

School District of Indian River County

Oslo Middle School



2018-19 Schoolwide Improvement Plan

Oslo Middle School

480 20TH AVE SW, Vero Beach, FL 32962

www.indianriverschools.org

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	74%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	D	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 is pending approval by the Indian River 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.

2018-19 DA Category and Statuses for Oslo Middle School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Provide a high-performing learning environment that fosters academic excellence, personal integrity, community action and encourages our students to become informed, engaged, and ethical global citizens.

b. Provide the school's vision statement.

To provide personalized learning opportunities that create independent thinkers.

2. School Environment

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

Teachers will continuously work on building relationships with all students and stakeholders. We have implemented a 25 minute class called ROAR. This is an intervention as well as enrichment time. Teachers are encouraged to build relationships with students and their parents as well. Reaching out and having each ROAR teacher make contact with each student's family will help build relationships at Oslo Middle School. This personal gesture is intended to strengthen the bond between students, teachers and parents. Our culture of BELIEVING IN BLUE will be strengthened each day by modeling during ROAR and empowering our students to build relationships, stay learning-centered, understand individual needs, and exceling through rigor, technology, and kindness.

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

Assemblies are held with each grade level on the third day of school and led by the principal and administrators outlining several clear policies of respect and safety. After the grade level assemblies, each administrator will visit individual classrooms the first week of school to share how our BELIEVE in BLUE philosophy is integrated into each individual's academic plan for the year. Our work with Harvard University's Graduate School of Education's Caring Common Project has ended. We are continuing our work with the THINK KINDNESS group and integrating this work with the Middle School KINDNESS Challenge.

Students are encouraged to approach the administrators or counselors or teachers if there is a problem between them and another peer. OSLO's theory of THINK before you SPEAK is reviewed with each grade level and repeated each morning on announcements to set the tone for each day and remind students and staff that every voice matters and we are all here to LEARN. We also review our three rules- BE on TIME, BE where you are supposed to BE, BE doing what you are supposed to be DOING. There are at least two administrators at every lunch and students are encouraged to talk and reach out to adults on campus. Administrators are visible at every class change. Administrators rotate pod walkthroughs at the warning bell each class exchange. The School Resource Officer also does this on a daily basis. The SRO is also on campus before and after school to build relationships.

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.

BELIEVE IN BLUE. Students are introduced to what it means to believe in blue and how they can earn their BLUE letters by using appropriate behavior and achieving other academic and social expectations. By partnering with Harvard University's Graduate School of Education, we will engage in the KIND Challenge which perfectly aligns with our philosophy and rewards students and staff for BELIEVING IN BLUE.

At Oslo Middle School- we THINK. Before we speak, we decide if it is Truthful, Helpful, Inspiring, Necessary, and Kind. This is the expectation of all teachers, staff, and Wildcat students. OMS's Learning Framework has three main parts- WILDCAT WARMUP, ENGAGING CONTENT, and ROAR out the DOOR. These three integral pieces create and maintain engagement throughout the class period and minimize distractions. By choosing to THINK within our learning framework- distractions can be minimized and learning maximized.

Our student handbook clearly outlines school-based policies for behavior, tardies, and other OMS expectations. These expectations are reviewed frequently during ROAR, lunch, hallways, and classrooms.

PD offerings include social-emotional strategies, de-escalation strategies, higher-order thinking strategies, and visible learning thinking routines. Disciplinary procedures are also reviewed at each faculty meeting to ensure consistently.

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.

When we BELIEVE IN BLUE, we Understand individual needs and excel through kindness. We ensure that all students have been formally introduced to the availability of counselors and student support personnel. We also have a Social Worker available to conduct small groups and individual meetings with those students in need. Eligibility is determined through our MTSS process.

All staff will engage in PD offerings throughout the year that focus on social emotional strategies to be used in the classroom, with parents, and with each other. This is an integral part of our relationship with the Caring Common Project. Each teacher has access to the Teacher Toolbox provided by the project.

The Behavior Intervention Specialist has been trained in the mentoring program guidelines for "Check and Connect" and this system is planned for implementation as well as regular classroom visits for support.

Our Instructional Coach and Math Coach are regularly visiting classrooms to build relationships to better address the needs of our students and provide instructional support.

When we all THINK before we speak, we ensure that each Wildcat is inspiring each other to be the best.

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.

All of the available data for the four Early Warning Signs have been collected and communicated to the leadership team and the student support specialist. MTSS will meet regularly on Thursdays to

discuss the number of students in each grade and category and those with two or more of the Early Warning Signs. The data is presented in the table below.

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	42	65	66	0	0	0	0	173
One or more suspensions	0	0	0	0	0	0	34	42	54	0	0	0	0	130
Course failure in ELA or Math	0	0	0	0	0	0	10	65	86	0	0	0	0	161
Level 1 on statewide assessment	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	13	38	56	0	0	0	0	107

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

The District Positive Climate and Discipline Code of Student Conduct Committee directed that the Code of Student Conduct be changed from one of consequences to one of responsibility on the part of the students. Special emphasis was given to expecting teachers and staff to use a system of classroom strategies and interventions prior to removal from class for disciplinary reasons for minor classroom behaviors. The increase in on task behavior and increase in academic seat time is expected to yield significant academic improvement results. In addition, administration has implemented a Friday School intervention intended to increase in-class seat time and reduce out of school and in-school suspensions. In addition, the Early Warning system has identified those students with two or more of the indicators. These students will be identified as possible candidates for after-school interventions, such as the Feeding The Lambs tutoring program. Those students who have failed either a Math or English Language Arts course last year will be scheduled for Course Recovery to allow their matriculation to the next grade. We offer Course Recovery twice a week after school and one period during the school day.

In addition, earning your BLUE letters requires each student and staff member to regularly review individual data. By monitoring progress regularly, students will be part of the solution and asked to make suggestions for their own success.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/669259>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

Administrators are involved in various civic organizations to establish and strengthen community ties. There are also teachers and staff who do the same. In addition, the Chairperson of the School Advisory Council has been encouraged to recruit community members to the School Advisory Council as well as recruit the demographic equivalent for SAC membership that the school possesses. Administration has already reached out to several banks and local businesses to encourage participation. Feed the Lambs nonprofit held their summer program at Oslo and will also hold their after school tutoring program at Oslo again this year. Oslo students are encouraged to attend. The Health Dept, Substance Awareness Council, as well as Seacoast Bank, WellsFargo, The Brackett Family Foundation, and others have already been part in donating time or funds for events this year or are members of SAC and/or PTO. OMS achieved FIVE STAR SCHOOL status with the FL DOE for the 2015-2016 school year. All requirements were met for the 2016-2017 except for school grade. We are striving to regain our FIVE STAR SCHOOL status for the 2017-2018 school year. OMS did receive the Golden School Award from the DOE.

Youth Guidance served Oslo students at the new Intergenerational Building in Vero Beach by offering homework help and STEM activities 3-4 days a week. This school year they will be on campus to increase participation.

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
Hofer, Beth	Principal
Brister, Cindy	Teacher, K-12
Reese, Marsha	Teacher, K-12
Roux, Joanna	Teacher, K-12
Rutherford, Amie	Instructional Coach
Kinsley, Craig	Assistant Principal
Schwager, Heide	Teacher, K-12
Kehoe, Susan	Teacher, K-12
Cummings, Christopher	Assistant Principal

b. Duties

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

The Principal, Mrs. Beth Hofer, provides a common vision and promotes the use of data-based decision-making across campus and in every aspect of the MTSS process. Along with the Assistant Principals, Craig Kinsley and Chris Cummings, she also develops, leads, and evaluates school core content standards/programs, ensures that the school-based team is implementing MTSS, monitors and participates in the problem-solving process, promotes implementation of interventions, ensures adequate professional development is provided to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Our Exceptional Student Education Resource Specialist, serves as our parent liaison, promoting and facilitating parent input/involvement in the MTSS process. She maintains constant communication with parents, other vested parties and completes necessary paperwork. In addition to providing quality services and expertise on issues ranging from program design to assessment and intervention with individual students.

ESE Teacher and ESE Department Chair, Judith Smith, works with our ESE teachers- Karen DiSisto, Gloria Mays-Cucci, Shannon Wells, Tre Deller, and Hillary Fortun to provide support in the classroom through a co-teach support facilitation model. They assist with student data collection, integrating core instructional activities/materials into Tier 2 and 3 instruction, and collaborating with general education teachers through our Support Facilitation.

Our School Psychologist participates in collection, interpretation, and analysis of data. She facilitates development of intervention plans, provides support for intervention fidelity and documentation and offers professional development and technical assistance for problem-solving activities including data collection as well as analysis, intervention planning, and program evaluation. She facilitates data-based decision making activities, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Guidance Counselors, B. Bond and J. Burson, assist with whole school screening programs that provide early intervening services for children considered “at risk.” They identify systematic patterns of student need while working with the team to identify appropriate, evidence-based intervention strategies. Additionally, they work with school social workers to continually link child-serving and community agencies to the school and families to ensure students are equipped with adequate resources.

Behavior Intervention Specialist, Janis Spero continues to assist in the design and implementation of progress monitoring, data collection, and data analysis. Additionally, she assists with Tier 2 Math and Reading intervention, provides support for school-wide intervention effectiveness through data management and focused professional development. She offers technical assistance to teachers. She also facilitates the implementation of our Tier 1 school-wide behavioral programming. Where appropriate, she collects and analyzes data to complete Functional Behavioral Assessments and Behavior Intervention Plans. This year, our 6th grade has organized PAWS for PRAISE. Every 6th grade student has the opportunity to be recognized for going above and beyond. Our 7th grade team implemented Wildcat Pride Cards.

Classroom Teachers inform the team on matters related to core instruction. They participate in student data collection and deliver Tier 1 and 2 instruction, as well as coordinate needed Tier 3.

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.

Departments and grade levels meet weekly to plan instruction, discuss learning framework implementation, instructional delivery, and problem-solve. Each Thursday grade level teams will meet to review student data, make adjustments where needed and complete MTSS referral sheets if needed. In these meetings, teachers focus on academic performance data, behavior needs, attendance, tardies, etc. During this collaboration, it is determined what will need to be progress monitored and what initial supports need to be in place for the student to begin to show success. These weekly data chats will include an administrator to assist in problem-solving and offer suggestions.

Administration meets weekly to discuss budget needs and make decisions about resource expenditures. Title I monies are monitored and aligned with School Improvement Goals. Regular monthly meetings occur with Title I resource teacher, principal and Title I liasion to ensure that all expenditures are aligned and monitor the effectiveness of these expenditures.

The MTSS team meets weekly to follow up on student academic and behavioral performance. Student data sheets are reviewed, as well as progress monitoring data. The MTSS Team provides the grade level teams and departments with additional support services for the students needing additional services outside the core curriculum, including after school tutoring services, content specific online resources, and after school social skills programming. MTSS team members are assigned to follow up and track student progress.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Roux, Joanna	Teacher
McGary, Sherrie	Education Support Employee
Mortimer, Mia	Education Support Employee
Byrd, Tony	Parent
May, John	Business/Community
Germaine Johnson	Teacher
Roy McLendon	Parent
Gloria Dembroski	Education Support Employee
Joann Binford	Parent
Martha Salazar	Parent
Chanerea Tate	Parent
Carmen Mosher	Parent
Beth Hofer	Principal
Linda Stuart Manning	Parent
Ben Trautman	Parent
Elaine Collins	Teacher
Brian Holmes	Parent
Angi Roseart	Parent
Barbara Celano	Parent

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

First SAC meeting is scheduled for August 27, 2018. The March and April 2017 meetings included discussion about School Improvement Plan goals for the upcoming school year. Title I plan was also discussed and how monies should be spent to best increase student achievement.

A review of the 2017-2018 School Improvement Plan was made available to all members last year for review. This year, the 2018-2019 SAC will review the 2017-2018 SIP and the 2018-2019 draft SIP plan to determine areas they would like to see addressed. Submissions will be made to Mrs. Hofer and Joanna Roux, Chairperson of the 2018-2019 School Advisory Council.

b. Development of this school improvement plan

SIP is presented to members to for review and input is requested. Members question the plan and make suggestions to improve the plan. The various members of the Leadership team: All administrators, School Advisory Council Chairperson, and Behavior Intervention Specialist, are contributing their expertise and input of knowledge regarding the various sections of the SIP that are related to their areas. In addition, the current academic status, the 2018-2019 academic goals, strategies, and barriers have been created by the committee and added to the plan by administration. The leadership team consists of Mr. Riskin for Math, Mr. Cairl for Science, Mrs. Damutz for Social Studies, Mrs. Kehoe for Language Arts, Ms. Smith for Reading, and Mrs. Cindi Brister and Mr. Torrent

for Electives and Health. Grade level chairs are as follows: 6th grade- Heide Schwager, 7th grade- Cheryl Campbell, and 8th grade- Amie Rutherford and Lyn Smith. The SIP is reviewed and updated each month and is presented to SAC for review and discussion.

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

Mrs. Beth Hofer, Principal of Oslo Middle School, prepares the school budget in coordination with district officials, administration, and her administrative assistant Ms. Joann Binford.

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

Last year's funds were used for purchase of Accelerated Reader for our entire 6th grade student body and an extra 300 licenses for 7th and 8th grade. Approximately \$2000 was spent on AR licenses. All expended funds were used for various projects that align with OMS's School Improvement goals.

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.

Mr. Germaine Johnson is the SAC Chair and Mrs. Joanna Roux is the Vice-Chair of the School Advisory Council. These two officers work in conjunction with the Principal to assure that the membership reflects the school community demographics.

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
Hofer, Beth	Principal
Roux, Joanna	Teacher, K-12
Riskin, Robert	Instructional Coach
Rutherford, Amie	Instructional Coach
Kinsley, Craig	Assistant Principal

b. Duties

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

In the 2018-2019 school year, the Literacy Leadership Team, which consists of the administration, department chairpersons and grade level chairs, will continue to implement the Interactive Student Notebook initiative from 2014-2015 across content areas. In research of the existing literature on the topic, this initiative will integrate the strategies to tie together Reading and Writing skills. Research has indicated that the use of ISNs is highly correlated with increased student achievement in both Reading and Writing.

OMS has grown this initiative digitally and integrating the Digital Interactive Student Notebooks into its Digital 1:1 device classrooms. This initiative helps increase the digital literacy of not only the student body, but also the staff.

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.

Efforts were made to assign ground/safety duties in 7 week cycles so that more teachers could collaborate prior to school beginning. Teachers have an extra 30 minutes at the end of the day to collaborate three days a week. Mondays are for departments and grade level teams to meet to discuss general curriculum and grade level topics. Thursdays are for weekly data chats and forward planning. Professional Development offerings provide structure to the problem solving process and teachers meet once per month on a modified instructional day. Teachers have been directed to engage in "high yield" strategies in the classroom. In addition, the school is actively engaged as a unit in a writing initiative with the implementation of the Instructional Student Notebook.

This will be the third year of the use of deliberate practice in the evaluation process, as per the IRCEA/ District agreement. Teachers are encouraged to meet and collaborate on standards-based lessons and instruction on a regular basis.

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

Mrs. Beth Hofer and administration strive to recruit highly qualified, certified in field instructors. Professional networking as well as a careful interviewing process provide a wide range of qualified applicants. Applitrack is perused often to scout new talent. All incoming new teachers are given training on school culture and goals by our NEW TO THE PACK group led by our PD liasion- Amie Rutherford.

The school and Principal's mission are made clear to all stakeholders. Personnel are nurtured professionally and encouraged to always strive for improvement in student achievement and professional development. Shared leadership and decision making is one of Principal Hofer's and administrators' core beliefs.

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

First year teachers are assigned to a department and each new teacher is assigned a peer teacher and a mentor. This school year, there are seven new teachers to the school, with two of them being new to teaching. Training is focused on standards-based instruction, high engagement strategies, and quality formative assessments in the classroom. With the addition of digital classrooms, OMS now has 43 classrooms with 1:1 devices. The integration of technology is not only preparing our students with 21st Century Skills, but it is also allowing for much collaboration amongst the 1:1 teachers. OMS offers a technical assistance through our Math and ELA Coach for any instructor who would like a quick training using new technology or district software.

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.

When designing the Master Schedule all courses selected are done so through the use of the current Florida course code directory. This process allows the instructional staff to design lessons that align with Florida Standards.

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.

Prior to the start of school year the Student Support staff review all test scores, IEP's, 504's and needs of our ELL students to provide personalized learning opportunities that create independent thinkers and address the scheduling needs of each student. Throughout the school year teachers review both formal and informal assessments to evaluate student needs and make any necessary changes to classroom instruction.

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

Strategy: Extended School Day

Minutes added to school year: 4,500

The current plan is to engage approximately 60 targeted students in grades 6-8 will participate in after-school tutoring for 180 minutes per week for approximately 25 weeks. The focus will be on students in need of additional support in an effort to close the achievement gap between these identified students and the general population of proficient students. The particular areas of focus will be Math and Reading at all grade levels.

Strategy Rationale

Community partner group- Feed the Lambs will host their after school tutoring program three days a week at Oslo Middle School from 3-5 pm. The focus will be on Literacy, however, tutoring will be available for Math as well.

We also will have Youth Guidance on campus for students to participate in homework help. Oslo teachers have also created a schedule which will be shared with all stakeholders of tutoring hours for each grade level.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hofer, Beth, beth.hofer@indianriverschools.org

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

Identification of possible students will be from the list of students not proficient (level 1) who may need additional assistance in the areas of Math and Reading. Data will be collected each week to ensure the success of this program with student achievement. Review of benchmark data will also be conducted on a regular basis to determine student progress.

Strategy: Extended School Day

Minutes added to school year: 3,240

Collaborative Planning

Strategy Rationale

Collaboration will focus instructional efforts

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Kinsley, Craig, craig.kinsley@indianriverschools.org

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

EWS data, teacher attendance, and instructional adjustments

Strategy: Before School Program

Minutes added to school year: 450

MEDIA CENTER HELP

Strategy Rationale

Provide students with literacy time to read, learn, and play

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Kehoe, Susan, susan.kehoe@indianriverschools.org

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

AR data for comprehension scores, increased reading time= increased comprehension

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.

One of the strategies to insure a smoother transition include the ESE Resource Compliance Specialist attendance at elementary IEP meetings. In addition, this person provides administration and select teacher leaders and the Behavior Intervention Specialist with lists of all incoming ESE students and a review of their needs and strengths. Another strategy the school employs is the transition of the ELL students to and from the school. Our ESOL assistant is an essential staff

member that ensures the transition to OMS.

Summer School was offered to students failing 3 or fewer semesters the previous year, to give them the opportunity to progress to the next grade level, and in the case of the 8th grade students, giving them the opportunity to progress to high school.

The AP+ program at VBHS is advertised and explained throughout the years at OMS. Students are encouraged to take the most rigorous classes so that they will qualify for participation in this program in 9th grade.

There is also an Oslo Alumni Project on the school website encouraging previous students and teachers and staff to list their current job description, family situation (if they choose) and hopes and dreams for the future.

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.

Oslo has two Guidance Counselors on staff that work with students to ensure that they meet all academic requirements. The career component is implemented through the 8th grade US History curriculum. Guidance counselors use NAVIANCE to create awareness of colleges and careers. Each guidance counselor visits each grade level class of students to explain Naviance and all of its features. Each student participates in an interactive session on Naviance. Interest inventories are completed and guidance counselors assign two assignments for each student to complete. OMS also encourages participation in NJHS and Student Council. Both of these organizations encourage community and civic involvement.

This year, OMS is partnering again with VBE to work exclusively with the JDO foundation and their Education Grant which partners two classrooms with classrooms in another country. This added awareness of different cultures provides students with awareness of college and careers around the world.

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

With the implementation of Florida Standards, teachers work diligently to design lessons that include both rigor and relevance to real life. We also offer digital tool certificates to 6th, and 7th graders taking specific technology courses.

A select group of 8th grade students are challenged with a new technology class- CIW. This class addresses today's social marketing needs.

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

Strategies are always based on the individual needs of the student population in which we serve. Oslo offers ICT classes for 7th and 8th graders and a CIW class for 8th graders.

Career analysis and interest surveys will be completed through Naviance for all grade levels.

We also integrate STEM lessons throughout all of our Science courses.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase school culture and climate through a strong Tier 1 School Wide Behavior Plan. Our BELIEVE IN BLUE campaign incorporates attendance, suspensions, academic progress, and success skills. This Plan will decrease the number of suspensions and the number of referrals from 2017-2018 by a minimum of 15%.

- G2.** A focus on standards-based instruction, which includes quality formative assessments and rigor, will increase student achievement.

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. Increase school culture and climate through a strong Tier 1 School Wide Behavior Plan. Our BELIEVE IN BLUE campaign incorporates attendance, suspensions, academic progress, and success skills. This Plan will decrease the number of suspensions and the number of referrals from 2017-2018 by a minimum of 15%. **1a**

G100577

Targets Supported **1b**

Indicator	Annual Target
ELA Achievement District Assessment	20.0

Targeted Barriers to Achieving the Goal **3**

- Lack of problem-solving skills
- Lack of conflict resolution skills
- Lack of intervention knowledge and execution by school employees
- Lack of knowledge of classroom interventions by classroom teachers

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Substance Awareness Council partnership
- Strong MTSS team with structures in place to follow through with interventions
- Consistent Professional Development for staff on engagement strategies and the role of poverty in the classroom

Plan to Monitor Progress Toward G1. **8**

We will review attendance data, suspension and referral rates, as well as Unit Assessment and iReady data.

Person Responsible

Craig Kinsley

Schedule

Biweekly, from 8/27/2018 to 4/30/2019

Evidence of Completion

Minutes will be taken at meetings and data logs will be shared to staff.

G2. A focus on standards-based instruction, which includes quality formative assessments and rigor, will increase student achievement. 1a

G100578

Targets Supported 1b

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	80.0
FSA ELA Achievement - Black/African American	50.0
FSA ELA Achievement - Hispanic	50.0
Algebra I EOC Pass Rate	90.0
Civics EOC Pass	75.0
Statewide Science Assessment Level 3	65.0
School Grade - Percentage of Points Earned	55.0
FSA Math Achievement - Black/African American	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge of standards-based instruction
- Lack of collaborative time to purposefully plan

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math Coach
- Instructional Coach
- Springboard - College Board PD
- District PD department
- PBL PD

Plan to Monitor Progress Toward G2. 8

Formative assessments as well as iReady diagnostic data will be collected.

Person Responsible

Craig Kinsley

Schedule

Every 3 Weeks, from 9/17/2018 to 9/17/2019

Evidence of Completion

Formative assessment data logs will be collected and shared with ELA department to ensure that instructional initiative is being implemented with fidelity and assessment data is driving instruction.

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. Increase school culture and climate through a strong Tier 1 School Wide Behavior Plan. Our BELIEVE IN BLUE campaign incorporates attendance, suspensions, academic progress, and success skills. This Plan will decrease the number of suspensions and the number of referrals from 2017-2018 by a minimum of 15%. 1

G100577

G1.B1 Lack of problem-solving skills 2

B271339

G1.B1.S1 The district will implement professional development opportunities such as; Unit Assessments, Kagan Strategies, and the Institute for Coaching Excellence (ICE) to build capacity with educators. 4

S287208

Strategy Rationale

Engagement strategies will keep students on task and in the work which will ultimately result in student achievement.

Action Step 1 5

The school will offer professional development opportunities such as; Unit Assessment writing, Kagan Strategies, and the Institute for Coaching Excellence (ICE) to build capacity with educators.

Person Responsible

Amie Rutherford

Schedule

Biweekly, from 10/15/2018 to 4/30/2019

Evidence of Completion

Action Step 2 5

The school will provide support to structure a collaborative planning process and support resources for instruction across the tiers and core content areas.

Person Responsible

Christopher Cummings

Schedule

Weekly, from 9/10/2018 to 4/30/2019

Evidence of Completion

Action Step 3 5

The district personnel will participate with administrators on school based instructional rounds.

Person Responsible

Beth Hofer

Schedule

Monthly, from 9/24/2018 to 4/30/2019

Evidence of Completion

Walkthrough data will be collected using the schoolwide data form with given look-fors

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

Classroom walkthroughs/sweeps

Person Responsible

Beth Hofer

Schedule

Biweekly, from 9/17/2018 to 4/30/2019

Evidence of Completion

Data logs showing evidence of classroom implementation will be collected and shared with stakeholders

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

Classroom walkthrough data will be collected and analyzed for effectiveness

Person Responsible

Beth Hofer

Schedule

Monthly, from 9/24/2018 to 9/24/2018

Evidence of Completion

Data logs will be collected and analyzed and compared to best practices

G1.B2 Lack of conflict resolution skills **2**

 B271340

G1.B2.S1 Restorative Justice circles with stakeholders **4**

 S287209

Strategy Rationale

When we give students time to express themselves in a safe environment and advocate for themselves, we can help them move toward their goals.

Action Step 1 **5**

OMS will implement professional development opportunities to result in conflict resolution.

Person Responsible

Beth Hofer

Schedule

Every 2 Months, from 8/8/2018 to 5/18/2019

Evidence of Completion

Suspension rates /Referral rates / Student Achievement

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

Weekly MTSS meetings

Person Responsible

Beth Hofer

Schedule

Weekly, from 8/23/2018 to 5/2/2019

Evidence of Completion

Intervention success rates and the effect on suspension rates and classroom behaviors (FOCUS data and anecdotal notes from meetings)

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

MTSS weekly meetings

Person Responsible

Beth Hofer

Schedule

Weekly, from 8/23/2018 to 5/2/2019

Evidence of Completion

Anecdotal evidence and behavior data will be collected and graphed

G2. A focus on standards-based instruction, which includes quality formative assessments and rigor, will increase student achievement. 1

G100578

G2.B1 Lack of knowledge of standards-based instruction 2

B271343

G2.B1.S1 Math Coach and Instructional Coach will visit classes regularly to model and assist with standards-based instruction aligned to curriculum maps 4

S287211

Strategy Rationale

As experts, modeling will assist all teachers and give a picture of effective SBI

Action Step 1 5

Coaches will model standards-based instruction and take part in non-evaluative walkthroughs.

Person Responsible

Beth Hofer

Schedule

Biweekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Walkthrough noticings and wonderings will be documented and compiled in data forms to share at department meetings and leadership meetings.

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

Administration will facilitate and model first walkthrough, then meet regularly to discuss data.

Person Responsible

Beth Hofer

Schedule

Biweekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Noticings and wonderings will be analyzed and drive instruction. Data logs will be shared with teachers.

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

Formative assessment data will guide the effectiveness of intervention.

Person Responsible

Craig Kinsley

Schedule

Biweekly, from 8/28/2017 to 5/18/2018

Evidence of Completion

Walkthrough noticings and wonderings will be reviewed through data logs and discussed with non-evaluative walkthrough team to ensure fidelity of walkthroughs.

G2.B1.S2 Departments will meet regularly to design common lesson plans and high quality formative assessments **4**

 S287212

Strategy Rationale

With common formative assessments, data can be more easily tracked and instruction adjusted accordingly

Action Step 1 **5**

Math Coach (Dept Chair) will assist with creating common lesson plans

Person Responsible

Beth Hofer

Schedule

Biweekly, from 8/22/2018 to 4/28/2019

Evidence of Completion

Lesson plans will be reviewed monthly

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

Teachers will turn in copies of assessments and present at data chats weekly

Person Responsible

Christopher Cummings

Schedule

Every 3 Weeks, from 9/7/2018 to 4/23/2019

Evidence of Completion

Data summaries of assessments given will be collected with plan for instructional changes

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

Mastery of standards on unit assessments will be reviewed and compared to formative assessments

Person Responsible

Amie Rutherford

Schedule

Monthly, from 9/21/2018 to 5/11/2019

Evidence of Completion

Data forms from formative assessments and unit assessments will be collected and reviewed

G2.B1.S3 Implementation of Springboard Curriculum for ELA (Instructional Initiative) 4

 S287213

Strategy Rationale

Providing rigorous quality curriculum that aligns to standards will increase student achievement and instructional strategies

Action Step 1 5

ELA department will integrate Springboard in ELA classes.

Person Responsible

Susan Kehoe

Schedule

Biweekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Springboard assessments and benchmark data will be assessed bi-weekly

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Classroom walkthroughs

Person Responsible

Beth Hofer

Schedule

Every 3 Weeks, from 8/28/2017 to 5/18/2018

Evidence of Completion

Noticing and wonderings will be shared with ELA teachers and department chair to drive instruction

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Classroom walkthroughs

Person Responsible

Susan Kehoe

Schedule

Every 3 Weeks, from 9/4/2017 to 5/18/2018

Evidence of Completion

Department Chair will visit ELA classrooms to observe practices and provide ELA teachers with feedback

G2.B2 Lack of collaborative time to purposefully plan **2**

 B271344

G2.B2.S1 Provide time after school for collaborative planning of assessments and project-based lesson plans **4**

 S287214

Strategy Rationale

By providing collaborative time for teachers to plan together, high-quality standards-based lesson plans and assessments will be created

Action Step 1 **5**

Collaborative planning of PBL lessons and assessments

Person Responsible

Amie Rutherford

Schedule

Weekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Bi-weekly update meetings with PBL teachers and coach

Person Responsible

Beth Hofer

Schedule

Biweekly, from 8/28/2017 to 5/18/2018

Evidence of Completion

Assessment data and lesson plans will be reviewed

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Minutes from meetings and sample lesson plans and assessments

Person Responsible

Beth Hofer

Schedule

Monthly, from 9/4/2017 to 5/18/2018

Evidence of Completion

Lesson plans and assessments will be reviewed to ensure rigor and assessments meet the level of rigor for standards taught

V. Professional Development Opportunities

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

G1. Increase school culture and climate through a strong Tier 1 School Wide Behavior Plan. Our BELIEVE IN BLUE campaign incorporates attendance, suspensions, academic progress, and success skills. This Plan will decrease the number of suspensions and the number of referrals from 2017-2018 by a minimum of 15%.

G1.B1 Lack of problem-solving skills

G1.B1.S1 The district will implement professional development opportunities such as; Unit Assessments, Kagan Strategies, and the Institute for Coaching Excellence (ICE) to build capacity with educators.

PD Opportunity 1

The school will offer professional development opportunities such as; Unit Assessment writing, Kagan Strategies, and the Institute for Coaching Excellence (ICE) to build capacity with educators.

Facilitator

Outside agencies and our PD rep

Participants

All classroom teachers

Schedule

Biweekly, from 10/15/2018 to 4/30/2019

G1.B2 Lack of conflict resolution skills

G1.B2.S1 Restorative Justice circles with stakeholders

PD Opportunity 1

OMS will implement professional development opportunities to result in conflict resolution.

Facilitator

MTSS

Participants

Classroom teachers and MTSS members

Schedule

Every 2 Months, from 8/8/2018 to 5/18/2019

G2. A focus on standards-based instruction, which includes quality formative assessments and rigor, will increase student achievement.

G2.B1 Lack of knowledge of standards-based instruction

G2.B1.S2 Departments will meet regularly to design common lesson plans and high quality formative assessments

PD Opportunity 1

Math Coach (Dept Chair) will assist with creating common lesson plans

Facilitator

Robert Riskin

Participants

Math Department

Schedule

Biweekly, from 8/22/2018 to 4/28/2019

G2.B1.S3 Implementation of Springboard Curriculum for ELA (Instructional Initiative)

PD Opportunity 1

ELA department will integrate Springboard in ELA classes.

Facilitator

Susan Kehoe / College Board

Participants

ELA teachers

Schedule

Biweekly, from 8/21/2017 to 5/18/2018

G2.B2 Lack of collaborative time to purposefully plan

G2.B2.S1 Provide time after school for collaborative planning of assessments and project-based lesson plans

PD Opportunity 1

Collaborative planning of PBL lessons and assessments

Facilitator

Amie Rutherford

Participants

PBL teachers

Schedule

Weekly, from 8/21/2017 to 5/18/2018

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	The school will offer professional development opportunities such as; Unit Assessment writing, Kagan Strategies, and the Institute for Coaching Excellence (ICE) to build capacity with educators.				\$45,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0271 - Oslo Middle School			\$0.00
	6400	311-Subagreements up to \$25,000	0271 - Oslo Middle School	UniSIG	0.0	\$45,000.00
Notes: Notes: Professional and Technical Services; Kagan Cooperative Learning Workshops, Literacy, Differentiated Strategies, Student Engagement, Backwards Design, Culture and Climate, Standards-based instruction						
2	G1.B1.S1.A2	The school will provide support to structure a collaborative planning process and support resources for instruction across the tiers and core content areas.				\$0.00
3	G1.B1.S1.A3	The district personnel will participate with administrators on school based instructional rounds.				\$0.00
4	G1.B2.S1.A1	OMS will implement professional development opportunities to result in conflict resolution.				\$4,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0271 - Oslo Middle School	General Fund		\$2,000.00
			0271 - Oslo Middle School	Title I, Part A		\$2,250.00
5	G2.B1.S1.A1	Coaches will model standards-based instruction and take part in non-evaluative walkthroughs.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	5000	120-Classroom Teachers	0271 - Oslo Middle School	Title, I Part A		\$1,500.00
6	G2.B1.S2.A1	Math Coach (Dept Chair) will assist with creating common lesson plans				\$0.00
7	G2.B1.S3.A1	ELA department will integrate Springboard in ELA classes.				\$0.00
8	G2.B2.S1.A1	Collaborative planning of PBL lessons and assessments				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	5000	140-Substitute Teachers	0271 - Oslo Middle School	Title, I Part A		\$1,500.00
Total:						\$52,250.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2019					
G2.B1.S1.MA1 M425488	Formative assessment data will guide the effectiveness of intervention.	Kinsley, Craig	8/28/2017	Walkthrough noticings and wonderings will be reviewed through data logs and discussed with non-evaluative walkthrough team to ensure fidelity of walkthroughs.	5/18/2018 biweekly
G2.B1.S1.MA1 M425489	Administration will facilitate and model first walkthrough, then meet regularly to discuss data.	Hofer, Beth	8/21/2017	Noticings and wonderings will be analyzed and drive instruction. Data logs will be shared with teachers.	5/18/2018 biweekly
G2.B1.S1.A1 A389472	Coaches will model standards-based instruction and take part in non-evaluative walkthroughs.	Hofer, Beth	8/21/2017	Walkthrough noticings and wonderings will be documented and compiled in data forms to share at department meetings and leadership meetings.	5/18/2018 biweekly
G2.B2.S1.MA1 M425494	Minutes from meetings and sample lesson plans and assessments	Hofer, Beth	9/4/2017	Lesson plans and assessments will be reviewed to ensure rigor and assessments meet the level of rigor for standards taught	5/18/2018 monthly
G2.B2.S1.MA1 M425495	Bi-weekly update meetings with PBL teachers and coach	Hofer, Beth	8/28/2017	Assessment data and lesson plans will be reviewed	5/18/2018 biweekly
G2.B2.S1.A1 A389475	Collaborative planning of PBL lessons and assessments	Rutherford, Amie	8/21/2017		5/18/2018 weekly
G2.B1.S3.MA1 M425492	Classroom walkthroughs	Kehoe, Susan	9/4/2017	Department Chair will visit ELA classrooms to observe practices and provide ELA teachers with feedback	5/18/2018 every-3-weeks
G2.B1.S3.MA1 M425493	Classroom walkthroughs	Hofer, Beth	8/28/2017	Noticing and wonderings will be shared with ELA teachers and department chair to drive instruction	5/18/2018 every-3-weeks
G2.B1.S3.A1 A389474	ELA department will integrate Springboard in ELA classes.	Kehoe, Susan	8/21/2017	Springboard assessments and benchmark data will be assessed bi-weekly	5/18/2018 biweekly
G1.B1.S1.MA1 M425483	Classroom walkthrough data will be collected and analyzed for effectiveness	Hofer, Beth	9/24/2018	Data logs will be collected and analyzed and compared to best practices	9/24/2018 monthly
G2.B1.S2.MA1 M425491	Teachers will turn in copies of assessments and present at data chats weekly	Cummings, Christopher	9/7/2018	Data summaries of assessments given will be collected with plan for instructional changes	4/23/2019 every-3-weeks
G2.B1.S2.A1 A389473	Math Coach (Dept Chair) will assist with creating common lesson plans	Hofer, Beth	8/22/2018	Lesson plans will be reviewed monthly	4/28/2019 biweekly
G1.MA1 M425487	We will review attendance data, suspension and referral rates, as well as Unit Assessment and...	Kinsley, Craig	8/27/2018	Minutes will be taken at meetings and data logs will be shared to staff.	4/30/2019 biweekly
G1.B1.S1.MA1 M425484	Classroom walkthroughs/sweeps	Hofer, Beth	9/17/2018	Data logs showing evidence of classroom implementation will be collected and shared with stakeholders	4/30/2019 biweekly
G1.B1.S1.A1 A389468	The school will offer professional development opportunities such as; Unit Assessment writing,...	Rutherford, Amie	10/15/2018		4/30/2019 biweekly
G1.B1.S1.A2 A389469	The school will provide support to structure a collaborative planning process and support...	Cummings, Christopher	9/10/2018		4/30/2019 weekly
G1.B1.S1.A3 A389470	The district personnel will participate with administrators on school based instructional rounds.	Hofer, Beth	9/24/2018	Walkthrough data will be collected using the schoolwide data form with given look-fors	4/30/2019 monthly
G1.B2.S1.MA1 M425485	MTSS weekly meetings	Hofer, Beth	8/23/2018	Anecdotal evidence and behavior data will be collected and graphed	5/2/2019 weekly

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Oslo Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA1  M425486	Weekly MTSS meetings	Hofer, Beth	8/23/2018	Intervention success rates and the effect on suspension rates and classroom behaviors (FOCUS data and anecdotal notes from meetings)	5/2/2019 weekly
G2.B1.S2.MA1  M425490	Mastery of standards on unit assessments will be reviewed and compared to formative assessments	Rutherford, Amie	9/21/2018	Data forms from formative assessments and unit assessments will be collected and reviewed	5/11/2019 monthly
G1.B2.S1.A1  A389471	OMS will implement professional development opportunities to result in conflict resolution.	Hofer, Beth	8/8/2018	Suspension rates /Referral rates / Student Achievement	5/18/2019 every-2-months
G2.MA1  M425496	Formative assessments as well as iReady diagnostic data will be collected.	Kinsley, Craig	9/17/2018	Formative assessment data logs will be collected and shared with ELA department to ensure that instructional initiative is being implemented with fidelity and assessment data is driving instruction.	9/17/2019 every-3-weeks