

Osceola Middle School



2017-18 Schoolwide Improvement Plan

Osceola Middle School

526 SE TUSCAWILLA AVE, Ocala, FL 34471

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)

Middle School
6-8

2016-17 Title I School

No

2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)

52%

Primary Service Type (per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate (Reported as Non-white on Survey 2)

38%

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | B | B | B* | C |

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Marion County School Board.

SIP Authority and Template

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

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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 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 Osceola Middle School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Northeast - Cassandra Brusca | - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Osceola Middle School, in partnership with the community, is to provide challenging, diversified curriculum to meet the individual needs of each student. Our goal is to provide a safe environment where students are expected to develop the integrity, social and life skills necessary to become productive citizens who contribute to a global society.

b. Provide the school's vision statement.

At Osceola, we strive to provide a school environment where differentiated instruction is provided to meet the needs of every student to the best of our ability. We will aim to provide an educational program that is academically challenging; our educational program engages each student by linking curricular content to previous knowledge and experience while remaining exciting enough to promote further exploration of new ideas. We will maximize our use of resources through collaborative partnerships with our community, our business and education partners. Osceola students will be prepared to pursue excellence for tomorrow's challenges.

2. School Environment

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

All students are invited to participate in a variety of orientation opportunities as they enter OMS. Upcoming 6th grade students attend a separate orientation with their elementary schools. Outstanding Osceola students (Pathfinders) act as tour guides for elementary students and discuss the school culture and expectations.

Additionally, we have focused upcoming 6th grade parent night in the Spring where all 5th grade parents are invited to learn about Osceola curriculum, traditions, and expectations. New 6th graders and their families are invited to Orientation in August shortly before school starts. Pathfinders are on campus to answer questions for families.

We use Pathfinders to serve as ambassadors not only to new 6th graders but also to new students who enter during the school year. We have an introductory video for students entering OMS after the start of school designed to familiarize students with the school. New students & parents are also given an orientation by the guidance counselors. The new student also receives a personalized 1 on 1 tour from a peer.

Students needing language assistance or who will be encountering new cultural experiences are identified upon enrollment through a home language survey. These students & parents are introduced to our ELL Paraprofessional and other staff and students on campus who may share their cultural background.

Students are able to participate in after school clubs that emphasize exploring other cultures (ex. Japanese Club).

Additionally the ESOL Paraprofessional fosters cultural assimilation and aids teachers and students in helping ESOL students transition well socially and academically.

Ancient Civilization Classes celebrate various cultures with culminating activities where they share what they have learned about various world cultures and enjoy foods from those places.

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

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

The school day begins with the school wide recitation of the Osceola Promise (I am an Osceola Chief,
I have an academic purpose, and the world will be a better place because of me. I AIM today to act responsibly, to initiate respect, and to model positive behavior) which both serves as a reminder of school wide expectations and sets a positive tone for the day.

Before and after school, our waiting areas are supervised to ensure that students are behaving appropriately toward one another. During class transitions teachers and administrators are on duty to ensure student safety. Additionally, our Resource Officer is a visible presence ensuring that our campus is safe at all times.

Counselors educate students through elective and reading classes about bullying prevention. These principles are also shared during the beginning of the school year during AIM days. Our Discipline Office handles disrespectful behaviors in a timely manner with appropriate consequences to ensure that these types of problems are stopped.

Our PBS School-wide initiative emphasizes safe respectful behavior and defines how that looks in identified areas around campus such as the cafeteria, halls, bathrooms, etc. Our Big 3 are: Act responsibly, Initiate Respect, Model Positive Behavior. Students are routinely rewarded for doing the right thing which fosters a culture of kindness and respect for one another.

Additionally, students who exemplify our 12 basic character traits (responsibility, respect, trustworthiness, perseverance, optimism, contemplation, honesty, initiative, adaptability, loyalty, courage, & compassion) are eligible to carry a Golden Binder. These Golden Binder students eat lunch with sixth grade students and help them transition to Osceola. Golden Binder students are trained by our guidance counselors on how to complete this task. Golden Binder students also share the Words of Wisdom, from Project Wisdom, with the student body over the PA every morning.

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.

Osceola Middle School uses a positive behavior program. The program is called AIM and emphasizes three school wide behaviors: Act Responsibly, Initiate Respect, and Model Positive Behavior. Each of the school-wide behaviors are described for location on campus: classrooms, cafeteria, restrooms, walkways, etc.

The teachers spend a portion of the first week of school as well as the first week of second semester collaborating with students to define what the AIM expectations look like from classroom to classroom. Students have ownership in setting the rules for each classroom where they are a member.

The school-wide expectations are taught and modeled by staff and students throughout the school year. Expectations are posted and referred to in each of our classes. Expectations are also posted throughout the school in designated locations. Osceola Middle School's staff is trained at the beginning of the school year and receives monthly updates concerning behavior. The AIM committee discusses the school environment at least once a month. The committee consists of Osceola staff and District staff. The consistent reinforcement of positive behavior decreases distractions allowing for increased instructional focus.

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.

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

Students who are identified by their teachers as epitomizing our 12 Guiding Principles may be awarded a Golden Binder. These Golden Binder students carry these golden binders and are easily identifiable to other students as campus leaders. The first quarter of the school year, our Golden Binder students are trained by our guidance counselors to provide anti-bullying lessons to new 6th grade students. Golden Binder students eat lunch with new 6th graders at which time the anti-bullying lessons are provided, and mentoring relationships are formed.

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.

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

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

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

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 | 14 | 29 | 28 | 0 | 0 | 0 | 0 | 71 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 17 | 18 | 0 | 0 | 0 | 0 | 54 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 12 | 42 | 0 | 0 | 0 | 0 | 56 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 76 | 93 | 61 | 0 | 0 | 0 | 0 | 230 | |
| | 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 | 84 | 85 | 88 | 0 | 0 | 0 | 0 | 257 | |

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

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

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

Students with one or more suspensions are addressed with one or more of the following interventions: Check In/Check Out system to track specific behaviors and offer incentives for improvement; parent conference to draft behavior plan specific to the needs of the student; consultation with district behavior specialist to ascertain why schoolwide expectations are not being met by the child in order to target interventions that will best help the child to be successful.

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

Students earning a failing grade in a prior year's LA course or a level 1 on their most recent state reading assessment are enrolled in an intensive reading course as indicated by a reading screening process. This process occurs both on our middle school campus and at our feeder elementary schools. Student intensive reading placement is based on fluency, comprehension, and decoding skills. Students earning a failing grade in a prior year's MA course or a level 1 on their most recent state math assessment are enrolled in an intensive math course as their schedule allows. Intensive

reading needs are given priority, therefore need for intensive reading trumps intensive math placement. These intensive students are closely progress monitored and assessed through our AIMS Web tracking system. For reading, frequency and nature of both assessment and tracking are outlined in the district reading plan.

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

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

Parents are encouraged to participate in their child's education through membership in our Parent Teacher Organization (PTO). The PTO sponsors several activities designed to unite all stakeholders in activities for the betterment of the school. Our School Advisory Committee (SAC) is another avenue for parent participation in shaping the way business is conducted at OMS. We have an extensive number of well published opportunities for parent volunteers to take an active role in the day to day operations of the school.

New parents are first exposed to the school through a series of orientation meetings that offer information and address questions or concerns. We use both the district automated phone calling system and SchoolWay, which is a texting app, as avenues for parent communications. Additionally we send home newsletters both quarterly and during the summer months to keep parents up to date and informed about school business. Our school website is updated regularly, as well as teacher web pages.

Parents are also invited on campus for Awards Assemblies, Honor Society Inductions, musical performances, and other special events.

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.

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

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

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 |
|-------------------------|---------------------|
| | School Counselor |
| Byard, James | Assistant Principal |
| Kinard, Melissa | Principal |
| Forsyth, Teresa | Assistant Principal |
| Schooley, Morgen | School Counselor |
| Price , Carrie | Dean |
| Prisciandaro, Stephanie | Teacher, K-12 |

b. Duties

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

The principal designs and implements a professional development plan which focuses on maximizing use of strategies to foster standards based instruction. Assistant principals work alongside the principal to teach and support the teachers as they work through implementing the best strategies possible in the classrooms. The administrative team is a consistent presence in the classroom by offering support and nonjudgmental feedback.

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

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

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

leveraged to adjust the action plan and to address new areas of need.

Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X: District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind.

Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.

Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Vocational Education: Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged and handicapped students in grades 7-12.

Health Department: District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.

Law Enforcement-Ocala Police Department and Marion County Sheriff's Department: Bike Safety Week, Walk your Child to School. School Resource Officer (SRO) teaches DARE program to students in intensive math and reading classes, since classes contain the large majority of OMS students both in the bottom quartile for academic performance as well as those exhibiting one or more early warning system indicator.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|--------------------------------------|----------------------------|
| Ashley Dorman | Parent |
| Kathy Herold | Teacher |
| John Van Hoose | Parent |
| Mary Zorich | Teacher |
| Tina Interdonato | Parent |
| Tabitha McLendon-Farmer | Parent |
| Leslie Knight | Parent |
| Nadine Knight | Student |
| James Byard | Education Support Employee |
| Melissa Kinard | Principal |
| Dr. Juddson Reed (Reed Orthodontics) | Business/Community |

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

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

b. Development of this school improvement plan

The SAC committee is actively involved in analyzing the school data from the previous year and brainstorming solutions for improvement in each area analyzed. The full committee is broken into subcommittees in order to focus specifically on each area targeted in the School Improvement Plan.

The Osceola SAC meets quarterly, and subcommittees meet on as needed basis. At each quarterly meeting, members receive an update on progress made within a specific goal area. The reporting subcommittee provides suggestions for improvement. Our focus this year is on maximizing learning gains. We are also going to concentrate on enrichment for the higher performing students. We expect growth of all students in reading, writing and math. We will emphasize Car- PD and the learning checks for math. The SAC will also address current school-wide matters and target areas of interest for growth and improvement.

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

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

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

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

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 |
|-------------------------|---------------------|
| Kinard, Melissa | Principal |
| McGinnis, Jamila | Teacher, K-12 |
| Prisciandaro, Stephanie | Teacher, K-12 |
| Rizer, Shannon | Teacher, K-12 |
| Shawley, Aimee | Teacher, K-12 |
| Forsyth, Teresa | Assistant Principal |

b. Duties

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

The team will meet collaboratively to review reading and writing data. Data will be presented by the reading coach. Interventions will be suggested by team members. The LLT at Osceola Middle has developed a plan

for before school and after school activities as determined by the school's needs based on the school's

data and available resources. Before school and after school activities and resources may include the following: access to media centers, peer tutoring, and teacher tutoring. Take Stock in Children is a mentoring program that provides monthly visits from a mentor from the community. Book clubs and after

school study halls are offered in a variety of ways ranging from two to five times a week. The activities for summer may include suggested summer reading lists for all students, and communication of extended learning opportunities provided by outside agencies. A continuation of text complexity in the 50 minute reading classes. The number of nonfiction and technical pieces read in the 50 minute reading classes will increase and the students will continue to participate in school-wide reading time at the beginning of the school day.

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.

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

collaboration. Monthly, content area collaborative planning will take place across all contents, and among each grade-level.

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

Through the use of district provided job search software, Skyward, vacancies are posted and the process below is followed: Provide ongoing professional development during bi-monthly Faculty Focus meetings as well as on district designated early release days; during the hiring process, review resumes and certification- Administrators,
Provide leadership opportunities- Administrators and Instructional Coaches, Provide mentoring program for new teachers- Administrators & teacher mentors

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

Mentoring Plan:

New staff members or those new to Osceola Middle School will attend planning meetings with mentors and mentees. We will offer ongoing Professional Development throughout the 2017-2018 school year. Additionally we will make that district sponsored Professional Development is accessible to our personnel who need the additional training.

New teachers will collaborate weekly with experienced peers to discuss upcoming lessons and common assessments. Focus areas will include the following: How to accommodate students with special needs; classroom assignments and homework that provide appropriate rigor; classroom presence, e.g., moving throughout the classroom, voice effectiveness, appropriate professional demeanor, etc.; classroom management, integration of technology into their classroom (Moodle).

Staff in need of assistance or transitional assistance include:

- Tara Diamond is an experienced support facilitator that is new to Osceola. She will be mentored by Ellen Hutchinson.
- Janelle Fosselman is an experienced teacher that is new to Osceola. She is being mentored by Staci Buckhalter.
- Amber Howard is a brand new teacher. She is being mentored by Helena Bier.
- Elizabeth Moore is a brand new teacher who was a former para at Osceola. She is being mentored by Sandra Guinn.
- Joe Moses is an experienced teacher that is new to Osceola. He is being mentored by Quentin Anderson.
- Dontay Prophet is an experienced EBD teacher that is new to Osceola. He is being mentored by Donna Reynolds.
- Katie Rice is an experienced Support Facilitator that is new to Osceola. She will be mentored by Shirley Kletter.
- Christopher Roy is an experienced teacher that is new to Osceola. He is being mentored by Kim Frye.
- Matthew Tarantino is an experienced dean that is new to Osceola in that role. He will be mentored by Carrie Price.
- Tessa Yelton is new teacher to Osceola and will be mentored by Mary Zorich.

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.

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

Performance Matters Unify also allows for teacher comparison by student, standard, and demographics. School and district are able to compare data as well as similar schools across the State. Such data is often a starting point for collaborative conversations between teachers.

Additional information can be found in course selection for Reading Intervention at the Secondary level in Skyward. More specifically intensive reading and math intervention data are housed in AIMS web which is a progress monitoring tool used to guide next steps in instruction and remediation. Intensive reading teachers also keep data notebooks with individualized student information relative to the progress within the relative tier of instruction.

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.

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

Performance Matters also allows for teacher comparison by student, standard, and demographics. School and district are able to compare data as well as similar schools across the State. Such data is often a starting point for collaborative conversations between teachers.

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

Discipline data is housed in the Skyward and can be disaggregated using internal software reports & data mining.

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

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

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

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: After School Program

Minutes added to school year: 6,075

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Forsyth, Teresa, teresa.forsyth@marion.k12.fl.us

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

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

Strategy: After School Program

Minutes added to school year: 18,900

Osceola Middle School is the recipient of a 9hr/ week 21st Century Community Learning Centers Grant. This program is offered free of charge and offers limited transportation to hub stops included to those who qualify.

The 21st CCLC program offers students and parents to take part in a variety of academic and personal enrichment opportunities after school. Student activities are designed to complement the daily school curriculum while also providing educational and personal enrichment opportunities to parents and/or adult family members.

Some of the services provided to the students will be (but are not limited to): academic enrichment (reading, math and science), personal enrichment (ex: homework assistance, technology programs, and unit recovery), character education, physical education and recreational activities, and dropout prevention.

Strategy Rationale

The program offers high interest project based learning opportunities to all students. Personal phone calls and written invitations were extended to students in bottom quartile and subgroups identified as making insufficient learning gains (African American, SWD, and ESD). Transportation hub stops are strategically located to target aforementioned groups of students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Students are pre-tested at start of program, offered a mid-term assessment, and also participate in a post assessment. Instruction is adjusted to meet needs of students based on student data. Instruction is aligned to both Florida standards and subject area curriculum maps.

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.

Guidance counselors visit every 6th grade elective and reading class to initiate discussions centered around career planning. Goal setting is a major component of the AIM/ PBS program. The goal setting unit follows closely behind the guidance counselor visits.

Guidance Counselors visit classes again in the 8th grade to have more in depth conversations with students about career planning and the relationship to course selection in high school.

Agriculture, Technology, Culinary, and Health Occupations also bring professionals from their specific

fields into the classroom to speak to students about careers.

New students are first exposed to the school through a series of orientation meetings that offer information and address questions or concerns. We use both Skylert, a phone calling system and SchoolWay, a texting app as avenues for parent communications. We also use our OMS Twitter account to send positive messages and helpful reminders. Additionally, we send home newsletters both quarterly and during the summer months to keep parents informed about school business.

Transitioning 8th grade students are permitted the opportunity in the spring to meet counselors and Assistant Principals from their zoned high school. During this time, students are counseled about high school course offerings and are allowed to register for classes.

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.

N/A

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

N/A

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

NA

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.

NA

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we increase standards based differentiated instruction, and teacher engagement in professional development/collaboration, across all content areas then student learning gains and achievement will increase.

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

G096030

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FSA Mathematics Achievement | 100.0 |
| Algebra I EOC Pass Rate | 100.0 |
| Math Lowest 25% Gains | 55.0 |
| Math Gains | 65.0 |
| ELA/Reading Gains | 60.0 |
| ELA/Reading Lowest 25% Gains | 45.0 |
| FSA ELA Achievement | 70.0 |
| FSA Mathematics Achievement | 71.0 |
| FSA ELA Achievement | 100.0 |
| Geometry EOC Level 1 | 100.0 |

Targeted Barriers to Achieving the Goal 3

- Lack of appropriate time spent on professional development/teacher collaboration.
- Lack of research-based differentiation strategies being used in the classroom.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

Disaggregate data from Domain 3 of MCIES.

Person Responsible

Teresa Forsyth

Schedule

Monthly, from 8/17/2017 to 5/18/2018

Evidence of Completion

MCIES data from domain 3 and teacher lesson plans

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If we increase standards based differentiated instruction, and teacher engagement in professional development/collaboration, across all content areas then student learning gains and achievement will increase.

1

 G096030

G1.B1 Lack of appropriate time spent on professional development/teacher collaboration. **2**

 B258522

G1.B1.S1 Teachers will participate in an administrator-guided school-wide book study on the "Fundamental Five" **4**

 S273727

Strategy Rationale

Teachers will be able to incorporate new skills or tweak existing skills to improve their own instruction. administrative support and buy in will result in useful teacher feedback.

Action Step 1 **5**

School Wide Book Study

Person Responsible

Melissa Kinard

Schedule

Weekly, from 8/10/2017 to 1/31/2018

Evidence of Completion

Implementation of strategies in the classroom

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

Consistent modeling & observation of best practices in the classroom

Person Responsible

Teresa Forsyth

Schedule

Weekly, from 8/10/2017 to 12/15/2017

Evidence of Completion

Walkthroughs and classroom observations

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

Classroom & lesson plan walkthroughs

Person Responsible

Teresa Forsyth

Schedule

Monthly, from 8/17/2017 to 12/15/2017

Evidence of Completion

Walkthrough data and lesson plan data

G1.B1.S2 Monthly grade-level, content specific collaborative planning time for teachers. 4

 S273728

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Stephanie Prisciandaro

Schedule

Monthly, from 8/17/2017 to 5/18/2018

Evidence of Completion

Agenda, lesson plans

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

Group secretary will record minutes including referrals to Problem Solving Team.

Person Responsible

James Byard

Schedule

Monthly, from 8/17/2017 to 5/10/2018

Evidence of Completion

Minutes from meeting will be collected and posted to Sharepoint

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

Minutes will be analyzed and needs of group noted. Follow up and support of admin team will follow.

Person Responsible

Stephanie Prisciandaro

Schedule

Monthly, from 8/17/2017 to 5/18/2018

Evidence of Completion

Staff surveys will be used to monitor effectiveness.

G1.B1.S3 Monthly PLC's for content area, based on needs. 4

 S273729

Strategy Rationale

Teachers will develop their professional skills resulting in more appropriate instruction for students.

Action Step 1 5

Monthly PLC's will be scheduled. Teachers will self-select PLC unless evaluation data indicates need for specific teacher remediation.

Person Responsible

James Byard

Schedule

Monthly, from 8/17/2017 to 5/18/2018

Evidence of Completion

Agenda, Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Minutes from each meeting will be collected and admin team will rotate through meetings to act as a resource.

Person Responsible

Melissa Kinard

Schedule

Quarterly, from 8/17/2017 to 5/18/2018

Evidence of Completion

Minutes from meetings, MCIES data from domain 1 & 3, as well as staff feedback from admin rotations.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Lesson plan and classroom walkthroughs will be used to assess success of PLCs.

Person Responsible

Melissa Kinard

Schedule

Quarterly, from 8/17/2017 to 5/18/2018


Evidence of Completion

Minutes from meeting and teacher lesson plan quality as evidenced by ratings in MCIES

G1.B2 Lack of research-based differentiation strategies being used in the classroom. 2

 B258523

G1.B2.S1 Administrative Team will assist teachers with differentiation strategies. 4

 S273730

Strategy Rationale

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

Action Step 1 5

Differentiation Strategies will be modeled and clarified to OMS staff.

Person Responsible

Teresa Forsyth

Schedule

Weekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Lesson plans, teaching observations, student achievement data

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

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

Person Responsible

Melissa Kinard

Schedule

Weekly, from 8/17/2017 to 5/18/2018

Evidence of Completion

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

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

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

Person Responsible

Melissa Kinard

Schedule

Weekly, from 8/17/2017 to 5/18/2018

Evidence of Completion

Instructional data from walkthroughs including informal admin notes and MCIES data

G1.B2.S2 Teachers will incorporate differentiation into their lesson plans and instruction. 4

 S273731

Strategy Rationale

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

Action Step 1 5

Lesson plans will include differentiation strategies.

Person Responsible

Teresa Forsyth

Schedule

Daily, from 8/10/2017 to 5/18/2018

Evidence of Completion

Lesson plans posted to the portal.

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

Classroom walkthroughs and coaching will be ongoing.

Person Responsible

Teresa Forsyth

Schedule

Weekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Coaching logs, informal walkthrough data & lesson plans

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

Constant walkthroughs and time spent in classrooms

Person Responsible

Teresa Forsyth

Schedule

Monthly, from 8/10/2017 to 8/29/2017

Evidence of Completion

MCIES data, notes and minutes from early release PD as well as lesson plans

G1.B2.S3 Teacher will utilize AIMS Web progress monitoring and other data to determine the level of differentiation needed in their instruction. 4

 S273732

Strategy Rationale

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

Action Step 1 5

Teachers will utilize data to determine the need for differentiation.

Person Responsible

Stephanie Prisciandaro

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans and student data

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

I-ready will be utilized to assess students, monitor & track data

Person Responsible

Teresa Forsyth

Schedule

Quarterly, from 8/17/2017 to 5/18/2018

Evidence of Completion

Collection of reading data notebooks & analysis of reports by teacher from AIMS web

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Student progress will be monitored in AIMS web

Person Responsible

Teresa Forsyth

Schedule

Quarterly, from 8/17/2017 to 5/18/2018

Evidence of Completion

Maze, benchmark, and progress monitoring data

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.B2.S2.MA1 M394363 | Constant walkthroughs and time spent in classrooms | Forsyth, Teresa | 8/10/2017 | MCIES data, notes and minutes from early release PD as well as lesson plans | 8/29/2017 monthly |
| G1.B1.S1.MA1 M394355 | Classroom & lesson plan walkthroughs | Forsyth, Teresa | 8/17/2017 | Walkthrough data and lesson plan data | 12/15/2017 monthly |
| G1.B1.S1.MA1 M394356 | Consistent modeling & observation of best practices in the classroom | Forsyth, Teresa | 8/10/2017 | Walkthroughs and classroom observations | 12/15/2017 weekly |
| G1.B1.S1.A1 A367523 | School Wide Book Study | Kinard, Melissa | 8/10/2017 | Implementation of strategies in the classroom | 1/31/2018 weekly |
| G1.B1.S2.MA1 M394358 | Group secretary will record minutes including referrals to Problem Solving Team. | Byard, James | 8/17/2017 | Minutes from meeting will be collected and posted to Sharepoint | 5/10/2018 monthly |
| G1.MA1 M394367 | Disaggregate data from Domain 3 of MCIES. | Forsyth, Teresa | 8/17/2017 | MCIES data from domain 3 and teacher lesson plans | 5/18/2018 monthly |
| G1.B2.S1.MA1 M394361 | Walkthroughs and instructional rounds will be conducted by the administrative team. | Kinard, Melissa | 8/17/2017 | Instructional data from walkthroughs including informal admin notes and MCIES data | 5/18/2018 weekly |
| G1.B2.S1.MA1 M394362 | Walkthroughs and instructional rounds will be conducted by the administrative team. | Kinard, Melissa | 8/17/2017 | Teacher and student performance data will be collected and evaluated over time to assess both student and teacher growth. | 5/18/2018 weekly |
| G1.B2.S1.A1 A367526 | Differentiation Strategies will be modeled and clarified to OMS staff. | Forsyth, Teresa | 8/10/2017 | Lesson plans, teaching observations, student achievement data | 5/18/2018 weekly |
| G1.B1.S2.MA1 M394357 | Minutes will be analyzed and needs of group noted. Follow up and support of admin team will follow. | Prisciandaro, Stephanie | 8/17/2017 | Staff surveys will be used to monitor effectiveness. | 5/18/2018 monthly |
| G1.B1.S2.A1 A367524 | Scheduled monthly collaborative planning meetings that involve best practices and data... | Prisciandaro, Stephanie | 8/17/2017 | Agenda, lesson plans | 5/18/2018 monthly |
| G1.B2.S2.MA1 M394364 | Classroom walkthroughs and coaching will be ongoing. | Forsyth, Teresa | 8/10/2017 | Coaching logs, informal walkthrough data & lesson plans | 5/18/2018 weekly |
| G1.B2.S2.A1 A367527 | Lesson plans will include differentiation strategies. | Forsyth, Teresa | 8/10/2017 | Lesson plans posted to the portal. | 5/18/2018 daily |
| G1.B1.S3.MA1 M394359 | Lesson plan and classroom walkthroughs will be used to assess success of PLCs. | Kinard, Melissa | 8/17/2017 | Minutes from meeting and teacher lesson plan quality as evidenced by ratings in MCIES | 5/18/2018 quarterly |
| G1.B1.S3.MA1 M394360 | Minutes from each meeting will be collected and admin team will rotate through meetings to act as a... | Kinard, Melissa | 8/17/2017 | Minutes from meetings, MCIES data from domain 1 & 3, as well as staff feedback from admin rotations. | 5/18/2018 quarterly |
| G1.B1.S3.A1 A367525 | Monthly PLC's will be scheduled. Teachers will self-select PLC unless evaluation data indicates... | Byard, James | 8/17/2017 | Agenda, Lesson Plans | 5/18/2018 monthly |
| G1.B2.S3.MA1 M394365 | Student progress will be monitored in AIMS web | Forsyth, Teresa | 8/17/2017 | Maze, benchmark, and progress monitoring data | 5/18/2018 quarterly |
| G1.B2.S3.MA1 M394366 | I-ready will be utilized to assess students, monitor & track data | Forsyth, Teresa | 8/17/2017 | Collection of reading data notebooks & analysis of reports by teacher from AIMS web | 5/18/2018 quarterly |
| G1.B2.S3.A1 A367528 | Teachers will utilize data to determine the need for differentiation. | Prisciandaro, Stephanie | 8/10/2017 | Lesson plans and student data | 5/25/2018 weekly |

V. Professional Development Opportunities

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

G1. If we increase standards based differentiated instruction, and teacher engagement in professional development/collaboration, across all content areas then student learning gains and achievement will increase.

G1.B1 Lack of appropriate time spent on professional development/teacher collaboration.

G1.B1.S1 Teachers will participate in an administrator-guided school-wide book study on the "Fundamental Five"

PD Opportunity 1

School Wide Book Study

Facilitator

Melissa Kinard

Participants

Teachers & admin team

Schedule

Weekly, from 8/10/2017 to 1/31/2018

G1.B1.S2 Monthly grade-level, content specific collaborative planning time for teachers.

PD Opportunity 1

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

Facilitator

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

Participants

OMS Staff

Schedule

Monthly, from 8/17/2017 to 5/18/2018

G1.B1.S3 Monthly PLC's for content area, based on needs.

PD Opportunity 1

Monthly PLC's will be scheduled. Teachers will self-select PLC unless evaluation data indicates need for specific teacher remediation.

Facilitator

Lead Teachers

Participants

OMS Staff

Schedule

Monthly, from 8/17/2017 to 5/18/2018

G1.B2 Lack of research-based differentiation strategies being used in the classroom.

G1.B2.S2 Teachers will incorporate differentiation into their lesson plans and instruction.

PD Opportunity 1

Lesson plans will include differentiation strategies.

Facilitator

Teresa Forsyth

Participants

all teachers

Schedule

Daily, from 8/10/2017 to 5/18/2018

G1.B2.S3 Teacher will utilize AIMS Web progress monitoring and other data to determine the level of differentiation needed in their instruction.

PD Opportunity 1

Teachers will utilize data to determine the need for differentiation.

Facilitator

Stephanie Prisciandaro

Participants

all teachers

Schedule

Weekly, from 8/10/2017 to 5/25/2018

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 | School Wide Book Study | \$0.00 |
| 2 | G1.B1.S2.A1 | Scheduled monthly collaborative planning meetings that involve best practices and data disaggregation. | \$0.00 |
| 3 | G1.B1.S3.A1 | Monthly PLC's will be scheduled. Teachers will self-select PLC unless evaluation data indicates need for specific teacher remediation. | \$0.00 |
| 4 | G1.B2.S1.A1 | Differentiation Strategies will be modeled and clarified to OMS staff. | \$0.00 |
| 5 | G1.B2.S2.A1 | Lesson plans will include differentiation strategies. | \$0.00 |
| 6 | G1.B2.S3.A1 | Teachers will utilize data to determine the need for differentiation. | \$0.00 |
| Total: | | | \$0.00 |