



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Oslo Middle School
480 20TH AVE SW
Vero Beach, FL 32962
772-564-3980
www.indianriverschools.org

School Demographics

School Type
Middle School

Title I
No

Free and Reduced Lunch Rate
71%

Alternative/ESE Center
No

Charter School
No

Minority Rate
50%

School Grades History

2013-14
C

2012-13
C

2011-12
C

2010-11
B

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.

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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 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

Oslo Middle School

Principal

Eric Seymour

School Advisory Council chair

Germaine Johnson

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

Name	Title
Eric Seymour	Principal
Charles Evans	Assistant Principal
Dawn Bennett	Assistant Principal

District-Level Information

District

Indian River

Superintendent

Dr. Frances J Adams

Date of school board approval of SIP

Pending

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

Germaine Johnson is the President
 1 member is elected as the secretary
 There are 20 parents
 7 teachers and staff
 1 assistant principal
 1 principal
 and 1 business rep

Involvement of the SAC in the development of the SIP

SIP is presented to members to for review and input is asked. Members question the plan and make suggestions to improve the plan

Activities of the SAC for the upcoming school year

SAC will have monthly meetings and partner with PTSA to assist the needs of the student body.

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

The state has not given us any funds for the up coming school year. There will be funding of activities due to the lack of funds

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:

Eric Seymour

Principal

Years as Administrator: 13

Years at Current School: 1

Credentials

Bachelor of Science Degree in Business Administration, Master of Science Degree in Educational Leadership, Doctorate of Science Degree in Educational Leadership (Pending).

Performance Record

Lincoln Park Academy - A,A,C
Northport K8 - C,C,C,C,B,B
Vero Beach High School - B,B,A
Oslo - C

Charles Evans

Asst Principal

Years as Administrator: 18

Years at Current School: 4

Credentials

A.A., B.A. M.Ed.

Performance Record

Oslo Middle 1999 -C; 2000 -A
Sebastian River Middle School 2001-2009 - C,B,A,A,B,A,B,A,A
Oslo Middle School - 2010-2013 - A,B,C,C

Dawn Bennett-Campbell		
Asst Principal	Years as Administrator: 4	Years at Current School: 4
Credentials	M.S. Counseling Psychology M. Ed. Educational Leadership	
Performance Record	Oslo Middle School 2011 B 2012 C 2013 C	

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Debra Schroder		
Part-time / District-based	Years as Coach: 1	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	M.Ed. in Curriculum and Administration. B.A. Education, English and Speech. Reading Endorsement. ESOL Endorsement. Gifted Endorsement.	
Performance Record	First year in position	

Classroom Teachers

of classroom teachers

53

receiving effective rating or higher

50, 94%

Highly Qualified Teachers

100%

certified in-field

52, 98%

ESOL endorsed

44, 83%

reading endorsed

14, 26%

with advanced degrees

, 0%

National Board Certified

3, 6%

first-year teachers

4, 8%

with 1-5 years of experience

1, 2%

with 6-14 years of experience

25, 47%

with 15 or more years of experience

23, 43%

Education Paraprofessionals**# of paraprofessionals**

5

Highly Qualified

5, 100%

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

1

receiving effective rating or higher

(not entered because basis is < 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

Mr. Seymour 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. 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 Seymour's and administrators' core beliefs.

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

First year teachers are assigned a department and administration makes every effort to orient those staff members. This school year, there is one first year teacher and 4 additional teachers new to the school. Two of the new teachers are married and efforts were made to adapt the facility to encourage

their team teaching in the same area of the 8th grade building. The first year teacher and another teacher new to the school were situated in the same wing as their department chairperson for support and guidance. The final experienced teacher, is returning to our school after a 2 year hiatus in another profession and returns to us as an experienced, certified and highly qualified teacher. The district also allows for referral of any of these teachers to an academic coach at the district level, if needed.

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

Grade level teams meet weekly to plan instruction, discuss students' academic performance, and problem-solve. When appropriate and necessary, student data is shared and MTSS referral sheets are completed as a team. In these meetings, teachers focus on academic performance data, behavior needs, 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. 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 with additional support services for the students needing additional services outside the core curriculum, including after school tutoring services, Study Island for remediation (school and home), and after school social skills programming. MTSS team members are assigned to follow up and track student progress.

The MTSS Team periodically reviews progress monitoring data to determine if rate of progress is adequate. If rate of progress is not adequate, the MTSS Team meets again to determine if the problem/concern was identified correctly and interventions were appropriately matched. If/when necessary, the problem-solving cycle restarts.

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

The Principal, Mr. E. Seymour, 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, D. Bennett-Campbell and C. Evans, he 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, P. Prange, 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 K. DiSisto assists with student data collection, integrates core instructional activities/materials into Tier 2 and 3 instruction, and collaborates with general education teachers through such activities as Support Facilitation.

School Psychologist Jessica Rojas participates in collection, interpretation, and analysis of data. She facilitates development of intervention plans, provides support for intervention fidelity and documentation. Mrs. Rojas offers professional development and technical assistance for problem-solving activities including data collection as well as analysis, intervention planning, and program evaluation, 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. Thornton, 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.

Student Support Specialist, L. Walker assists in the design and implementation of progress monitoring, data collection, and data analysis. And she participates in the design and delivery of professional development. Additionally, she monitors implementation of the Study Island, 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.

Classroom Teachers inform the team on matters related to core instruction. They participate in student data collection and deliver Tier 1 instruction. In addition to implementing Tier 2 and 3 interventions, she collaborates with colleagues, and participates in professional development activities to enhance instruction and increase student achievement.

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

The Leadership Team disaggregates and analyzes data (ex. FAIR, Benchmark, Study Island) consistently to identify programming strengths and weaknesses. They promote the identification and implementation of high-yield strategies and interventions, ensuring improvement across content areas. The team conducts detailed examinations of germane academic and behavioral data and ensures resources are in place to increase student achievement.

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

The MTSS team will use a variety of data to monitor students' progress. All data will be monitored using Performance Matters (PM2), TERMS, Esembler, Study Island, and Office Discipline Referral (ODR) database.

1. Baseline Data Collection: PM2, Progress Monitoring and Reporting Network (PMRN/FAIR), 2013 Florida Comprehensive Assessment Test (FCAT), CELLA, SDIRC Benchmark Assessments, SRI, and Study Island pretests, as well as Oral Reading Fluency (ORF), attendance, Office Discipline Referrals (ODRs), and grades.
2. Progress Monitoring Tools: PM2, PMRN/FAIR, SDIRC Benchmarks, classroom assessments, Study Island assessments, ORFs, school-wide writing assessments scored with rubrics, ODRs, and attendance. Tier 1 data will be reviewed at least twice per month and Tiers 2 and 3 data will be reviewed weekly.
3. End of year: PM2, PMRN/FAIR, 2014 FCAT, CELLA

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

Problem-solving and analysis are essential components of the SIP. The MTSS Team meets to review and analyze school-wide data. After analyzing and disaggregating the data, the MTSS Team begins root cause analysis and determines next steps. To build capacity and garner buy-in, all stakeholders have a voice in this process including: faculty, staff, parents, students, community and School Advisory Members. All ideas are considered in the development of next steps. Each of the ideas is taken into consideration and a plan is developed.

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: 4,500

The current plan is that approximately 120 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 Purpose(s)

- Instruction in core academic subjects

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

Identification of possible students will be from the list of students not proficient (level 1 and level 2) who may need additional assistance in the areas of Math and Reading. Some of the students may be additionally served in the EPIC time of the day. During EPIC, students on level one in Math or Reading will receive direct instruction and enrichment through Study island. Some of the students served through this model may also be in the after-school program (as space allows). Data will be collected in real time for the study island participants. Review of benchmark data will also be conducted on a regular basis to determine student progress.

Who is responsible for monitoring implementation of this strategy?

Department chairpersons in math and reading, in collaboration with the teachers providing the EPIC enrichment and after-school tutoring, will be responsible for collecting data on the students they have in their program. The mid-year report will have some data review in this area.

Literacy Leadership Team (LLT)

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

Name	Title
Eric Seymour	Principal
Dawn Bennett	Assistant Principal
Lyn Smith	Reading Department Chairperson
Barbara Glick	Language Arts Department Chairperson
Nancy Curry	Teacher
Gary Curry	Teacher
Lavonne Walker	Student Support Specialist
Jessica Rojas	School Psychologist

Name	Title
Michael Hofer	Math Department Chair
Ellen Wiggins	Social Studies Department Chair
Ulises Liranzo	Science Department Chairperson
Dbra Schroder	Reading Coach

How the school-based LLT functions

Meetings were held at the beginning of the year and a plan was established for the entire year to facilitate Literacy Learning throughout campus for all students. The focus has been on the Study Island Program, however the Reading Department Chairperson and the Reading Coach have also been meeting to discuss and plan observations, modeling strategies for teachers, and other interventions. Department Chairpersons will be responsible for disseminating information related to Literacy issues in their academic area to their teachers. Meetings will be held on a regular basis and Mr. Seymour will oversee this committee.

Major initiatives of the LLT

Study Island, EPIC focused instruction, Accelerated Reader, Expectations for implementation of Common Core Curriculum components across all classrooms, providing incentives for literacy learning.

Every Teacher Contributes to Reading Instruction

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

The addition of a secondary literacy coach in our school district this year means that teachers, in all content areas, will have support. At Oslo Middle School, the Literacy Coach is on campus Mondays and Tuesdays assisting teachers and students in classrooms and providing both formal and informal opportunities for professional development. Research shows that use of the following literacy strategies has resulted in increased student achievement: extended thinking, summarizing, vocabulary in context, advance organizers, and non-verbal representations. Additionally, we plan to increase focus on close reading and text-dependent questions.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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

With the implementation of Common Core, teachers work diligently to design lessons that include both rigor and relevance to real life.

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

Oslo has 2 Guidance Counselors on staff that work with students to ensure that they meet all academic requirements. With the implementation of the Civics EOC in 7th grade, Oslo chose to incorporate the career component within the 8th grade US History curriculum.

Strategies for improving student readiness for the public postsecondary level

Strategies are always based on the individual needs of the student population in which we serve.

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	65%	54%	No	69%
American Indian				
Asian	61%	44%	No	65%
Black/African American	53%	39%	No	58%
Hispanic	66%	50%	No	69%
White	68%	64%	No	72%
English language learners	26%	23%	No	33%
Students with disabilities	40%	20%	No	46%
Economically disadvantaged	59%	46%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	249	28%	55%
Students scoring at or above Achievement Level 4	215	24%	55%

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>		35%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		68%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	548	61%	63%
Students in lowest 25% making learning gains (FCAT 2.0)	486	54%	57%

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)	10	26%	28%
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]		26%
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]		23%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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	123	42%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	36	12%	15%

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	58%	42%	No	63%
American Indian				
Asian	73%	72%	No	75%
Black/African American	44%	20%	No	50%
Hispanic	52%	35%	No	57%
White	64%	53%	No	68%
English language learners	33%	20%	No	39%
Students with disabilities	35%	17%	No	42%
Economically disadvantaged	52%	34%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	161	22%	26%
Students scoring at or above Achievement Level 4	57	8%	12%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		85%
Students scoring at or above Level 7	[data excluded for privacy reasons]		15%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	457	53%	56%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	215	54%	57%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	145	17%	20%
Middle school performance on high school EOC and industry certifications	70	48%	51%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	78	54%	57%
Students scoring at or above Achievement Level 4	23	16%	20%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		20%
Students scoring at or above Achievement Level 4	13	72%	75%

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	73	25%	27%
Students scoring at or above Achievement Level 4	51	17%	20%

Florida Alternate Assessment (FAA)

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

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)	4		6
Participation in STEM-related experiences provided for students	911	100%	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	119	13%	12%
Students who fail a mathematics course	72	8%	7%
Students who fail an English Language Arts course	53	5%	5%
Students who fail two or more courses in any subject	93	10%	9%
Students who receive two or more behavior referrals	291	32%	25%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	72	8%	7%

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

PTSA is very active this year and their target is to increase membership significantly. They intend to provide teachers support, upgrade faculty lounge, and inform all constituents of meetings and work by the PTSA. As of the date of this writing (9/17/2013), there are 176 members of PTSA. Last year the number was almost half that number at 95. Goal of this year's PTSA is to have a better communication system with periodic e-mails to keep members informed. PTSA is also striving to have more staff volunteers. PTSA intends to have more parental based programs offered free of charge.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
The specific increase in PTSA membership goal is 50%.	100	10%	15%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** 2014 FCAT level 3 or above all students- Reading 69%; Math 63%, Science 47%, Writing - 3.5 or above 65%.

Goals Detail

G1. 2014 FCAT level 3 or above all students- Reading 69%; Math 63%, Science 47%, Writing - 3.5 or above 65%.

Targets Supported

- Writing
- Science - Middle School
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Resources include the use of Study Island school wide with specific focus on level 1 FCAT students during the EPIC/Impact time of the day. This program is designed for Reading and Math. In addition, we are providing resources for level 2 students in afterschool extended learning and tutoring. The district has provided a part time Reading Coach to assist with the teaching of Reading in every classroom. In addition, the Language Arts department has directed that we use the Write Score program for scoring and focus on skill development for writing. Data driven results will be analyzed for each individual student's writing and teachers will address strengths and weaknesses of all students based on results. Furthermore, 6th and 7th grade students will also participate in benchmark testing. Writing will not only be a focus in Language Arts but across the curriculum as well. All components of writing will be assessed and reinforced through core and elective classes. The Science Department has opted to provide benchmark testing for regular assessment and monitoring of progress. This was provided as an option this year and we decided to provide benchmark testing. In addition, to try to expose more of our students to STEM opportunities, we will be having an invention club for the second semester (after the conclusion of Science Fair). Every science teacher is required to provide 1 STEM lab per semester. Robotics is being planned again for the summer and some of our Oslo students did participate last summer and will be encouraged to do so this year as well. The district has provided Closing the Gap money, as well as money for textbooks for each of the major subject areas. Food service has indicated that snacks will be available to after-school groups for no charge. We have an ESOL Assistant assigned to the school this year, whereas last year, we did not.

Targeted Barriers to Achieving the Goal

- Same as previously listed.

Plan to Monitor Progress Toward the Goal

Benchmark testing; Study island individual and group student progress

Person or Persons Responsible

Reading and math Department chairpersons

Target Dates or Schedule:

When scheduled Math and Reading FAIR. Study Island provides for the possibility of daily report of progress to parent, student or teacher.

Evidence of Completion:

Progress toward improvement in skill levels (Math and Reading)

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. 2014 FCAT level 3 or above all students- Reading 69%; Math 63%, Science 47%, Writing - 3.5 or above 65%.

G1.B1 Same as previously listed.

G1.B1.S1 The guidance department will work very closely with the Literacy Leadership Team to provide regular and meaningful use of the EPIC/IMPACT time of the school day. In addition, the district has provided monetary resources for textbooks and instructional materials for all areas of the plan. This will be reviewed in the final budget.

Action Step 1

The Study Island program will be structured to yield the maximum benefit to all level 1 students.

Person or Persons Responsible

Guidance, the administration and other members of the Literacy Leadership Team will work closely to place and monitor the program

Target Dates or Schedule

Every level one student will receive Study Island at least once every week.

Evidence of Completion

Regular assessment of the progress of students will be evaluated by administration to determine the ongoing effectiveness of the program.

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

Regular attendance will be taken and coordinated to insure students are transitioning to the focused Math and Reading Study Island classroom.

Person or Persons Responsible

Members of the Literacy Leadership Team and teachers within the building

Target Dates or Schedule

Daily

Evidence of Completion

Mrs. Walker has an assistant , Mrs. Barker, who will be assisting with the fidelity of the implementation of the program.

Plan to Monitor Effectiveness of G1.B1.S1

Study Island reports of student progress

Person or Persons Responsible

Members of the Literacy Leadership team implementing the Study Island initiative.

Target Dates or Schedule

Bi weekly

Evidence of Completion

Progress toward goal of making significant learning gains will be monitored and reported to administration.

G1.B1.S2 The budget of the after-school tutoring program did not support the teachers and students chosen for the program. Administration and the Administrative assistant will work together to use monetary resources wisely so the maximum benefit can be derived from the program. The district has also provided money for closing the achievement gap which has been applied to the afterschool tutoring program in the form of teacher extra pay and transportation. This will be listed in the final budget as well.

Action Step 1

Because the EPIC Study Island is intended for FCAT level 1 students, this after school program will support approximately 90 level 2 students in Reading and Math at each grade level for 1.5 hours per week.

Person or Persons Responsible

Five teachers have agreed to teach the students. The only barrier would be if we overwhelm the bus transportation, we may have to decrease the numbers served.

Target Dates or Schedule

Students will attend either Tuesday or Thursday From October 1, 2013-the end of March, 2014.

Evidence of Completion

Daily attendance will be taken and monitoring of student progress will be through benchmark assessment data for Reading and/or math.

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

regular attendance in the program

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Regular attendance will be determined to be no more than 2 successive absences from the program.

Plan to Monitor Effectiveness of G1.B1.S2

Monitor budget

Person or Persons Responsible

Administrative Assistant

Target Dates or Schedule

Monthly

Evidence of Completion

Stay within budget and timeline

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
G1.	2014 FCAT level 3 or above all students- Reading 69%; Math 63%, Science 47%, Writing - 3.5 or above 65%.	\$57,554
Total		\$57,554

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
School Supplement budget	\$435	\$435
Closing the GAP, textbook and instructional materials money	\$57,119	\$57,119
Total	\$57,554	\$57,554

Budget Details

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

G1. 2014 FCAT level 3 or above all students- Reading 69%; Math 63%, Science 47%, Writing - 3.5 or above 65%.

G1.B1 Same as previously listed.

G1.B1.S1 The guidance department will work very closely with the Literacy Leadership Team to provide regular and meaningful use of the EPIC/IMPACT time of the school day. In addition, the district has provided monetary resources for textbooks and instructional materials for all areas of the plan. This will be reviewed in the final budget.

Action Step 1

The Study Island program will be structured to yield the maximum benefit to all level 1 students.

Resource Type

Evidence-Based Program

Resource

Secretary to coordinate program

Funding Source

School Supplement budget

Amount Needed

\$435

G1.B1.S2 The budget of the after-school tutoring program did not support the teachers and students chosen for the program. Administration and the Administrative assistant will work together to use monetary resources wisely so the maximum benefit can be derived from the program. The district has also provided money for closing the achievement gap which has been applied to the afterschool tutoring program in the form of teacher extra pay and transportation. This will be listed in the final budget as well.

Action Step 1

Because the EPIC Study Island is intended for FCAT level 1 students, this after school program will support approximately 90 level 2 students in Reading and Math at each grade level for 1.5 hours per week.

Resource Type

Evidence-Based Program

Resource

Money from district

Funding Source

Closing the GAP, textbook and instructional materials money

Amount Needed

\$57,119