the transition to middle school a positive action. Guidance counselors visit all feeder schools to provide initial information related to the school and scheduling. Participation in the Showcase Of Schools for recruitment to our choice program. Omni's Band Program visits local feeder schools and performs at various locations to recruit future band members. Before the end of the school year Omni holds an "All About Omni" student/parent meeting. Detailed information about Omni is provided for all. In addition, the PTSA organizes fun activities for students while administration continues with a Q & A session with parents. Then just before school begins Omni will hold an orientation meeting for parents and students. Students will have an opportunity to pick up their schedules, order PE uniforms, visit classrooms and find their way around campus.

For outgoing students several high schools visit promoting their programs and schools allowing students to be more comfortable with their transition. Additionally, Omni promotes each high schools

orientation and open house where outgoing students are able to visit local high schools. Omni will also assist in providing guidance in selecting courses for the next school year.

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.

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

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

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

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

Additional courses or programs offered at Omni are in Culinary Careers and Technology. Marketing classes are also being offered as a career and vocational class.

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

Omni Middle offers multiple High School Credit courses which will meet criteria for accelerated opportunities for students. Courses offered are: Algebra 1 Honors, Geometry Honors, Earth/Space Science, Spanish, Medical Careers, Emerging Technology, and Internet Business Associate IBA.

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.

PSAT is administered to all 8th grade students. Results are analyzed to improve placement of students in appropriate level high school courses as well as increase post secondary readiness.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

G094906

Targets Supported 1b

Indicator	Annual Target
High School Readiness	82.0
FSA ELA Achievement	76.0
FSA Mathematics Achievement	87.0
FCAT 2.0 Science Proficiency	73.0
FSA ELA Achievement - ELL	60.0

Targeted Barriers to Achieving the Goal 3

- We have a challenge at providing instructional staff with opportunities to collaborate, participate in job embedded PD and share research based strategies that meet the various needs of our changing population of students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Learning Communities (PLC's) bi-monthly.
- Reading Plus
- Read 180
- Algebra Nation
- Khan Academy
- Online Textbooks
- Department chairs to assist with personalized learning strategies
- Z-Space lab
- Trailblazers

Plan to Monitor Progress Toward G1. 8

District diagnostic assessment data also including FSQ's and USA's. Teacher formative assessments.

Person Responsible

Gerald Riopelle

Schedule

Quarterly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Student achievement data will be collected from various assessments to monitor the progress towards the achievement growth goals.

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

G094906

G1.B1 We have a challenge at providing instructional staff with opportunities to collaborate, participate in job embedded PD and share research based strategies that meet the various needs of our changing population of students. 2

B255337

G1.B1.S1 Provide teachers with a variety of professional development learning opportunities. 4

S269826

Strategy Rationale

Teachers will be able to unpack the standards, share best practices, analyze student data, and personalize learning for students.

Action Step 1 5

Provide teacher teams with opportunities to meet as Professional Learning Communities to support one another in developing/identifying/researching/planning for delivery of instructional best practices.

Person Responsible

Michael Crum

Schedule

Biweekly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Agendas, sign in sheets, student artifacts, lesson plans

Action Step 2 5

Provide teachers with support and guidance during PLCs focusing in on researching and sharing researched based strategies that can be incorporated in lesson plans so teachers can deliver effective instruction that meets the various needs of students (ELL, SWD, High Performing Students).

Person Responsible

Michael Crum

Schedule

Biweekly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Agendas, sign in sheets, student artifacts, lesson plans

Action Step 3 5

Provide teachers with Professional Development to deepen their understanding in planning for and delivering standards based instruction.

Person Responsible

Vivian Coll-Sabo

Schedule

Weekly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Minutes of professional development team meetings

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

Bi-monthly schedule created for departments and grade level

Person Responsible

Gerald Riopelle

Schedule

Monthly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Agenda, Notes, common assessments

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

Weekly scheduled meetings

Person Responsible

Vivian Coll-Sabo

Schedule

Weekly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Sign in sheets and attendance

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

Classroom walk through and observations

Person Responsible

Gerald Riopelle

Schedule

Every 3 Weeks, from 9/18/2017 to 6/1/2018

Evidence of Completion

iobservation and lesson plans

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

Teachers implement professional development in their classrooms

Person Responsible

Vivian Coll-Sabo

Schedule

Monthly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Lesson plans, walk thoroughs, student artifacts

G1.B1.S2 Provide students with supportive learning opportunities designed to meet meet their various needs which will increase student engagement. 4

 S269827

Strategy Rationale

If we provide appropriate supports that support their learning, then we will see improved student outcomes.

Action Step 1 5

Develop a computer lab and lap top cart schedule.

Person Responsible

Ellen Buddish

Schedule

Monthly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Schedule

Action Step 2 5

Provide students with opportunities to utilize technology to enhance their learning throughout the school day.

Person Responsible

Ellen Buddish

Schedule

On 6/1/2018

Evidence of Completion

Schedule of Open lab times, student sign in sheets for open-lab use, Student generated artifacts, Teacher Lesson Plans

Action Step 3 5

Utilize our CLF and Guidance support to facilitate communication between teacher/student and parents/school.

Person Responsible

Maria Ruggeri

Schedule

On 6/1/2018

Evidence of Completion

Teacher communication log.

Action Step 4 5

Utilize Motivational Coach to work with high needs students.

Person Responsible

Adriana Egocheaga

Schedule

On 6/1/2018

Evidence of Completion

Student attendance sheets and coaches log.

Action Step 5 5

FSA tutorial program will be established to assist students in need.

Person Responsible

Simone Todd

Schedule

On 6/1/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Labs will be offered to all subjects and grade levels.

Person Responsible

Ellen Buddish

Schedule

Monthly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Sign in sheet teachers use to select labs.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Collection of lab sign up sheets

Person Responsible

Ellen Buddish

Schedule

Monthly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Looking for evidence of all subjects and grade levels using labs.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1  M385389	District diagnostic assessment data also including FSQ's and USA's. Teacher formative assessments.	Riopelle, Gerald	9/18/2017	Student achievement data will be collected from various assessments to monitor the progress towards the achievement growth goals.	6/1/2018 quarterly
G1.B1.S1.MA1  M385381	Classroom walk through and observations	Riopelle, Gerald	9/18/2017	iobservation and lesson plans	6/1/2018 every-3-weeks
G1.B1.S1.MA2  M385382	Teachers implement professional development in their classrooms	Coll-Sabo, Vivian	9/18/2017	Lesson plans, walk thoroughs, student artifacts	6/1/2018 monthly
G1.B1.S1.MA1  M385383	Bi-monthly schedule created for departments and grade level	Riopelle, Gerald	9/18/2017	Agenda, Notes, common assessments	6/1/2018 monthly
G1.B1.S1.MA2  M385384	Weekly scheduled meetings	Coll-Sabo, Vivian	9/18/2017	Sign in sheets and attendance	6/1/2018 weekly
G1.B1.S1.A1  A360694	Provide teacher teams with opportunities to meet as Professional Learning Communities to support...	Crum, Michael	9/18/2017	Agendas, sign in sheets, student artifacts, lesson plans	6/1/2018 biweekly
G1.B1.S1.A2  A360695	Provide teachers with support and guidance during PLCs focusing in on researching and sharing...	Crum, Michael	9/18/2017	Agendas, sign in sheets, student artifacts, lesson plans	6/1/2018 biweekly
G1.B1.S1.A3  A360696	Provide teachers with Professional Development to deepen their understanding in planning for and...	Coll-Sabo, Vivian	9/18/2017	Minutes of professional development team meetings	6/1/2018 weekly
G1.B1.S2.MA1  M385385	Collection of lab sign up sheets	Buddish, Ellen	9/18/2017	Looking for evidence of all subjects and grade levels using labs.	6/1/2018 monthly
G1.B1.S2.MA1  M385386	Labs will be offered to all subjects and grade levels.	Buddish, Ellen	9/18/2017	Sign in sheet teachers use to select labs.	6/1/2018 monthly
G1.B1.S2.A1  A360697	Develop a computer lab and lap top cart schedule.	Buddish, Ellen	9/18/2017	Schedule	6/1/2018 monthly
G1.B1.S2.A2  A360698	Provide students with opportunities to utilize technology to enhance their learning throughout the...	Buddish, Ellen	9/18/2017	Schedule of Open lab times, student sign in sheets for open-lab use, Student generated artifacts, Teacher Lesson Plans	6/1/2018 one-time
G1.B1.S2.A3  A360699	Utilize our CLF and Guidance support to facilitate communication between teacher/student and...	Ruggeri, Maria	9/18/2017	Teacher communication log.	6/1/2018 one-time
G1.B1.S2.A4  A360700	Utilize Motivational Coach to work with high needs students.	Egocheaga, Adriana	9/18/2017	Student attendance sheets and coaches log.	6/1/2018 one-time
G1.B1.S2.A5  A360701	FSA tutorial program will be established to assist students in need.	Todd, Simone	9/18/2017		6/1/2018 one-time

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.B1 We have a challenge at providing instructional staff with opportunities to collaborate, participate in job embedded PD and share research based strategies that meet the various needs of our changing population of students.

G1.B1.S1 Provide teachers with a variety of professional development learning opportunities.

PD Opportunity 1

Provide teacher teams with opportunities to meet as Professional Learning Communities to support one another in developing/identifying/researching/planning for delivery of instructional best practices.

Facilitator

Teacher Leaders

Participants

grade level subject area teachers

Schedule

Biweekly, from 9/18/2017 to 6/1/2018

PD Opportunity 2

Provide teachers with support and guidance during PLCs focusing in on researching and sharing researched based strategies that can be incorporated in lesson plans so teachers can deliver effective instruction that meets the various needs of students (ELL, SWD, High Performing Students).

Facilitator

Teacher Leaders and Administrators

Participants

Teachers

Schedule

Biweekly, from 9/18/2017 to 6/1/2018

PD Opportunity 3

Provide teachers with Professional Development to deepen their understanding in planning for and delivering standards based instruction.

Facilitator

Cole Sabo

Participants

Teachers

Schedule

Weekly, from 9/18/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide teacher teams with opportunities to meet as Professional Learning Communities to support one another in developing/identifying/researching/planning for delivery of instructional best practices.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		239-Other	1991 - Omni Middle School	School Improvement Funds		\$1,000.00
			<i>Notes: Purchase of Wilson's Just Words program for intensive reading program.</i>			
2	G1.B1.S1.A2	Provide teachers with support and guidance during PLCs focusing in on researching and sharing researched based strategies that can be incorporated in lesson plans so teachers can deliver effective instruction that meets the various needs of students (ELL, SWD, High Performing Students).				\$0.00
3	G1.B1.S1.A3	Provide teachers with Professional Development to deepen their understanding in planning for and delivering standards based instruction.				\$0.00
4	G1.B1.S2.A1	Develop a computer lab and lap top cart schedule.				\$0.00
5	G1.B1.S2.A2	Provide students with opportunities to utilize technology to enhance their learning throughout the school day.				\$0.00
6	G1.B1.S2.A3	Utilize our CLF and Guidance support to facilitate communication between teacher/student and parents/school.				\$0.00
7	G1.B1.S2.A4	Utilize Motivational Coach to work with high needs students.				\$0.00
8	G1.B1.S2.A5	FSA tutorial program will be established to assist students in need.				\$0.00
					Total:	\$1,000.00