

Okeechobee County School District

Osceola Middle School



2017-18 Schoolwide Improvement Plan

Osceola Middle School

825 SW 28TH ST, Okeechobee, FL 34974

<http://osceolamiddleschool.sites.thedigitalbell.com/>

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 | Yes | 86% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 48% |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | C | B | C* | 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 was approved by the Okeechobee County School Board on 12/12/2017.

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>.

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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 |
|-------------------|-----------------------------------|
| Southwest - | - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The faculty and staff of Osceola Middle School will provide an engaging, rigorous learning environment that is meaningful to middle school students. We will strive to equip students with the skills needed to be contributing members of a global society in the 21st century.

b. Provide the school's vision statement.

Exceeding Expectations!

2. School Environment

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

The teachers and staff are committed to meeting the needs of the students we serve, including educational needs as well as what can be addressed to those families who are displaced, clothing needs, food insecurity and the mental health needs of those students we serve. We spend time during the first two weeks getting to know our students through community-building activities and student surveys. After the first two weeks, teachers spend time weekly to continue to build relationships between and among students.

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

The faculty and staff of Osceola Middle School work to provide an environment where students feel safe and respected before, during and after school. In addition to the environment created inside of the classroom, we allow before and afterschool tutorials, computer lab time and enrichment opportunities including Art and Music. As a part of the morning announcement, the school has purchased Words of Wisdom, a character education program. We have opportunities for students to report suspected bullying and to sign up for office visits to a variety of school personnel from the school website.

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.

The faculty and staff of Osceola Middle School utilize strategies for Positive Behavioral Support (PBS) to encourage positive behaviors for all students. Our expectations are for students to Be Respectful, Be Responsible and to Be Safe. School rules are posted for the cafeteria, the classroom, the hallways and even the restroom. We conduct training for teachers, staff and students at the beginning of the school year, which includes reviews of the student handbook by the classroom teachers and Town Hall Meetings put on by OMS Administrative Team. Guidance personnel and the dean of students also visit classrooms to discuss services provided and further clarifications/ explanations of the Okeechobee County School District Student Code of Conduct. For serious behavioral infractions, a referral will be written. For minor infractions, the classroom teachers will intervene using a "Step" process that resets every week. Step 1 is a Verbal Warning. Step 2 includes a Parent Contact. Step 3 is a PM Detention. Step 4 is a Referral (following progressive discipline,

including Administrative Counseling and/or Parent Conference, PM Detention, Saturday School, In-School Suspension, Out of School Suspension). Quarterly surveys are administered to school staff to ensure that school rules are fair and consistently enforced. Annually, all stakeholders complete a climate survey to share perspectives from all stakeholders to ensure school rules are fair and consistently enforced.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The administration, faculty and staff of Osceola Middle School is committed to working with our students and one another in order to create a sense of community, where we celebrate the individual and we create classroom and school environments that are inclusive and welcoming. Community and family are discussed daily between the announcements, communication with stakeholders and when we make decisions throughout the day.

The social-emotional needs of our students are met through our ESE services, private counseling agencies, guidance personnel, teachers, and administrators. Each student's needs are different, and the appropriate intervention is made by those listed above. Our MTSS/EWS is the primary process used to determine the specific need and the level of support needed.

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.

Osceola Middle School maintains two lists as a part of our Early Warning System. The first is the list of students currently identified for the current school year as being a part of the EWS. The second working list includes those students who exhibit risk factors associated with EWS or who have been identified as EWS in previous school years. The OMS EWS is targeting students who have attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension; one or more suspensions, whether in school or out of school; course failure in English Language Arts or mathematics or a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

The OMS Administrative Team meets weekly to review implementation of our discipline systems (including Behavioral Intervention Plans and classroom interventions used to prevent suspensions), attendance policy and students who are beginning to demonstrate attendance issues which may lead to truancy, academic interventions employed in the classroom (Tier 1) or during other portions of the school day (Tier 2 and 3 Academic Interventions) and monitoring of teacher gradebook to ensure compliance with grading expectations and student progression. Additionally, teachers meet with Administrative Staff every four weeks to review students who previously were identified as being on the EWS list to review discipline, academic and attendance and to see if additional interventions are needed and/or ensure current interventions are appropriate. Finally, Guidance meets monthly with those students identified as being on the Watch List to review intervention implementation/allow for additional input.

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 | 22 | 38 | 38 | 0 | 0 | 0 | 0 | 98 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 40 | 34 | 0 | 0 | 0 | 0 | 75 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 59 | 79 | 111 | 0 | 0 | 0 | 0 | 249 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 77 | 89 | 97 | 0 | 0 | 0 | 0 | 263 | |

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 | 79 | 99 | 112 | 0 | 0 | 0 | 0 | 290 | |

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

Attendance Below 90%:

The student will be counseled with: school success, motivate, incentives, career counseling

Attendance Warning Letters will be sent home.

A School Based SIT will be held to discuss options with the parents.

A Home Visit will take place and the compulsory school law will be quoted.

A District Truancy Meeting will be held.

Truancy Court will be recommended.

One or More Suspensions:

Administrative Counseling

Set Goals

Conflict Resolution

Career Counseling

Provide tools/strategies to prevent reoccurrences

MTSS Process for Behavior

Behavioral Intervention Plan

Mentor

Check In Check Out

Course Failure in ELA or Math:

Kagan Structure

Differentiated Instruction

Cooperative Learning

Tutoring

Heterogeneous Grouping

Small Group Instruction

Frequent Progress Monitoring

Reflex Math

CLOSE Reading

Interactive Notebook

Cornell Notes

Level 1 on statewide, standardized assessment in ELA or Math:

PLATO Remediation

iReady Printables
Extended Minutes in iReady
Tutoring
Kagan Structure
Differentiated Instruction
Cooperative Learning
Tutoring
Heterogeneous Grouping
Small Group Instruction
Frequent Progress Monitoring
Reflex Math
CLOSE Reading
Interactive Notebook
Cornell Notes

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?

Yes

1. PFEP Link

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

2. Description

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.

School administration participates in Rotary and Kiwanis Club as able. Also, school staff frequently publicizes local businesses on our website (<http://osceolamiddleschool.sites.thedigitalbell.com/>), our school Facebook page (<https://www.facebook.com/Osceola.Middle.Okeechobee/>) and in our newsletters that go home to parents. Our school activities try to promote local businesses and we make every effort to participate in local events (parades and activities like the Adam Bryant Minimal Regatta). We also make every effort to invite parents and community members to participate in school activities like our Veteran's Day Assemblies and our different Advisory Committees.

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 |
|-----------------|---------------------|
| Willis, Erin | Assistant Principal |
| Shirley, Alyson | Instructional Coach |
| Jarriel, Glenda | Dean |
| Wise, Harold | School Counselor |
| Maggard, Sara | School Counselor |
| Downing, Sean | Principal |

b. Duties

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

The school leadership team focuses on all school-wide issues and participates in the annual needs assessment. We base our current year's plans off of data collected the previous year and attempt to refine school-wide processes and procedures to improve the overall impact and function of the school. The principal is focused primarily on quality of instruction and is responsible for ensuring the school is meeting lawful and statutory obligations as well as annually monitoring and evaluating employees. The assistant principal assists the principal in monitoring quality of instruction and is charged with overseeing the day-to-day operations of the school including discipline, plant and facility, employee work and supervision schedules and will help provide input to complete annual evaluations of staff. The instructional coach works with classroom teachers as needed to implement PD initiatives and is primarily focused on alignment of formative assessment practices to lesson objectives and standards, while strengthening that practice school wide. Our dean is the point of contact for working with students and teachers when conflicts arise. She is also the person responsible for assisting teachers with intervention design/implementation for MTSS/EWS. Our counselors assist students and families in all areas including scheduling, testing, executing our special populations of students (including ESE and ELL), meeting with teachers to ensure all the needs of kids are met (MTSS/EWS, IEPs, groups, referrals out outside agencies, referrals to food pantries, etc).

After the needs assessment in the summer where all voices are heard and stakeholders suggest areas for refinement, the leadership team takes on responsibilities based on the talents and interest of the members. During the year, our leadership team meets weekly to update efforts to the topics listed above and all members are given equal voice for decisions that impact the school.

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.

As a part of the needs assessment process, the leadership team and other key stakeholders review data, share noticings and wonderings, analyze problems and use theories of action to revise and improve school-wide processes and procedures (Leading for Instructional Improvement: How Successful Leaders Develop Teaching and Learning Expertise, Fink and Markholt, 2011). Using these habits for thinking, we have revamped our master schedule to take advantage of common, grade-alike planning periods for classroom teachers and outside professional development from Catapult, Inc. to improve instructional practices inside of the classroom using Literacy First. We have used our lunch/activity time to provide course remediation and reading intervention to students with low proficiency rates (MTSS/EWS) and have strategically selected programs and staff to work with

the students with the greatest level of needs. Based on reviews of the frequency/duration of intervention/effectiveness of PD, we make decisions to improve the impact in order to decide which interventions in continue and which to replace.

*Literacy First is in the third of a three year cycle to eventually have all teachers school-wide trained in anatomy of a lesson, academic rigor, literacy instruction, etc. Downing/Willis/Shirley

*We have rewritten scopes and sequences and revised our master schedule for extended instructional time for ELA and Math instruction (96 minutes per subject per day). As part of these extended class periods, all teachers are delivering differentiated, small group instruction in ELA and math in order to better meet individual student needs. PD and collaborative planning are happening as frequently as appropriate, and the Academic Coach is going in to provide side-by-side coaching. The Leadership Team and Instructional Leadership Team are conducting fidelity checks of implementation weekly. Downing/Willis/Shirley

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|------------------|----------------------------|
| Mark Mayers | Business/Community |
| Eunice Robledo | Education Support Employee |
| Sean Downing | Principal |
| Sylvia Anuez | Parent |
| Jade Viray | Student |
| Nate Cowan | Teacher |
| Holly Workman | Parent |
| Tina Ramos | Parent |
| Dana Mehrer | Parent |
| Monica Hernandez | Teacher |

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 reviewed assessment data as it became available during 2016-2017. The SAC will review the final report card during the second meeting of the 2017-2018 school year (scheduled for 9-14-17).

b. Development of this school improvement plan

The SAC aids in the development of the SIP. Last year's SAC requested to include an attendance and a goal focused on suspensions and sent it back to school administration for revision prior to approval.

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

The SAC reviewed the budget and confirmed what had been recommended by school administration.

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

There were no School Improvement Funds allocated during the 2016-2017 fiscal year.

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 |
|----------------------|---------------------|
| Downing, Sean | Principal |
| Willis, Erin | Assistant Principal |
| Shirley, Alyson | School Counselor |
| Gagliardi, Christina | Teacher, K-12 |
| Potter, Greg | Teacher, K-12 |
| VanderMolen, Sonya | Teacher, K-12 |
| Stripling, Shannon | Teacher, K-12 |
| Hughes, Jennifer | Teacher, K-12 |

b. Duties

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

The OMS LLT, locally referred to as the Instructional Leadership Team, focuses on all things academics at our school site. This group focuses on a variety of areas of instruction and testing. This team conducts book studies that focus in on quality instruction and reading has been an area of focus in the past. Currently the ILT Team's big initiative is focused on quality, differentiated instruction and feedback. Efforts to define these tasks and to conduct instructional rounds are the main impetus of the team, followed by providing incentive opportunities for AR and local and state testing.

OMS is also participating in it's third year of a three year commitment to train all faculty in Literacy First. LF content area training focuses on anatomy of a lesson, academic vocabulary, reading in the content area, summarizing and reading foundational skills.

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.

Our master schedule has been designed so grade-alike, subject alike teachers have common planning to encourage collaborative planning. Our leadership team has delivered content and grade level-specific PD to be delivered via this method in lieu of PLCs. Teachers are required to collaboratively plan a minimum of 18 times over the course of the year (maximum less MTSS/EWS meetings allowable by contract). Many teachers meet more frequently (some even meet multiple times per week to plan together).

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

The district draws upon several resources to recruit new teachers. Administrators attend recruitment fairs both locally and out of state. Openings are advertised on social media. Networking and online job boards are also utilized. Recruitment incentives are available to current employees. Individual school site recruitment is handled by the administrator.

Each new teacher to the district is placed with a mentor team who helps the new teacher to develop the skills necessary to become effective in the classroom.

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

The school's mentoring program is a district-wide mentoring initiative. District mentors are trained and assigned teachers throughout the district based off of level- elementary or secondary. Teams of mentors are responsible for teams of mentees. Mentor teams are responsible for providing after-school PD on a monthly basis. In addition, each school is assigned a POST facilitator. (Project ONE Support Team) These facilitators are responsible for providing school-based leadership professional development after school on a monthly basis as well. These two forms of support provide support at the classroom, school, and district level for all of our new educators. The rationale for this way of work is wanting to provide "professional development insulation" for our new teachers with a collective team approach to working together. The hope is this team-based work will sustain the support and assistance needed to retain teachers.

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.

The Okeechobee County School District reviews, selects, adopts, and implements high quality instructional materials aligned to the Florida Standards. The process of curriculum selection and/or development and implementation at OCSD is done in coordination with the Heartland Educational Consortium. OCSD's Instructional Services department and school leadership teams conduct an ongoing review of the curriculum and instructional materials implemented in each course in order to ensure alignment with the Florida Standards.

The administration at OMS reviews teacher's instruction frequently looking to provide quality assurance that instruction is aligned to the state-approved course description. Feedback is regularly given to ensure standards, instructions and tasks are aligned.

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.

Students scoring in the bottom quartile for ELA are given a diagnostic reading assessment and are scheduled into classes with inclusion support based on additional phonics needs. Instruction is differentiated to remediate phonics/fluency/comprehension needs at the student's instructional level. Students identified as having needs according to MTSS/EWS receive extra support in the ELA and Math blocks to have additional time at the teacher directed, differentiated, small group station to

support work on on-level and off-level (remedial) skills.

Through the schoolwide collaborative planning process, teachers sit with members of the administrative team to unpack standards, discuss common assessments/formative assessments and differentiation of instruction. There is also an element of looking at data and discussing reteaching opportunities for students in all subject areas.

Courses are differentiated and pacing is unique based on the characteristics of the classroom to provide the teacher the ability to move through the content as the students master the content rather than based on a district-established pacing guide (when possible).

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: 1,200

Students are selected for additional instruction in mathematics. Instruction focuses on conceptual understanding and will only focus on one problem per session. Students attempt to solve a problem as a group and are prompted and encouraged to use mathematical discourse and to evaluate one another's thinking.

Strategy Rationale

This is an attempt to encourage math teachers to move away from instruction focused on procedural knowledge and to move students towards conceptual understanding. We target students with identified needs (MTSS/EWS) and are on the edge of proficiency (first priority) but then open it up to others who may benefit.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Willis, Erin, erin.willis@okee.k12.fl.us

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

Comparison data between a similar cohort of students and those who participate in the program on the end of the year assessment.

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.

OMS Guidance will host the fifth graders to attend a campus visit in the spring of the school year. Students are able to hear from members of the administrative team and to walk the campus (parents and fifth grade teachers are also invited to attend).

OMS eighth graders have had opportunities in the past to visit the Okeechobee Freshman Campus for a campus tour and for Ninth Grade Parent Nights in the spring of the coming year. Additionally, school administrative teams for the two schools have met in the past to assist with scheduling, collaboration including student data and MTSS/EWS discussions.

OMS Eighth Graders participate in a Reality and Career Fair (held on the OMS Campus) hosted by our local state college (Indian River State College). Reality Fair allows students to participate in a version of the game of "Life." Students are assigned a salary based on grade-point average. Students select a career based on their salary range. Students take a "chance" and wind up with children, and must provide for transportation (buying a car), a place to live (buy a house), expenses like insurance, taxes, etc. IRSC also runs a concurrent Career Fair based on the different career clusters offered on IRSC Main Campus.

This year, OMS would like to participate in CTE events which bring OMS eighth graders to Okeechobee High School to provide exposure and boost recruitment in district CTE program.

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.

OMS Eighth Graders participate in a Reality and Career Fair (held on the OMS Campus) hosted by our local state college (Indian River State College). Reality Fair allows students to participate in a version of the game of "Life." Students are assigned a salary based on grade-point average. Students select a career based on their salary range. Students take a "chance" and wind up with children, and must provide for transportation (buying a car), a place to live (buy a house), expenses like insurance, taxes, etc. IRSC also runs a concurrent Career Fair based on the different career clusters offered on IRSC Main Campus.

This year, OMS would like to participate in CTE events which bring OMS eighth graders to Okeechobee High School to provide exposure and boost recruitment in district CTE program.

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

ADOBE010 Adobe Certified Associate (Dreamweaver) Adobe Systems Digital Design
ADOBE011 Adobe Certified Associate (Flash) Adobe Systems Digital Design
ADOBE021 Adobe Certified Associate (InDesign) Adobe Systems Digital Design
ADOBE021 Adobe Certified Associate (Photoshop) Adobe Systems Digital Design
ADOBE018 Adobe Certified Associate (Premiere) Adobe Systems Digital Design
MICRO069 Microsoft Office Specialist (MOS) Bundle Cert. Microsoft Corporation Digital Design
NIASE014 A4-Steering and Suspension ASE Automotive Maintenance & Light Repair
NIASE007 A5-Brakes ASE Automotive Maintenance & Light Repair
NIASE008 A6-Electrical/Electronic Systems ASE Automotive Maintenance & Light Repair
NIASE011 A7-Heating and Air Conditioning ASE Automotive Maintenance & Light Repair
NIASE076 G1-Maintenance and Light Repair ASE Automotive Maintenance & Light Repair
NCCER005 Level 1 Carpentry NCCER Building Construction Technologies
FLFBR004 Ag Mechanics Certification AEST Technical Ag Operations
FLFBR005 Animal Science Certification AEST Animal Science Services
FLFBR001 Agritechnology Certification AEST Animal Science Services
FDMQA002 Certified Nursing Assistant FL Dept of Health Nursing Assistant

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

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of the programs include:

- *The SAT School Day test administration which allows the opportunity for students to take the PSAT 8/9 on their own school campus during a school day to remove barriers to Saturday testing.
- *Career Fairs are held at the middle school and high school levels to promote career awareness
- *The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies.
- *Guidance services work with schools to inform and support students and parents in graduation and college readiness goals.

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.

Students are placed in high school level classes beginning in seventh grade and are encouraged to take the most rigorous slate of classes they can handle successfully. Students participate in the PSAT 8/9 and those results are shared among the secondary school principals for course scheduling (AP Potential).

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.** Students will be provided a conducive environment where they receive support in order to be successful at the middle school level.
- G2.** Instruction will be rigorous, standards based, and tailored to meet the individual needs of students.

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. Students will be provided a conducive environment where they receive support in order to be successful at the middle school level. 1a

G098958

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| Attendance Below 90% | 15.0 |
| Students exhibiting two or more EWS indicators (Total) | 35.0 |

Targeted Barriers to Achieving the Goal 3

- Okeechobee has the lowest level of citizens with a high school diploma of surrounding counties (Glades, Highlands, Osceola and St. Lucie Counties) and falls below the state and national levels.
- Policies and procedures were previously not consistently employed (or they were ineffective) in decreasing truancy.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Toni Wiersma, Director of Student Services (with input from educators, school board members and parents) has rewritten the Okeechobee Attendance Manual.
- OMS has been allocated a School Social Worker (through Tykes and Teens) to work with students and families to remove barriers.
- Osceola Middle School has a closet where students can get clothing as needed to meet basic needs.
- Osceola Middle School staff work with Okeechobee County School District Food Service Department to provide food items to families with a demonstrated need.
- OMS Office Staff shifted personnel to better ensure fidelity of implementation of Okeechobee County School District Attendance Policy.

Plan to Monitor Progress Toward G1. 8

Comparison of performance versus previous year twice per semester for excessive absences (<90% attendance).

Person Responsible

Sean Downing

Schedule

Monthly, from 8/1/2017 to 5/25/2018

Evidence of Completion

Team Leader Agendas

Plan to Monitor Progress Toward G1. 8

Monitoring at the student level associated with MTSS/EWS meetings.

Person Responsible

Harold Wise

Schedule

Monthly, from 8/29/2017 to 5/25/2018

Evidence of Completion

Documents associated with MTSS/EWS

G2. Instruction will be rigorous, standards based, and tailored to meet the individual needs of students. 1a

G098959

Targets Supported 1b

| Indicator | Annual Target |
|-----------------------------|---------------|
| FSA ELA Achievement | 50.0 |
| FSA Mathematics Achievement | 62.0 |

Targeted Barriers to Achieving the Goal 3

- New teachers, structure, content area (for teachers who previously taught a different subject).
- Kids spending time out of class due to behavior, mental health, counseling services, etc.

Resources Available to Help Reduce or Eliminate the Barriers 2

- OMS Teachers are participating in the third of a three year Literacy First Content Area Teacher Training Program.
- The district has aligned scopes and sequences and secured additional supplemental materials to ensure they meet the rigors required to meet the full intent of Florida Standards.
- PD has been scheduled for classroom management, content, structures and side-by-side coaching.
- Structures have been created and communicated to teachers.
- A fidelity tool has been developed to monitor fidelity of implementation.
- Supplemental Academic Instruction (SAI) Tutorial is available for targeted students.

Plan to Monitor Progress Toward G2. 8

iReady Interim Assessment Data will be collected at a systems level to compare OMS to the district and to where the school performed in year's past for the percentage of students scoring on level.

Person Responsible

Sean Downing

Schedule

Triannually, from 9/1/2017 to 9/1/2017

Evidence of Completion

Evidence will be shared with OMS A-Team (LLT) and with the SAC as available.

Plan to Monitor Progress Toward G2. 8

iReady Progress Monitoring will be utilized at the classroom and at the student level in coordination with the OMS MTSS/EWS Monitoring Process.

Person Responsible

Sean Downing

Schedule

Monthly, from 9/1/2017 to 9/1/2017

Evidence of Completion

As a part of the OMS MTSS/EWS Monitoring Process, data will be reviewed at least monthly. Evidence will be collected and reported out during MTSS/EWS Meetings with teachers and parents (when appropriate).

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. Students will be provided a conducive environment where they receive support in order to be successful at the middle school level. **1**

 **G098958**

G1.B4 Policies and procedures were previously not consistently employed (or they were ineffective) in decreasing truancy. **2**

 **B266444**

G1.B4.S1 The OMS Administrative Team will monitor the implementation of the OCSD Attendance Policy through weekly meetings, district administrative meetings, MTSS/EWS meetings, etc. **4**

 **S282339**

Strategy Rationale

Monitoring at a variety of levels will ensure better adherence to policy and will ensure policy effectiveness.

Action Step 1 **5**

Through regular meetings, OMS staff will demonstrate compliance with district policy on attendance.

Person Responsible

Harold Wise

Schedule

Weekly, from 8/1/2017 to 5/25/2018

Evidence of Completion

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

OMS Administrative Team meets regularly to ensure fidelity of all planned school improvement activities.

Person Responsible

Sean Downing

Schedule

Weekly, from 8/1/2017 to 5/25/2018

Evidence of Completion

Agendas, notes and sign-in sheets are collected at each Administrative Team Meeting.

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

OMS Administrative Team meets regularly to ensure effectiveness of all planned school improvement activities.

Person Responsible

Sean Downing

Schedule

Weekly, from 8/1/2017 to 5/25/2018

Evidence of Completion

Agendas, notes and sign-in sheets are collected at each Administrative Team Meeting.

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

OMS Administrative Team meets regularly to ensure effectiveness of all planned school improvement activities.

Person Responsible

Sean Downing


Schedule

Weekly, from 8/1/2017 to 5/25/2018

Evidence of Completion

Agendas, notes and sign-in sheets are collected at each Administrative Team Meeting.


G2. Instruction will be rigorous, standards based, and tailored to meet the individual needs of students. 1

 G098959

G2.B1 New teachers, structure, content area (for teachers who previously taught a different subject). 2

 B266445

G2.B1.S1 Implement new structure inside the ELA and Math classes. 4

 S282340

Strategy Rationale

Standardize the block of instruction and allow differentiation to meet individual student needs.

Action Step 1 5

Conduct initial training and collaborative planning in order to support the teachers in the initial implementation of the new ELA and Math block.

Person Responsible

Sean Downing

Schedule

On 8/4/2017

Evidence of Completion

Planning sheet and district sign-in sheet

Action Step 2 5

Facilitate ongoing efforts towards ensuring collaborative planning.

Person Responsible

Alyson Shirley

Schedule

Weekly, from 8/4/2017 to 5/25/2018

Evidence of Completion

Deliverable

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

Monthly/Quarterly District Administrative Data Chats

Person Responsible

Sean Downing

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Department Deliverable, participant sign-in sheets.

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

OMS Instructional Leadership Team and OMS Administrative Team with perform regular walkthrough using fidelity tool.

Person Responsible

Sean Downing

Schedule

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

Evidence of Completion

Data will be collected to ensure fidelity of implementation.

G2.B1.S2 Deliver differentiated PD in the successful implementation of structures and data collection in order to meet student's individualized instructional needs. 4

S282341

Strategy Rationale

Teachers are at a variety of levels of understanding and proficiencies with implementation of structure and with collection of formative assessment data and using that data to differentiate and drive instruction.

Action Step 1 5

Side-by-Side Coaching and Teacher Observation (including videotaping)

Person Responsible

Alyson Shirley

Schedule

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

Evidence of Completion

Coach Logs

Action Step 2 5

OMS Instructional Staff (ELA and Math Teachers) will be provided PD through the Middle School Coaching Pilot and from Math Solutions.

Person Responsible

Alyson Shirley

Schedule

Quarterly, from 8/4/2017 to 5/31/2018

Evidence of Completion

Sign-In Sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Weekly fidelity checks/classroom walkthroughs will be conducted.

Person Responsible

Sean Downing

Schedule

Weekly, from 8/14/2017 to 5/1/2018

Evidence of Completion

Data will be collated/entered into a google form. Data will be reviewed with the admin team, Instructional Leadership Team, and district Administrative Team for a variety of purposes.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

OMS Instructional Leadership Team and Administration Walk-Through using fidelity tool.

Person Responsible

Sean Downing

Schedule

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

Evidence of Completion

The fidelity check walk-through form will be used to monitor effectiveness of implementation.

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 | | | | | |
| G2.B1.S1.A1 A381003 | Conduct initial training and collaborative planning in order to support the teachers in the initial... | Downing, Sean | 8/4/2017 | Planning sheet and district sign-in sheet | 8/4/2017 one-time |
| G2.MA1 M413621 | iReady Interim Assessment Data will be collected at a systems level to compare OMS to the district... | Downing, Sean | 9/1/2017 | Evidence will be shared with OMS A-Team (LLT) and with the SAC as available. | 9/1/2017 triannually |
| G2.MA2 M413622 | iReady Progress Monitoring will be utilized at the classroom and at the student level in... | Downing, Sean | 9/1/2017 | As a part of the OMS MTSS/EWS Monitoring Process, data will be reviewed at least monthly. Evidence will be collected and reported out during MTSS/EWS Meetings with teachers and parents (when appropriate). | 9/1/2017 monthly |
| G2.B1.S2.MA1 M413620 | Weekly fidelity checks/classroom walkthroughs will be conducted. | Downing, Sean | 8/14/2017 | Data will be collated/entered into a google form. Data will be reviewed with the admin team, Instructional Leadership Team, and district Administrative Team for a variety of purposes. | 5/1/2018 weekly |
| G1.MA1 M413615 | Comparison of performance versus previous year twice per semester for excessive absences (<90%... | Downing, Sean | 8/1/2017 | Team Leader Agendas | 5/25/2018 monthly |
| G1.MA2 M413616 | Monitoring at the student level associated with MTSS/EWS meetings. | Wise, Harold | 8/29/2017 | Documents associated with MTSS/EWS | 5/25/2018 monthly |
| G1.B4.S1.MA1 M413612 | OMS Administrative Team meets regularly to ensure effectiveness of all planned school improvement... | Downing, Sean | 8/1/2017 | Agendas, notes and sign-in sheets are collected at each Administrative Team Meeting. | 5/25/2018 weekly |
| G1.B4.S1.MA1 M413613 | OMS Administrative Team meets regularly to ensure effectiveness of all planned school improvement... | Downing, Sean | 8/1/2017 | Agendas, notes and sign-in sheets are collected at each Administrative Team Meeting. | 5/25/2018 weekly |
| G1.B4.S1.MA1 M413614 | OMS Administrative Team meets regularly to ensure fidelity of all planned school improvement... | Downing, Sean | 8/1/2017 | Agendas, notes and sign-in sheets are collected at each Administrative Team Meeting. | 5/25/2018 weekly |
| G1.B4.S1.A1 A381002 | Through regular meetings, OMS staff will demonstrate compliance with district policy on attendance. | Wise, Harold | 8/1/2017 | | 5/25/2018 weekly |
| G2.B1.S1.MA1 M413617 | OMS Instructional Leadership Team and OMS Administrative Team with perform regular walkthrough... | Downing, Sean | 8/10/2017 | Data will be collected to ensure fidelity of implementation. | 5/25/2018 weekly |
| G2.B1.S1.A2 A381004 | Facilitate ongoing efforts towards ensuring collaborative planning. | Shirley, Alyson | 8/4/2017 | Deliverable | 5/25/2018 weekly |
| G2.B1.S2.MA1 M413619 | OMS Instructional Leadership Team and Administration Walk-Through using fidelity tool. | Downing, Sean | 8/10/2017 | The fidelity check walk-through form will be used to monitor effectiveness of implementation. | 5/25/2018 weekly |
| G2.B1.S2.A1 A381005 | Side-by-Side Coaching and Teacher Observation (including videotaping) | Shirley, Alyson | 8/10/2017 | Coach Logs | 5/25/2018 weekly |
| G2.B1.S1.MA1 M413618 | Monthly/Quarterly District Administrative Data Chats | Downing, Sean | 8/10/2017 | Department Deliverable, participant sign-in sheets. | 5/31/2018 quarterly |
| G2.B1.S2.A2 A381006 | OMS Instructional Staff (ELA and Math Teachers) will be provided PD through the Middle School... | Shirley, Alyson | 8/4/2017 | Sign-In Sheets | 5/31/2018 quarterly |

V. Professional Development Opportunities

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

G2. Instruction will be rigorous, standards based, and tailored to meet the individual needs of students.

G2.B1 New teachers, structure, content area (for teachers who previously taught a different subject).

G2.B1.S1 Implement new structure inside the ELA and Math classes.

PD Opportunity 1

Conduct initial training and collaborative planning in order to support the teachers in the initial implementation of the new ELA and Math block.

Facilitator

Downing/Willis/Shirley/Bryner

Participants

OMS ELA Teachers, OMS Math Teachers

Schedule

On 8/4/2017

PD Opportunity 2

Facilitate ongoing efforts towards ensuring collaborative planning.

Facilitator

Downing/Willis/Shirley/Bryner

Participants

OMS Instructional Staff

Schedule

Weekly, from 8/4/2017 to 5/25/2018

G2.B1.S2 Deliver differentiated PD in the successful implementation of structures and data collection in order to meet student's individualized instructional needs.

PD Opportunity 1

Side-by-Side Coaching and Teacher Observation (including videotaping)

Facilitator

Downing/Willis/Shirley/Bryner

Participants

OMS ELA and Math Teachers

Schedule

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

PD Opportunity 2

OMS Instructional Staff (ELA and Math Teachers) will be provided PD through the Middle School Coaching Pilot and from Math Solutions.

Facilitator

Instructional Partners, Inc; Math Solutions

Participants

OMS ELA and/or Math Teachers

Schedule

Quarterly, from 8/4/2017 to 5/31/2018

VI. Technical Assistance Items

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

G1. Students will be provided a conducive environment where they receive support in order to be successful at the middle school level.

G1.B4 Policies and procedures were previously not consistently employed (or they were ineffective) in decreasing truancy.

G1.B4.S1 The OMS Administrative Team will monitor the implementation of the OCSD Attendance Policy through weekly meetings, district administrative meetings, MTSS/EWS meetings, etc.

TA Opportunity 1

Through regular meetings, OMS staff will demonstrate compliance with district policy on attendance.

Facilitator

OMS Administrative Team (Wise, Maggard, Downing, Willis)

Participants

OMS Faculty and Staff

Schedule

Weekly, from 8/1/2017 to 5/25/2018

VII. Budget

| | | | | | | |
|--------|-------------|---|---|----------------|-----|----------|
| 1 | G1.B4.S1.A1 | Through regular meetings, OMS staff will demonstrate compliance with district policy on attendance. | | | | \$599.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5000 | 390-Other Purchased Services | 0201 - Osceola Middle School | General Fund | | \$599.00 |
| | | | Notes: Project Wisdom! Words of Wisdom to share on the morning announcements (with a focus on Character Education, etc.). | | | |
| 2 | G2.B1.S1.A1 | Conduct initial training and collaborative planning in order to support the teachers in the initial implementation of the new ELA and Math block. | | | | \$0.00 |
| 3 | G2.B1.S1.A2 | Facilitate ongoing efforts towards ensuring collaborative planning. | | | | \$0.00 |
| 4 | G2.B1.S2.A1 | Side-by-Side Coaching and Teacher Observation (including videotaping) | | | | \$0.00 |
| 5 | G2.B1.S2.A2 | OMS Instructional Staff (ELA and Math Teachers) will be provided PD through the Middle School Coaching Pilot and from Math Solutions. | | | | \$0.00 |
| Total: | | | | | | \$599.00 |