



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

---

---

**Osceola Creek Middle School**

6775 180TH AVE N

Loxahatchee, FL 33470

561-422-2500

[www.edline.net/pages/ocms](http://www.edline.net/pages/ocms)

---

## School Demographics

---

**School Type**  
Middle School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
56%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
43%

---

## School Grades History

---

**2013-14**  
A

**2012-13**  
A

**2011-12**  
A

**2010-11**  
A

**2009-10**  
A

---

## SIP Authority and Template

---

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

---

**Table of Contents**

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Part I: Current School Status</b>	<b>6</b>
<b>Part II: Expected Improvements</b>	<b>18</b>
<b>Goals Summary</b>	<b>24</b>
<b>Goals Detail</b>	<b>24</b>
<b>Action Plan for Improvement</b>	<b>27</b>
<b>Part III: Coordination and Integration</b>	<b>29</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>30</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>31</b>

---

## **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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

---

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

---

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

---

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

---

Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

**School**

Osceola Creek Middle School

**Principal**

Nicole Daly

**School Advisory Council chair**

Suzanne Grady

**Names and position titles of the School-Based Leadership Team (SBLT)**

Name	Title
Nicole Daly	Principal
Michelle McCoy	Assistant Principal
Brian Fitzpatrick	Assistant Principal

#### District-Level Information

**District**

Palm Beach

**Superintendent**

Mr. E. Wayne Gent

**Date of school board approval of SIP**

11/19/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Membership of the SAC**

Membership will be comprised of and will have an appropriately balanced number of representatives from the student body, teachers, parents, support employees, business and community members.

**Involvement of the SAC in the development of the SIP**

Assist in the development, review and implementation of the School Improvement Plan.

**Activities of the SAC for the upcoming school year**

Assist stakeholders to become active participants in the school and its improvements. The School Advisory Council will also generate interaction between the school and community. It will also provide input on the distribution of funds towards school improvement and student recognition.

**Projected use of school improvement funds, including the amount allocated to each project**

Student Recognition and incentives - \$500

Tutorial Materials in Reading, Math, Writing and Science - \$500

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Nicole Daly**

Principal

Years as Administrator: 5

Years at Current School: 8

**Credentials**

Bachelors of Science in Communicative Disorders  
 Masters of Science in Psychology/Counseling  
 Specialist Degree in Educational Leadership

Mrs. Daly was part of the staff at Osceola Creek when the school opened in 2003. She was a guidance counselor for five years before being promoted to an assistant principal for the next four years. She left Osceola Creek for one year and went to Alexander Dreyfoos Performing School of the Arts as an assistant principal. She returned to Osceola Creek for the 2014 school year as the Principal. Mrs. Daly has been at Osceola Creek for a combined total of nine years.

FY 08

% meeting high standards in Reading -81%  
 % meeting high standards in Math – 79%  
 % meeting high standards in Writing – 95%  
 % meeting high standards in Science –58%  
 % making learning gains in Reading – 69%  
 % making learning gains in Math – 79%  
 Lowest 25% learning gains in Reading –73%  
 Lowest 25% learning gains in Math – 72%

FY 09

% meeting high standards in Reading -81%  
 % meeting high standards in Math – 82%  
 % meeting high standards in Writing – 98%  
 % meeting high standards in Science –77%  
 % making learning gains in Reading – 71%  
 % making learning gains in Math – 79%  
 Lowest 25% learning gains in Reading –71%  
 Lowest 25% learning gains in Math – 70%

**Performance Record**

FY 10

% meeting high standards in Reading- 78%  
 % meeting high standards in Math – 81%  
 % meeting high standards in Writing – 99%  
 % meeting high standards in Science –69%  
 % making learning gains in Reading –67%  
 % making learning gains in Math – 74%  
 % of lowest 25% learning gains in Reading–60 %  
 % of lowest 25% learning gains in Math –69%  
 AYP was not met for all subgroups.

FY 11

% meeting high standards in Reading- 83%  
 % meeting high standards in Math – 86%  
 % meeting high standards in Writing – 95%  
 % meeting high standards in Science –79%  
 % making learning gains in Reading –78%  
 % making learning gains in Math – 72%  
 % of lowest 25% learning gains in Reading– 73%

% of lowest 25% learning gains in Math –74%

AYP was not met for all subgroups.

FY12

% meeting high standards in Reading -70%

% meeting high standards in Math - 70%

% meeting high standards in Writing - 90%

% meeting high standards in Science -67%

% making learning gains in Reading - 76%

% making learning gains in Math - 76%

% of lowest 25% making learning gains in Reading - 77%

% of lowest 25% making learning gains in Math - 65%

FY 13 DSOA

% meeting high standards in Reading- 94%

% meeting high standards in Math- 95%

% meeting high standards in Writing- 98%

% making learning gains in Reading- 79%

% making learning gains in Math- 73%

% of lowest 25% making learning gains in Reading- 93%

% of lowest 25% making learning gains in Math-83%

**Brian Fitzpatrick**

Asst Principal

Years as Administrator: 7

Years at Current School: 2

**Credentials**

Bachelors of Arts Degree in Religion and Philosophy  
 Masters of Science Degree in Information Technology  
 Masters Degree in Educational Leadership  
 Certifications:  
 Computer Science K-12  
 General Science 5-9  
 Mathematics 5-9  
 Reading Endorsement K- 12  
 Educational Leadership K-12  
 School Principal

**Performance Record**

FY11- Bear Lakes Middle School  
 % meeting high standards in Reading - 53%  
 % meeting high standards in Math - 55%  
 % meeting high standards in Writing - 92%  
 % meeting high standards in Science - 30%  
 % making learning gains in Reading - 60%  
 % making learning gains in Math - 68%  
 % of lowest 25% making learning gains in Reading - 70%  
 % of lowest 25% making learning gains in Math - 69%  
 FY12 - Bear Lakes Middle School  
 % meeting high standards in Reading -37%  
 % meeting high standards in Math - 36%  
 % meeting high standards in Writing - 74%  
 % meeting high standards in Science -27%  
 % making learning gains in Reading - 65 %  
 % making learning gains in Math - 64%  
 % of lowest 25% making learning gains in Reading - 74%  
 % of lowest 25% making learning gains in Math - 74%  
 FY13 - OCMS  
 % meeting high standards in Reading -72%  
 % meeting high standards in Math - 73%  
 % meeting high standards in Writing - 80%  
 % meeting high standards in Science -67%  
 % making learning gains in Reading - 74%  
 % making learning gains in Math - 78%  
 % of lowest 25% making learning gains in Reading -78 %  
 % of lowest 25% making learning gains in Math - 71%

**Michelle McCoy**

Asst Principal

Years as Administrator: 7

Years at Current School: 7

**Credentials**

Bachelor of Arts Degree in Spanish Education  
 Master of Science Degree in Educational Leadership  
 Endorsement in ESOL  
 Certifications:  
 Spanish K-12  
 ESOL K-12  
 Educational Leadership K-12

**Performance Record**

Since Ms. McCoy became an administrator she has been at Osceola Creek Middle School. Osceola Creek Middle School is the fourth highest performing middle school in Palm Beach County, earning an A rating every year since it's inception in 2004.

FY07  
 % meeting high standards in Reading -74%  
 % meeting high standards in Math – 74%  
 % meeting high standards in Writing – 95%  
 % meeting high standards in Science –59%  
 % making learning gains in Reading – 64%  
 % making learning gains in Math – 71%  
 Lowest 25% learning gains in Reading –63%  
 Lowest 25% learning gains in Math – 61%

FY 08  
 % meeting high standards in Reading -81%  
 % meeting high standards in Math – 79%  
 % meeting high standards in Writing – 95%  
 % meeting high standards in Science –58%  
 % making learning gains in Reading – 69%  
 % making learning gains in Math – 79%  
 Lowest 25% learning gains in Reading –73%  
 Lowest 25% learning gains in Math – 72%

FY 09  
 % meeting high standards in Reading -81%  
 % meeting high standards in Math – 82%  
 % meeting high standards in Writing – 98%  
 % meeting high standards in Science –77%  
 % making learning gains in Reading – 71%  
 % making learning gains in Math – 79%  
 Lowest 25% learning gains in Reading –71%  
 Lowest 25% learning gains in Math – 70%

FY 10  
 % meeting high standards in Reading- 78%  
 % meeting high standards in Math – 81%  
 % meeting high standards in Writing – 99%  
 % meeting high standards in Science –69%  
 % making learning gains in Reading –67%  
 % making learning gains in Math – 74%  
 % of lowest 25% learning gains in Reading–60 %  
 % of lowest 25% learning gains in Math –69%

AYP was not met for all subgroups.

FY 11

% meeting high standards in Reading- 83%

% meeting high standards in Math – 86%

% meeting high standards in Writing – 95%

% meeting high standards in Science –79%

% making learning gains in Reading –78%

% making learning gains in Math – 72%

% of lowest 25% learning gains in Reading– 73%

% of lowest 25% learning gains in Math –74%

AYP was not met for all subgroups.

FY12

% meeting high standards in Reading -70%

% meeting high standards in Math - 70%

% meeting high standards in Writing - 90%

% meeting high standards in Science -67%

% making learning gains in Reading - 76%

% making learning gains in Math - 76%

% of lowest 25% making learning gains in Reading - 77%

% of lowest 25% making learning gains in Math - 65%

FY13 -

% meeting high standards in Reading -72%

% meeting high standards in Math - 73%

% meeting high standards in Writing - 80%

% meeting high standards in Science -67%

% making learning gains in Reading - 74%

% making learning gains in Math - 78%

% of lowest 25% making learning gains in Reading -78 %

% of lowest 25% making learning gains in Math - 71%

## Classroom Teachers

### # of classroom teachers

41

### # receiving effective rating or higher

41, 100%

### # Highly Qualified Teachers

93%

### # certified in-field

41, 100%

### # ESOL endorsed

13, 32%

### # reading endorsed

10, 24%

### # with advanced degrees

10, 24%

**# National Board Certified**

0, 0%

**# first-year teachers**

1, 2%

**# with 1-5 years of experience**

1, 2%

**# with 6-14 years of experience**

19, 46%

**# with 15 or more years of experience**

20, 49%

**Education Paraprofessionals****# of paraprofessionals**

5

**# Highly Qualified**

1, 20%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

We provide relevant Professional Development for all at our teachers, as well as various opportunities for teachers to attend district training's. Teachers are provided with common planning in the morning to collaborate within their departments or cross-curricular with other departments. Osceola Creek also provides teachers with the opportunity to sponsor various clubs, participate in our before/ after school programs and sit on various committees to enhance student achievement and provide enrichment for all students. The administration of Osceola Creek will provide substitutes for instructional staff to observe another teacher's class, as well as shadow administrators, if they are interested in becoming a school administrator.

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

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

This year we have one new teacher in the Social Studies department. The mentor that she will be paired with is the Social Studies department chairperson; a veteran teacher who is clinical education trained.

The activities that the new teacher will engage in will include informal and formal observations where corrective feedback will be given for the purposes of refining her skill as an instructor. Additionally, she will be enrolled in the school district's educator support program (ESP) where she will complete activities and assignments both in person and online that will help her develop her skills in the areas of classroom management and lesson planning.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

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

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

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Members of the school-based MTSS Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY14 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

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

FCAT scores and the lowest 25%

AMO's and subgroups

strengths and weaknesses of intensive programs

mentoring, tutoring, and other services.

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

#### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

MTSS and SIP will be monitored for fidelity through regularly scheduled meetings and reports that are due monthly to the school district. School administrations will also closely oversee MTSS and the SIP. In addition, the School Advisory Council will monitor the implementation of the SIP.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Baseline data:

Florida Comprehensive Assessment Test (FCAT)  
Curriculum Based Measurement  
Florida Assessment for Instruction in Reading (FAIR)  
Palm Beach County Fall Diagnostics  
Palm Beach Writes  
Diagnostic Assessment for Reading (DAR)  
Progress Monitoring and Reporting Network (PMRN)  
Comprehensive English Language Learning Assessment (CELLA)  
Core K-12  
SRI  
Single School Culture - Chapter assessments  
Office Discipline Referrals  
Retentions  
Absences

Midyear data:

Florida Assessment for Instruction in Reading (FAIR)  
Diagnostic Assessment for Reading (DAR)  
Palm Beach County Winter Diagnostics  
Palm Beach Writes  
Progress Monitoring and Reporting Network (PMRN)  
SRI  
EOC diagnostics

End of year data:

Florida Assessment for Instruction in Reading (FAIR)  
Florida Comprehensive Assessment Test (FCAT)  
FCAT Writes  
ACT/SAT/CPT  
SRI  
EOC's

Frequency of required Data Analysis and Action Planning Days:

Once within a cycle of instruction (refer to appropriate focus calendar)

Academic departments will meet bi-weekly to discuss curriculum, data, integrated reading across the curriculum. The professional development will be based upon data analysis and feedback from these meetings. Interventions and support for individual students will be based on the data that is gathered from all the data sources above and the feedback from the student's individual teachers. This coupled with conversations with the student and parents will help determine what course we will take and what interventions would be most helpful and appropriate for the student.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Professional development will be offered to RtI/Inclusion Facilitator by district staff during SY14.

The school-based RtI/Inclusion Facilitator will provide in-service to the faculty on designated professional development days (PDD). These in-service opportunities will include, but are not limited to, the following:  
Problem Solving Model

Consensus Building  
 Positive Behavioral Intervention and Support (PBIS)  
 Data-Based Decision-Making to drive instruction  
 Progress Monitoring  
 tools utilized to identify specific discrepancies in reading, such as FAIR and SRI  
 Individual professional development will be provided to classroom teachers as needed.  
 Parent training on MTSS and problem solving will be presented at School Advisory Council meetings.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program  
**Minutes added to school year:** 22,400

1. Homework help is provided after school four days a week, specifically, tutorials are held in the areas of Math and Reading.
2. Teachers have collaborative planning in the morning before classes begin. We also have collaborative department meetings every other week and discuss common core strategies and implementation, best practices and track student data.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this strategy?**

1. Pre-Test and Post-Test
2. Track student data

**Who is responsible for monitoring implementation of this strategy?**

1. The After Care Director and the Principal
2. Principal

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Nicole Daly	Principal
Brian Fitzpatrick	Assistant Principal
Michelle McCoy	Assistant Principal
Sabrina Poole-Wilderson	Reading Teacher
Suzanne Grady	Reading Teacher/ Department Chair

Name	Title
Delores Mays	Reading Teacher
Tambara Courtemanche	Reading Teacher

### How the school-based LLT functions

The LLT will meet bi-weekly to discuss curriculum, data, integrating reading into content area, provide professional development for social studies, reading, and Language Arts teachers. The professional development will be based upon data gathered, teacher feedback and leadership input.

### Major initiatives of the LLT

- Social Studies will meet during professional development days with reading and Language Arts teachers
- Test spec and reporting categories
- Lowest 25% of students are enrolled in reading
- Reading Plus
- Reading support in Research, Health, PE, Wood Shop, and Band.
- Novels in Reading and Social Studies
- Novels with all advanced Language Arts classes

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

During bi-weekly planning meetings (PLCs) teachers meet to discuss cross-curricular planning. Teachers are assigned responsibilities in terms of specific content area and usage and application of testing specifications. All reporting categories are addressed and teachers and administration brainstorm to select reading strategies that can be added or built upon based on specific curriculum for content area subjects. In addition, elective teachers (PE, Health, Band, Wood Shop) re-enforce reading in their classes through integrating a reading strategy or utilizing Reading Plus once a week.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

We offer three Choice Programs at Osceola Creek, Pre-Culinary, Pre-Vet and Pre-IT. The pre-Culinary program is a full choice program this year, open to students outside our SAC boundaries. The Pre-IT and Pre-Vet programs are in house this year and slated to be a full Choice Program next year. The curriculum in these courses support our core academic classes, for example Pre-Vet is paired with advanced math and advanced science courses.

### How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Every student creates a career choice plan with a program called 'Choices' that is provided through the school district. This year, the 6th grade Social Studies teachers will incorporate career choices and this program in their curriculum.

### Strategies for improving student readiness for the public postsecondary level

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	75%	72%	No	78%
American Indian				
Asian	100%	100%	Yes	100%
Black/African American	61%	61%	Yes	65%
Hispanic	76%	69%	No	78%
White	80%	75%	No	82%
English language learners				
Students with disabilities	53%	41%	No	57%
Economically disadvantaged	66%	64%	No	69%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	237	35%	36%
Students scoring at or above Achievement Level 4	255	37%	38%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	511	74%	76%
Students in lowest 25% making learning gains (FCAT 2.0)	129	78%	80%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	206	80%	82%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		100%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	80%	73%	No	82%
American Indian				
Asian	93%	95%	Yes	94%
Black/African American	65%	62%	No	69%
Hispanic	81%	69%	No	83%
White	85%	78%	No	87%
English language learners				
Students with disabilities	59%	47%	No	63%
Economically disadvantaged	73%	65%	No	75%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	250	37%	38%
Students scoring at or above Achievement Level 4	247	36%	37%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	538	78%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	121	71%	72%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	107	50%	51%
Middle school performance on high school EOC and industry certifications	105	98%	99%

**High School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	80%	73%	No	82%
American Indian				
Asian	93%	92%	No	94%
Black/African American	65%	62%	No	69%
Hispanic	81%	69%	No	83%
White	85%	78%	No	87%
English language learners				
Students with disabilities	59%	47%	No	63%
Economically disadvantaged	73%	65%	No	75%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	38	45%	46%
Students scoring at or above Achievement Level 4	44	53%	54%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		7%
Students scoring at or above Achievement Level 4	22	92%	93%

**Area 4: Science**

**Middle School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	74	29%	30%
Students scoring at or above Achievement Level 4	100	39%	40%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		3
Participation in STEM-related experiences provided for students	58	8%	10%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	406	56%	60%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	3	75%	100%

**Area 8: Early Warning Systems**

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	9	1%	1%
Students who fail a mathematics course	20	2%	2%
Students who fail an English Language Arts course	38	5%	5%
Students who fail two or more courses in any subject	21	3%	2%
Students who receive two or more behavior referrals	163	24%	22%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	85	12%	10%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

To increase parental involvement by 5%. To have at least 2 parents per week volunteering at school in some capacity.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent involvement by 5%.	78	9%	14%

**Area 10: Additional Targets**

**Additional targets for the school**

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

- History of African Americans/ African People
- Study of Hispanic Contributions
- Study of Women's Contributions
- Sacrifice of Veterans
- History of Holocaust

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
All teachers will infuse the content required by F.S. 1003.42(2) and S.B. Policy 2.09(8)(b), throughout the 2014 school year.	723	100%	100%

## Goals Summary

- G1.** Increase the population of Osceola Creek Middle School through our Choice Programs.
- G2.** 100% of students pass the Algebra I EOC.
- G3.** Improve the attendance rate at Osceola Creek Middle School.

## Goals Detail

### **G1. Increase the population of Osceola Creek Middle School through our Choice Programs.**

#### **Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Parental Involvement

#### **Resources Available to Support the Goal**

- Bus transportation is available for students outside of our school SAC area. We offer a variety of programs to draw and motivate a diversity of students.

#### **Targeted Barriers to Achieving the Goal**

### **Plan to Monitor Progress Toward the Goal**

Monitor the number of elementary schools visited and applications received and by the attendance at our Magnet Open House.

#### **Person or Persons Responsible**

Magnet Coordinator and Principal.

#### **Target Dates or Schedule:**

Monthly

#### **Evidence of Completion:**

Applications received.

## G2. 100% of students pass the Algebra I EOC.

### Targets Supported

#### Resources Available to Support the Goal

- The Algebra I teacher provides tutorials every morning from 8:00-9:00 before school. Historically, students that have attended his tutorials have passed the EOC.

#### Targeted Barriers to Achieving the Goal

- Students may not have a way to get to school early, particularly if they are dependent on bus transportation.

## Plan to Monitor Progress Toward the Goal

Students performance on the two practice EOC.

#### Person or Persons Responsible

The classroom teacher and administration.

#### Target Dates or Schedule:

After the Fall and Winter diagnostic exams.

#### Evidence of Completion:

EOC given in April.

## G3. Improve the attendance rate at Osceola Creek Middle School.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Geometry EOC
- Civics EOC
- Science - Middle School
- CTE
- EWS - Middle School

#### Resources Available to Support the Goal

- School Wide Positive Behavior Support, School Based Team, and Corrective Behavior Forms to track student attendance and tardies.

#### Targeted Barriers to Achieving the Goal

## Plan to Monitor Progress Toward the Goal

Monthly attendance report generated. Phone calls home, followed up by attendance letters to parents. Conferences scheduled, if needed, to discuss absences with the parent and student. Student referred to School Based Team for additional monitoring and mentoring.

### **Person or Persons Responsible**

Attendance Clerk, Administration And School Based Team members.

### **Target Dates or Schedule:**

Monthly

### **Evidence of Completion:**

Attendance rate improving.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G2.** 100% of students pass the Algebra I EOC.

**G2.B1** Students may not have a way to get to school early, particularly if they are dependent on bus transportation.

**G2.B1.S1** Provide the opportunity for these students to receive tutoring after school, so that they can utilize the activity bus for transportation.

#### **Action Step 1**

Speak to the teacher to see how many students are currently not participating in his morning tutorials. Once a list of names has been created, administration will meet with those students to identify the reason for non-attendance.

#### **Person or Persons Responsible**

Teacher and Administration

#### **Target Dates or Schedule**

within the first quarter

#### **Evidence of Completion**

daily sign-in sheets collected from tutorial and teacher feedback.

#### **Plan to Monitor Fidelity of Implementation of G2.B1.S1**

Continue to monitor the attendance to tutorial carefully. Communicate with parents and students the importance of attending tutorials.

#### **Person or Persons Responsible**

Teacher and Administration

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Sign-in sheets

## **Plan to Monitor Effectiveness of G2.B1.S1**

To determine whether tutorials are effective in preparing students for EOC's, we will monitor proficiency on the practice EOC's taken twice a year.

### **Person or Persons Responsible**

Teacher and Administration

### **Target Dates or Schedule**

Each semester

### **Evidence of Completion**

Test results

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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

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

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
	Total	\$0

### Budget Summary by Funding Source and Resource Type

Funding Source	Total
Total	\$0

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*