

The School District of Palm Beach County

Omni Middle School



2022-23 Schoolwide Improvement Plan

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Omni Middle School

5775 JOG RD, Boca Raton, FL 33496

<https://oms.palmbeachschools.org>

Demographics

Principal: Nikkia Deluz

Start Date for this Principal: 8/1/2019

| | |
|--|--|
| 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) | 49% |
| 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: A (70%) 2018-19: A (72%) 2017-18: A (71%) |
| 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 | N/A |
| * 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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| Planning for Improvement | 16 |
| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

Omni Middle School

5775 JOG RD, Boca Raton, FL 33496

<https://oms.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 | 49% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 50% |

School Grades History

| Year | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|-------|---------|---------|---------|---------|
| Grade | A | | A | A |

School Board Approval

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Omni Middle is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement.

Omni Middle envisions a dynamic, collaborative multi-cultural community where education and life-long learning are valued and supported and all learners reach their highest potential and succeed in the global economy.

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 |
|----------------|---------------------|--|
| DeLuz, Nikkia | Principal | Oversee department heads, science, and new teachers. Monitor attendance, discipline, student achievement and instruction for all grades. Budget and School Finance development and execution, capital projects, choice contact, instructional leader and staff development, marketing of school, school improvement plan, press liaison, SAC leader, and PTSA representative. |
| Crum, Michael | Assistant Principal | Oversee Social Studies and Physical Education. 6th grade Assistant Principal, 6th grade attendance, discipline, student achievement and instruction. Master board, instructional materials, facilities, athletics, after school program liaison, keys, Marzano evaluator 6th grade, EDW support, PLC monitor, SBT & RTI 6th grade, Safety Committee leader, SIP support, tutorial program. |
| Caplin, Daniel | Assistant Principal | Oversee Language Arts, ESE, and Transportation. 7th grade Assistant Principal, 7th grade attendance, discipline, student achievement and instruction. School Wide Positive Behavior Support administrator, EDW support, and Technology. |
| DeMarzo, Jill | Assistant Principal | Oversee Math, Vocational, and Testing. 8th grade Assistant Principal, 8th grade attendance, discipline, student achievement and instruction. Testing coordinator, academy/AVID administrator, ESP, professional development liaison, EDW support, 8th grade Marzano evaluator, PLC monitor, SBT & RTI 8th grade, tutorial program. |
| Moss, Melissa | School Counselor | Guidance Counselor 8th grade, anti bully/drug week, 504's 8th grade, Threat Assessment team, and RTI & SBT 8th grade. FLVS contact, career planning 8th grade and choice program applications. |
| Bayol, Jean | Other | ESOL coordinator, schedule support classes including CLF's, test incoming students, progress monitor students in the program, monitor implementation & program strategies, arrange parent conferences, and coordinate parent assemblies. |

Demographic Information

Principal start date

Thursday 8/1/2019, Nikkia Deluz

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.*

4

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.*

21

Total number of teacher positions allocated to the school

69

Total number of students enrolled at the school

1,114

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

13

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

10

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 | 325 | 354 | 435 | 0 | 0 | 0 | 0 | 1114 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 47 | 69 | 90 | 0 | 0 | 0 | 0 | 206 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 48 | 78 | 63 | 0 | 0 | 0 | 0 | 189 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 37 | 46 | 39 | 0 | 0 | 0 | 0 | 122 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 42 | 93 | 67 | 0 | 0 | 0 | 0 | 202 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 36 | 40 | 70 | 0 | 0 | 0 | 0 | 146 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 46 | 56 | 54 | 0 | 0 | 0 | 0 | 156 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 37 | 46 | 39 | 0 | 0 | 0 | 0 | 122 |

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 | 70 | 104 | 68 | 0 | 0 | 0 | 0 | 242 |

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 | 20 | 32 | 24 | 0 | 0 | 0 | 0 | 76 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 4 |

Date this data was collected or last updated

Saturday 9/10/2022

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 | 352 | 440 | 494 | 0 | 0 | 0 | 0 | 1286 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 31 | 13 | 6 | 0 | 0 | 0 | 0 | 50 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 17 | 17 | 0 | 0 | 0 | 0 | 38 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 59 | 60 | 0 | 0 | 0 | 0 | 137 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 60 | 95 | 0 | 0 | 0 | 0 | 173 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 29 | 64 | 53 | 0 | 0 | 0 | 0 | 146 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 80 | 91 | 92 | 0 | 0 | 0 | 0 | 263 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 79 | 88 | 138 | 0 | 0 | 0 | 0 | 305 |
| FY21 ELA Winter Diag Level 1 & 2 | 0 | 0 | 0 | 0 | 0 | 0 | 141 | 191 | 138 | 0 | 0 | 0 | 0 | 470 |
| FY21 Math Winter Diag Level 1 & 2 | 0 | 0 | 0 | 0 | 0 | 0 | 164 | 145 | 93 | 0 | 0 | 0 | 0 | 402 |

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 | 60 | 56 | 62 | 0 | 0 | 0 | 0 | 178 |

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 | 13 | 18 | 11 | 0 | 0 | 0 | 0 | 42 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 4 |

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 | 352 | 440 | 494 | 0 | 0 | 0 | 0 | 1286 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 31 | 13 | 6 | 0 | 0 | 0 | 0 | 50 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 17 | 17 | 0 | 0 | 0 | 0 | 38 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 59 | 60 | 0 | 0 | 0 | 0 | 137 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 60 | 95 | 0 | 0 | 0 | 0 | 173 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 29 | 64 | 53 | 0 | 0 | 0 | 0 | 146 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 80 | 91 | 92 | 0 | 0 | 0 | 0 | 263 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 79 | 88 | 138 | 0 | 0 | 0 | 0 | 305 |
| FY21 ELA Winter Diag Level 1 & 2 | 0 | 0 | 0 | 0 | 0 | 0 | 141 | 191 | 138 | 0 | 0 | 0 | 0 | 470 |
| FY21 Math Winter Diag Level 1 & 2 | 0 | 0 | 0 | 0 | 0 | 0 | 164 | 145 | 93 | 0 | 0 | 0 | 0 | 402 |

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 | 60 | 56 | 62 | 0 | 0 | 0 | 0 | 178 |

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 | 13 | 18 | 11 | 0 | 0 | 0 | 0 | 42 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 4 |

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 | 67% | 53% | 50% | | | | 73% | 58% | 54% |
| ELA Learning Gains | 60% | | | | | | 65% | 56% | 54% |
| ELA Lowest 25th Percentile | 50% | | | | | | 53% | 49% | 47% |
| Math Achievement | 73% | 35% | 36% | | | | 82% | 62% | 58% |
| Math Learning Gains | 78% | | | | | | 79% | 60% | 57% |
| Math Lowest 25th Percentile | 64% | | | | | | 64% | 53% | 51% |
| Science Achievement | 63% | 56% | 53% | | | | 67% | 52% | 51% |
| Social Studies Achievement | 82% | 64% | 58% | | | | 84% | 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 | 71% | 58% | 13% | 54% | 17% |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 66% | 53% | 13% | 52% | 14% |
| Cohort Comparison | | -71% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 73% | 58% | 15% | 56% | 17% |
| Cohort Comparison | | -66% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2022 | | | | | |
| | 2019 | 76% | 60% | 16% | 55% | 21% |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 55% | 35% | 20% | 54% | 1% |
| Cohort Comparison | | -76% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 88% | 64% | 24% | 46% | 42% |
| Cohort Comparison | | -55% | | | | |

| 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 | 63% | 51% | 12% | 48% | 15% |
| Cohort Comparison | | 0% | | | | |

| BIOLOGY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | 81% | 72% | 9% | 71% | 10% |
| 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 | 100% | 64% | 36% | 61% | 39% |
| 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 | 34 | 43 | 38 | 43 | 61 | 56 | 27 | 57 | 93 | | |
| ELL | 43 | 55 | 51 | 53 | 70 | 59 | 34 | 60 | 77 | | |
| ASN | 91 | 71 | | 94 | 86 | | 81 | 91 | 97 | | |
| BLK | 46 | 60 | 67 | 46 | 68 | 52 | 24 | 63 | 84 | | |
| HSP | 63 | 60 | 54 | 68 | 77 | 65 | 62 | 82 | 86 | | |
| MUL | 75 | 62 | | 74 | 82 | | | 93 | 100 | | |
| WHT | 69 | 58 | 43 | 78 | 78 | 66 | 67 | 82 | 93 | | |
| FRL | 57 | 55 | 52 | 64 | 71 | 57 | 54 | 73 | 86 | | |
| 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 | 36 | 38 | 31 | 35 | 34 | 26 | 35 | 46 | 65 | | |
| ELL | 47 | 55 | 50 | 50 | 44 | 33 | 43 | 69 | 80 | | |

| 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 |
| AMI | 64 | 55 | | 55 | 27 | | | | | | |
| ASN | 83 | 61 | 30 | 89 | 70 | | 81 | 100 | 94 | | |
| BLK | 39 | 42 | 32 | 40 | 23 | 18 | 26 | 64 | 89 | | |
| HSP | 67 | 57 | 46 | 63 | 48 | 36 | 63 | 74 | 85 | | |
| MUL | 78 | 76 | | 71 | 63 | | 73 | 82 | 86 | | |
| WHT | 71 | 61 | 49 | 71 | 53 | 32 | 66 | 81 | 85 | | |
| FRL | 60 | 53 | 42 | 57 | 43 | 28 | 55 | 70 | 81 | | |
| 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 | 36 | 51 | 45 | 51 | 61 | 46 | 32 | 55 | 50 | | |
| ELL | 50 | 65 | 59 | 75 | 73 | 57 | 44 | 71 | 55 | | |
| ASN | 80 | 68 | 65 | 96 | 94 | | 84 | 96 | 85 | | |
| BLK | 58 | 57 | 44 | 58 | 67 | 60 | 52 | 75 | 78 | | |
| HSP | 71 | 66 | 57 | 80 | 75 | 59 | 58 | 81 | 69 | | |
| MUL | 76 | 60 | 55 | 80 | 81 | 90 | 79 | 94 | 87 | | |
| WHT | 76 | 65 | 51 | 85 | 81 | 65 | 71 | 85 | 79 | | |
| FRL | 62 | 61 | 52 | 73 | 74 | 60 | 61 | 74 | 70 | | |

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) | N/A |
| OVERALL Federal Index – All Students | 69 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 0 |
| Progress of English Language Learners in Achieving English Language Proficiency | 61 |
| Total Points Earned for the Federal Index | 689 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 98% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 48 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |

| English Language Learners | |
|--|-----|
| Federal Index - English Language Learners | 56 |
| 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 | 87 |
| 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 | 57 |
| 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 | 67 |
| 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 | 81 |
| 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 | 71 |
| 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 | 63 |
| 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?

Based upon FY22 assessment data, Omni Middle was the highest performing comprehensive middle school in the South Region.

From FY21 to FY22, assessment data shows 1% decrease in ELA Achievement, 6% increase in Math Achievement, 0% change in Science Achievement, 3% increase in Social Studies Achievement, 1% increase in ELA Learning Gains, 28% increase in Math Learning Gains, 33% increase in L25 ELA Learning Gains, 33% increase in L25 Math Learning Gains, 5% increase in MS Acceleration, and an increase 80 School Grade Points.

By Grade Level, assessment data shows 1.9% increase in 8th Grade ELA, 3.3% increase in 7th Grade ELA, 5.8% decrease in 6th Grade ELA, 13.21% increase in 8th Grade Math, 9.07% increase in 7th Grade Math, 2.86% increase in 6th Grade Math.

Based upon subgroup data in ELA Achievement, there was 0.6% increase by males, 0.3% decrease by females, 2.1% decrease by LY students, 15.8% increase by LF students, 1.7% increase by SWD, 1.3% decrease by white students, 8.8% increase by black students, 2.6% decrease by Hispanic students, 11.3% increase by Asian students, 19.5% increase by Indian students, and 6.4% increase by Multi-Ethnic students. In Math Achievement, there was an increase of 9.8% by males, 7.9% increase by females, 3.8% increase by LY students, 20.8% increase by LF students, 11.7% increase by SWD, 8% increase by white students, 10.3% increase by black students, 8.8% increase by Hispanic students, 3.4% increase by Asian students, 35.7% increase by Indian students, and 10% increase by Multi-Ethnic students.

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

Based upon progress monitoring and 2022 state assessments, the greatest areas of need for improvement include ELA Achievement which decreased by 1%, 6th Grade ELA Achievement which decreased by 5.8%, female ELA Achievement which decreased by 2.1%, white student ELA achievement which decreased by 1.3%, and Hispanic student ELA achievement which decreased by 2.6%.

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

Contributing factors include students returning to campus on a full-time basis after the pandemic, a rise in student discipline events, teacher turnover rate, and the addition of several new teachers to the

profession.

To help curb this drop, we have streamlined a new discipline and reward system to our stakeholders which will set the expectations for a positive school culture and contribute to greater academic performance.

From a personnel standpoint, we will need to identify teachers who have high levels of academic instructional delivery and classroom management as strong points to help mentor new teachers. Bi-weekly meetings to discuss standards delivery and schedule peer observations of new teachers. Schedule professional learning communities weekly, where teachers can share best practices and plan lessons aligned to the standards. Professional learning communities will be monitored by the administrator over ELA, and district literary specialists will be invited to assist. Students who showed a decrease in ELA achievement will need to be identified and monitored by each teacher. This will help the teachers have informed data chats with their students in an effort to better progress monitor throughout the year. In addition to classroom assessments teachers will use district made assessments as well as state assessments to progress monitor throughout the year.

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

Based upon progress monitoring and 2022 state assessments, the greatest areas of improvement include 6% increase in Math Achievement, 28% increase in Math Learning Gains, 33% increase in L25 ELA Learning Gains, 33% increase in L25 Math Learning Gains, 13.21% increase in 8th Grade Math Achievement, 15.8% increase in ELA Achievement by LF students, 11.3% increase in ELA Achievement by Asian students, 19.5% increase in ELA Achievement by Indian students, 20.8% increase in Math Achievement by LF students, 11.7% increase in Math Achievement by SWD, 10.3% increase in Math Achievement by black students, and 35.7% increase in Math Achievement by Indian students.

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

Contributing factors include the facilitation of data driven Professional Learning Communities, professional development in differentiated instruction, instructional rounds to share best practices, individual student data chats, and targeted tutorial sessions for hand selected students.

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

In order to accelerate learning this year, our teachers will need to continue their weekly professional learning communities to plan effective standards based lessons. This will also serve as a way to come together and identify re-teaching materials for students and/or groups of students who do not meet mastery for specific standards. Teachers will need to progress monitor throughout the year for their classes as a whole and by subgroup. To better progress monitor, teachers will use classroom assessments, district created assessments such as FSQ's and USA's along with district created diagnostic assessments. Our English Language Learner population will use the Achieve 3000 program to monitor their progress throughout the year. This will allow teachers to move students in to the best part of the program to meet their needs and progression. Teachers will need to focus on content literacy so students will be able to read and identify what questions are being asked of them in class and on assessments.

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.

Professional development will center on literacy in all subjects. Students often times do not lack the skills to perform what an assessment is asking them to do but they do not understand the task that is being asked of them. Professional development will focus on making sure students not only acquire but comprehend and retain the academic vocabulary for each class. Professional development will center on summaries, note taking, main ideas, and think pair share. Through this, students will be able to write sentence summaries of what is being read. Students will also be able to focus in on the main points of a passage or word problem to write down what it is they should focus on. The main idea will allow students to catalog information for later use and the think pair share will allow students to interact with one another sharing ideas and perspectives.

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

ELL students will be monitored and tracked by their guidance counselor and ELL Coordinator. Adjustments will be made in schedules to reflect their needs. Our ESE department will be monitored by the ESE Coordinator to ensure IEP's are being met and followed, as well as scheduling meetings to reevaluate student needs and the least restrictive environment. Throughout the year, students who are struggling either academically or behaviorally will be placed on school based team. Here, student needs will be examined and multi-tiered layers of support will be applied. Students will receive services to support their area of need. Students will be monitored by their counselor who will be tracking their progress through the interventions put in place. If desired success is met, students will be removed from support and monitored for any regression. Students who do not show improvement will receive a second layer of support. This process will repeat for three levels. Our school wide positive support team will also support our student improvement by providing expectations for differing areas of the school and what that looks like in each area.

Areas of Focus

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

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#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.

If we focus on clear instructional practices to meet the needs of all students, we will ensure a positive outcome of student learning. Our goal is to increase ELA proficiency by 6 percentage points across grade levels. Our school wide ELA plan focuses on a single school culture that fosters strong ELA skills across grade levels. Using progress monitoring and diagnostic data, teachers that utilized effective instructional practices in the classroom saw positive increases in student achievement and/or lower declines in academic performance. As a result, professional development, planning, support, and instructional coaching while using data will be vital in reaching our goal. While reviewing and comparing FSA data from FY21 to FY22, we identified ELA as a critical area in need of improvement. During the data breakdown it was noticed that our ELA Achievement decreased by 1%, our 6th Grade ELA Achievement decreased by 5.8%, our female ELA Achievement decreased by 2.1%, our white student ELA achievement decreased by 1.3%, and our Hispanic student ELA achievement decreased by 2.6%.

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

Omni Middle will increase proficiency in ELA Achievement in each grade level by 6%. In 6th grade, we will increase from 62.5% to 68.5% proficient. 7th grade, will increase from 63% to 69% proficient, and 8th grade will increase from 70% to 76% proficient.

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

Monitoring is an important step towards student achievement and school improvement. It provides teachers and administrators the data they need to make decisions about instruction and differentiated support for the students. Teachers and administration will monitor the students progress throughout the year. Teachers will give classroom assessments and assignments and monitor students for understanding of the benchmarks. Administration will disaggregate the data from district USA's and diagnostic assessments to monitor student progress. At IEP meetings, we strategically plan for a variety of monitoring techniques including review of lesson plans, classroom walks, student work/ portfolios, data analysis, data chats with teachers, and students formal observations.

Person responsible for monitoring outcome:

Daniel Caplin (daniel.caplin@palmbeachschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being

1. Intentional scheduling of ELA students based on FSA scores.
2. Utilization of Professional Learning Communities/Professional development in ELA to monitor data, discuss best practices, and lesson development.
3. Tutorials: teachers will facilitate tutorials for high needs students beyond the school day to provide targeted and strategic instruction.

implemented for this Area of Focus.

4. Small group differentiated instruction: teachers will work strategically with students in small group on state benchmarks.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

1. This will allow teachers to help or enrich students based on a skill deficiency or strength.

Describe the resources/

2. Teacher led Professional Learning Communities allow teachers to share best practices and implement changes for student improvement. When this is done consistently students show improvement.

criteria used for selecting this strategy.

3. Allow for students who show deficiencies on a given benchmark to be able to participate in remediation.

Describe the resources/

4. Small group instruction will allow teachers to work closely with students on specific skills and deficiencies.

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.

1. Intentional Scheduling:

- a. Teachers plan lessons on student deficiencies in PLC's.
- b. Teacher/Administration progress monitor students through a variety of assessments.
- c. Allow for fluid schedule changes

2. Utilization of PLC's/Professional Development

- a. PLC's will focus on data analysis and effective instruction.
- b. All ELA teachers will utilize FSQ's, USA's, and Palm Beach Performance Assessments to monitor data.
- c. PD will focus on instructional needs and building expertise.
- d. PLC's will focus on the continuous improvement model

3. Tutorials:

- a. Develop a schedule for tutorials based on student needs beyond regular school day.
- b. Student transportation provided by district bus.
- c. Students grouped by progress monitoring.
- d. Tutorials will focus on student needs by benchmark.

4. Small Group:

- a. Small group planning within PLC's.
- b. Focused groups based on deficiency
- c. Remediation progress monitoring
- d. Personalized instruction

Person

Responsible [no one identified]

#2. Positive Culture and Environment specifically relating to Student Discipline

Area of Focus

Description and Rationale:

Based upon data, we observed an increase in documented behavioral incidents, as well as an increase of students with multiple discipline referrals.

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

In FY22 we had 141 out of school suspensions and in FY19 we had 138 out of school suspensions.

In addition, we had 28 6th graders with 2 or more referrals, 60 7th graders with 2 or more referrals, and 51 8th graders with two or more referrals.

Measurable Outcome:

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

Our goal is to decrease our out of school suspensions by at least 20 or more.

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

Monitoring is an important step towards student achievement and school improvement. It provides teachers and administrators the data they need to make decisions about instruction and differentiated support for the students. Administration will monitor the student discipline data and proactively intervene during behavioral incidents. Teachers and staff members will also take an active role in communicating high expectations for students. In addition, we have implemented a minor behavioral tracking system which will instantaneously hold students accountable for their actions. Lastly, we will also offer positive rewards which will generate good citizenship and promote a positive school climate.

Person responsible for monitoring outcome:

Daniel Caplin (daniel.caplin@palmbeachschools.org)

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

1. Establish student behavioral expectations
2. Communicate expectations with all stakeholders
3. Monitor student behavioral progress
4. Administer discipline based upon the school district's behavioral matrix with fidelity
5. Offer rewards for students that exceed expectations

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

1. This will set the tone for behavioral expectations
2. This will offer clarity and transparency to all stakeholders
3. This will allow for data analysis, and any necessary adaptations
4. This will establish student compliance
5. This will generate student buy-in

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. Establishment of rules and expectations
2. Set the criteria for rewards and consequences
3. Communicate expectations through High Expectation Assemblies by Grade Level
4. Communicate expectations with external stakeholders through newsletters, PTSA/SAC Meeting, and Open House
5. Effectively communicate with stakeholders throughout the process through various platforms including phone, text, email
6. Establish a sequence of progressive discipline including warnings, notifications, and detentions
7. Impose consequences when an infraction is committed
8. Impose positive reinforcement when high character is demonstrated

Person

Responsible

Daniel Caplin (daniel.caplin@palmbeachschools.org)

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.

Our school integrates single school culture by sharing our universal guidelines for success and communicating these expectations to parents via student protocols, and monitoring SWPBS data. Our SWPBS team created a matrix and posted signage throughout the school. In accordance with School Board Policy 2.09 and Florida State Statute 1003.42, Omni will continue to build an appreciation for multicultural diversity and single school culture in the curriculum and arts by incorporating History of Holocaust, History of Africans and African Americans, Hispanic Contributions, Women's Contributions, and Sacrifices of Veterans and the value of Medal of Honor recipients into classroom studies. We also host a parent/family multicultural nights. Our PBIS universal guidelines and matrix is evident through specific practices and students will be responsible to abide by the guidelines to be their Omni B.E.S.T. (Be Respectful, Empathetic, Stay Safe, and Team player). We also implement a Positive Behavior Reward System through PerfectPass, in which students earn incentives for demonstrating high character and contributing to our positive school culture. Incentives include, but are not limited to positive recognition parent notifications, certificates, no homework pass, skip the lunch line, VIP lunch, no tardy party, and Jag Swag Point Party. Omni Middle continues to maintain a single school culture of excellence and strives to improve our climate in a variety of ways. We continue to maintain a single school culture through PBIS celebrations as well as team meetings that focus on applicable topics based on school culture/climate and mental health. We are also implementing the mental health lessons mandated by the state of Florida utilizing Suite 360 lessons which are delivered by content area teachers. Suite 360 is the curriculum that the school district selected to implement the five hour state mandated instruction related to youth mental health awareness. Throughout the suite 360 curriculum, students participate in lessons on the following topics: Mental health awareness and assistance, healthy coping skills for teens, #stopthestigma-the truth about mental health conditions, supporting someone with a mental health condition, prevention of substance misuse, child trafficking, and awareness of resources and the process of assessing treatment. The school behavioral health professional (SBHP) supports the behavioral and mental health of students. This position started as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum monies. Resource 2-1-1 is a community helpline and crisis hotline that provides suicide prevention, crisis intervention, information, assessment, and referral to community services for people of all ages. Staff will listen to each individual's situation and provide information on available social services, community services and resources that include food assistance, medical clinics, foreclosure prevention, parenting info on developmental concerns, special needs, senior services, services for teens and more. In the academic arena our PLC's and tutorial (credit recovery) program are integral parts of promoting student advancement and positive culture. Additionally students are encouraged to join a variety of clubs and sports to foster positive relationships. Our SWPBS team focuses on a theme monthly where teachers nominate students for a raffle who best exhibit that quality.

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

Principal: promoting collaboration amongst staff members, with a focus on leadership, creates a positive environment in which teachers can share their best practices that are responsive to student needs. This shows that our principal positively influences the school culture with strategies that encourage collaboration.

School counselors: Supports a positive culture and environment through lessons they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our counselors ensure students feel safe, welcome, and included.

Teachers: Incorporate SWPIS; a framework that brings together the school community to develop a positive, safe, and supportive learning environment. SWPBS assists schools to improve social, emotional, behavioral and academic outcomes for students to ensure all students have an equal and equitable opportunity to learn in a positive environment. We also utilize a multi-tiered system of support through our school based team. Tier one: universal prevention tier 1 supports serve as the foundation for behavior and

academics. Tier 2: targeted prevention support focuses on improving specific skill deficits students have. Tier 3: this includes specific, intensive individualized prevention.

Parent Teacher Association (PTA): Our parent teacher organization works hand in hand with our school to achieve our overall goals. PTA meets monthly with administration to see where they can assist in our day to day operations. PTA conducts fundraisers to assist the school financially in our areas of need such as purchasing web based programs to supplement our curriculum.

School Advisory Council (SAC): Our school advisory council meets monthly to discuss the academic and behavioral status of the school as well as any current topics parents and/or teachers wish to discuss. The SAC also has input and discussion while approving our school improvement plan. If the SAC has any funds available they will also hear proposals from teachers and staff to purchase items or make funds available for things such a tutoring and small group instruction.