

The School District of Palm Beach County

Osceola Creek Middle School



2022-23 Schoolwide Improvement Plan

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Osceola Creek Middle School

6775 180TH AVE N, Loxahatchee, FL 33470

<https://ocms.palmbeachschools.org>

Demographics

Principal: Brian McClellan

Start Date for this Principal: 8/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	69%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (59%) 2018-19: A (67%) 2017-18: A (69%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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<https://ocms.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	69%
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	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The staff and families of Osceola Creek Middle School strive to educate students and to assist them in realizing their full potential as responsible, productive, contributing members of society by providing an educational environment in which students are challenged, excellence is expected and differences are valued.

Provide the school's vision statement.

The vision of Osceola Creek Middle School parents and staff is fostering of a positive school climate where a sense of ownership, support, trust, and involvement is created. We all share the responsibility for the success of our students. The dignity of each student is essential in the way we educate. We encourage all students to use their own initiative and respect their opinions and ideas. Each student has a right to learn, to feel safe, to ask questions, to make learning choices, and to have a chance to share ideas. Our staff is committed to positive change and innovative approaches to the way we promote the intellectual, academic, creative and social development of our students. The success of an integrated, multi-functional school depends upon excellent teamwork. Osceola Creek Middle School parents and staff are committed to providing that teamwork. Through Professional Learning Communities and collaboration with the community, we will meet our mission.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
McClellan, Brian	Principal	Provides strategic direction for the campus and staff. Oversees the delivery of instructions to students, evaluates teaching methods, monitors student and teaching data, hires instructional and non-instructional staff, liaison with all stakeholders. He also manages the school budget and determines the implementation of policies and procedures for the school.
Forte, Christopher	Assistant Principal	Mr. Forte oversees the math, science and ESE departments. He analyzes student and teacher data, observes teachers and their teaching methods. He assists the Principal in monitoring student achievement and supports the implementation of new policies and procedures. Additionally, he schedules all students and teachers in the master board. He also oversees the credit recovery program, new teacher development, and the Focus team.
Mccoy, Michelle	Assistant Principal	Ms. McCoy assists in monitoring teacher and student data and achievement, particularly in the English Language Arts and Reading departments. She oversees testing for the school and leads the crisis team. Ms. McCoy works with all new teachers and provides support to them to ensure their success. She also assists in monitoring teaching methods and planning.
Clemons, Lyndon	Assistant Principal	Mr. Clemons provides leadership and direction to the social studies and electives teams. He monitors student and teacher data and student achievement. He also oversees the AVID program and School Wide Positive Behavior Support. Additionally, he oversees textbooks, transportations, the custodial team and facilities. He also assists in observing teaching methods and provides classroom support

Demographic Information

Principal start date

Wednesday 8/1/2018, Brian McClellan

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Total number of teacher positions allocated to the school

49

Total number of students enrolled at the school

825

Identify the number of instructional staff who left the school during the 2021-22 school year.

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	293	243	289	0	0	0	0	825
Attendance below 90 percent	0	0	0	0	0	0	55	63	62	0	0	0	0	180
One or more suspensions	0	0	0	0	0	0	34	39	74	0	0	0	0	147
Course failure in ELA	0	0	0	0	0	0	7	5	5	0	0	0	0	17
Course failure in Math	0	0	0	0	0	0	29	23	24	0	0	0	0	76
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	37	73	77	0	0	0	0	187
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	44	63	51	0	0	0	0	158
Number of students with a substantial reading deficiency	0	0	0	0	0	0	45	70	77	0	0	0	0	192

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	45	70	77	0	0	0	0	192

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	12	11	27	0	0	0	0	50
Students retained two or more times	0	0	0	0	0	0	0	0	2	0	0	0	0	2

Date this data was collected or last updated

Monday 7/18/2022

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	
Number of students enrolled	0	0	0	0	0	0	227	255	262	0	0	0	0	744
Attendance below 90 percent	0	0	0	0	0	0	10	12	6	0	0	0	0	28
One or more suspensions	0	0	0	0	0	0	23	30	34	0	0	0	0	87
Course failure in ELA	0	0	0	0	0	0	24	32	33	0	0	0	0	89
Course failure in Math	0	0	0	0	0	0	28	43	32	0	0	0	0	103
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	24	24	21	0	0	0	0	69
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	21	19	36	0	0	0	0	76
Number of students with a substantial reading deficiency	0	0	0	0	0	0	12	40	56	0	0	0	0	108
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	108	96	60	0	0	0	0	264
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	118	154	102	0	0	0	0	374
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	52	65	55	0	0	0	0	172

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	1	2	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	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	
Number of students enrolled	0	0	0	0	0	0	227	255	262	0	0	0	0	744
Attendance below 90 percent	0	0	0	0	0	0	10	12	6	0	0	0	0	28
One or more suspensions	0	0	0	0	0	0	23	30	34	0	0	0	0	87
Course failure in ELA	0	0	0	0	0	0	24	32	33	0	0	0	0	89
Course failure in Math	0	0	0	0	0	0	28	43	32	0	0	0	0	103
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	24	24	21	0	0	0	0	69
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	21	19	36	0	0	0	0	76
Number of students with a substantial reading deficiency	0	0	0	0	0	0	12	40	56	0	0	0	0	108
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	108	96	60	0	0	0	0	264
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	118	154	102	0	0	0	0	374
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	52	65	55	0	0	0	0	172

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	1	2	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	51%	53%	50%				66%	58%	54%
ELA Learning Gains	43%						55%	56%	54%
ELA Lowest 25th Percentile	30%						49%	49%	47%
Math Achievement	63%	35%	36%				76%	62%	58%
Math Learning Gains	64%						62%	60%	57%
Math Lowest 25th Percentile	53%						51%	53%	51%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Science Achievement	54%	56%	53%				71%	52%	51%
Social Studies Achievement	86%	64%	58%				94%	75%	72%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	67%	58%	9%	54%	13%
Cohort Comparison						
07	2022					
	2019	60%	53%	7%	52%	8%
Cohort Comparison		-67%				
08	2022					
	2019	69%	58%	11%	56%	13%
Cohort Comparison		-60%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	68%	60%	8%	55%	13%
Cohort Comparison						
07	2022					
	2019	66%	35%	31%	54%	12%
Cohort Comparison		-68%				
08	2022					
	2019	70%	64%	6%	46%	24%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	71%	51%	20%	48%	23%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	69%	-69%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	94%	72%	22%	71%	23%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	97%	64%	33%	61%	36%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	60%	40%	57%	43%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	22	27	21	34	44	32	32	59	67		
ELL	32	37	24	44	58	46	23	82			
ASN	91			92	80						
BLK	48	45	20	54	63	55	44	86	90		
HSP	45	40	32	63	67	52	48	83	84		
MUL	83	76		82	75						
WHT	54	43	30	64	62	52	59	87	84		
FRL	43	38	26	54	59	46	40	82	78		

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	20	24	21	23	17	17	22	66	40		
ELL	38	40	33	40	23	13	20	61			
BLK	46	40	19	38	29	27	55	62	77		
HSP	50	42	25	55	30	10	60	71	82		
MUL	85	55		69	27						
WHT	58	43	25	56	33	25	58	81	79		
FRL	47	38	21	42	28	20	48	66	77		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27	44	42	37	41	33	23	74	52		
ELL	26	47	59	54	49	41		80			
ASN	87	75		73	83						
BLK	63	54	46	76	67	55	70	97	79		
HSP	58	49	49	68	56	45	58	94	63		
MUL	67	60		93	79						
WHT	70	58	47	80	64	56	78	94	85		
FRL	58	52	48	72	64	49	70	93	72		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	597
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	88
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	79
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

In reviewing the ELA data, there has been a consistent decline in overall proficiency. Particularly in the the subgroup of Students With Disabilities. There has also been a sharp decline in the eighth grade science proficiency over the last three years, dropping from 71% proficient in 2019 to 56% in 2021, and 51% in 2022. Additionally, we experienced a drop in our Algebra 1 EOC pass rate. In 2018 we had a 100% pass rate, and dropped to 83% pass rate in 2022.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest area of concern is the SWD subgroup in ELA. Greater emphasis has to be placed on our struggling readers and SWD. This has been an area of concern over the last several years. with only 27% of Students With Disabilities showing proficiency in 2018 dropping to only 17.9% showing proficiency last year.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

I believe there are several contributing factors for this low proficiency rate. Last year was our first year back to 100% face to face learning. Students have become very dependant on their computers and very little were interacting with texts and literature while at home, despite the planning on the side of the teachers. In addition, we had increased teacher absences leaving students without direct instruction or guidance from the content area teacher. Students and teachers, alike, were still getting sick as we continued to maneuver our way through the pandemic.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our Civics team did an exceptional job on there scores. We were at a 76% proficiency in 2021 and increased to 83% in 2022. In addition, Math had great learning gains increasing from 31% in 2021 to 63% in 2022. They also had great growth with the lowest 25%, increasing from 21% proficiency in 2021 to 62% in 2022.

What were the contributing factors to this improvement? What new actions did your school take in this area?

I believe one of the reasons for improvement in math and Civics is due to tutoring opportunities that were offered to their students. The provided a tremendous amount of support as a team to their students and it shows.

What strategies will need to be implemented in order to accelerate learning?

We continue to grow in acceleration and the number of students in accelerated classes. We currently have 203 students enrolled in high school credit classes which is 25% of our population. We have increased our tutoring opportunities this year, in an effort to not only increase proficiency, but increase student ability and confidence as well.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Our Professional Development team been meeting to plan our trainings for the year. We continue to have SMART board training quarterly to help increase the use of technology in the classroom. We are also having an ELA specialist come in from the district to help our teachers learn to navigate Study Sync better and to provide teachers with strategies for writing.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We have implemented homerooms this year with tutorials running during that time from 9:00 - 9:25 daily. This will provide students, who cannot arrive early, to get some help and remediation.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

After analyzing our testing data and looking at the trend of declining proficiency in our ELA scores, we will focus on ELA and Reading this year. Our goal is to increase overall proficiency, but in particular focus on the Students With Disabilities (6th Grade = 21% proficient, 7th Grade = 14% and 8th Grade = 18%). In reviewing the ELA data, there has been a consistent decline in overall proficiency (12% in 6th grade over 3 years, 13% in 7th grade over 3 years and 19% drop over 3 year span), Particularly in the subgroup of Students With Disabilities (3% drop over 3 years in 6th grade, 9% drop over 3 years in 7th grade, 4% drop over 3 years in 8th grade)..

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve.

This should be a data based, objective outcome.

By May 2023, 60% of OCMS ELA Students will show proficiency on the FAST Assessment.

By May 2023, 52% of OCMS ELA Students will make learning gains between subsequent PMs on the FAST Assessment.

By May 2023, 41% of the lowest 25% of OCMS ELA Students will make learning gains between subsequent PMs on the FAST Assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored through quarterly data chats with teachers and students. In addition, this will be a focus of our Leadership Team and Department Instructional Leaders.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Through the use of prescribed Reading Programs utilized in ELA & Reading classrooms.

1. Reading Plus
2. Wilson Language Just Words
3. SPIRE Reading Intervention

Rationale for

Evidence-based

Strategy:

Explain the

This particular area was chosen based on the continual decline in overall proficiency and learning gains on the FSA. FSQ and USA data also showed decline last year, with very little reteach of the standard taking place.

rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Through targeted tutorials available in the morning before school from 8:00 - 8:45

1. Teacher recommendation & Data analysis targets (FSA 1s & 2s)
2. Promoted Benefits
3. Incentivized attendance
4. Standards/Skills-based Lessons

Person Responsible Michelle Mccoy (michelle.mccoy@palmbeachschools.org)

Through data-driven instruction

1. FSQ/USA data analysis & collegial planning in PLCs
2. Lowest 25% ELA students progress monitored through subsequent assessments, including FAST PMs
3. Interventions in place to reteach standards identified as weaknesses in proficiency (per teacher)

Person Responsible Michelle Mccoy (michelle.mccoy@palmbeachschools.org)

Through relevant and meaningful professional development and training to give teachers more tools to reach our population and build capacity in our teachers.

Person Responsible Christopher Forte (christopher.forte@palmbeachschools.org)

#2. Instructional Practice specifically relating to Math**Area of Focus Description****and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

While math gains looked good last year, overall proficiency was lower than preferred. We did increase from 54% proficiency in 2021 to 61% proficiency in 2022. However we did have a drop in Algebra 1 students pass rate.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May of 2023, 80% of the lowest 25 percentile of OCMS math students will score 68% or higher on the FAST assessment.
By May of 2023, 95% of OCMS students enrolled in the Geometry Honors course will score 90% or higher on the EOC/FAST assessment.
By May of 2023, 87% of OCMS students enrolled in the Algebra Honors course will score 70% or higher on the EOC/FAST assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored through quarterly data chats with teachers and students. In addition, this will be a focus of our Leadership Team and Department Instructional Leaders.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will continue to use IXL for reinforcement of the strategies taught. They will also utilize their time in PLCs to analyze common assessments to use the data to drive their instruction. Professional development will also be offered to our teachers to help build capacity and strategies.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

These are the strategies we have used and will continue to use them. Overall, the math team is doing a good job, but there is always room to fine tune the strategies we use and the services we offer our students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Use supplemental resources such as IXL, Kahoots, Desmos etc.
2. PLC's; Use FSA and Diagnostic scores to determine instructional needs.
3. Small group cooperative learning; instructional support.
4. Tutoring: 8:00am to 8:45am and from 9:00am to 9:25am daily.

Person Responsible

[no one identified]

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Osceola Creek Middle School works to build a positive culture and environment in various ways. OCMS works with stakeholders through our SAC program, including parents, volunteers, and community members in critical planning and decision making. Osceola Creek is also one of five Palm Beach County schools involved in the pilot program implementing a House System this year. The House System includes all staff, faculty, and students on campus, contributing to a feeling of belonging and community at the school, and involves parents by informing families of their student's contributions to their respective Houses. OCMS also works to provide support to students and families through various programs including tutoring opportunities, information nights and events, student performances, and outreach through clubs and groups (for example, Band and Academic Games). Osceola Creek also has opportunities on campus for students to work with and support their fellow students, through classes such as Peers with Partners and Peer Counseling.

Our school integrates Single School Culture by sharing Universal Guidelines for Success (The Bear Way) and communicating these expectations to parents and students through school-sponsored events and assemblies. In alignment with school board 2.09 and Florida State Statute 1003.42 our school highlights multicultural diversity within our curriculum. OCMS students participate in activities and studies including, but not limited to , literature and art of different cultures and communities, rituals and unique practices and in elective based classes (culinary, STEAM, AVID, Intensive Reading) in media library selection is filled with books related to the variety of cultures, which are highlighted during various points of the year aligning to days of recognition. All of our instructional staff in the core academic areas are committed to following the PBCSD Scope and Sequence to ensure quality exposure to required topics for all students. Departments meet individually by grade level bi-weekly to review upcoming material and plan/develop lessons that align to required content.

Identify the stakeholders and their role in promoting a positive school culture and environment.

At Osceola Creek, we strive to foster a welcoming and safe environment for all students. As one of the district initiatives, we are currently a level 3 for Welcoming and Inclusive School. As a school we are working on becoming a level 4 school and are currently working on the bucket trainings to achieve this. We have a great team assembled, with an AP, our CLF and a secretary, to welcome all students on campus and to help them get acclimated and settled as quickly as possible. In addition, we provide support and social events for our staff monthly through our Sunshine Committee, which is run by teachers. Mr. Clemons has implemented a Mentoring program and also oversees SWPBS which provides activities in the courtyard on Fridays once a month. It also recognizes the student of the week or Bear of the Week.

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09

Instruction applicable to appropriate grade levels including but not limited to:

- (a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.
- (b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.
- (c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.
- (d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.