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Osceola Middle School

9301 98TH ST, Seminole, FL 33777

<http://www.osceola-ms.pinellas.k12.fl.us>

Demographics

Principal: Derrik Craun

Start Date for this Principal: 7/8/2022

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)	90%
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 (54%) 2018-19: C (51%) 2017-18: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 Pinellas 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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Osceola Middle School

9301 98TH ST, Seminole, FL 33777

<http://www.osceola-ms.pinellas.k12.fl.us>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2021-22 Title I School</p> <p style="font-size: 24px;">No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">90%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 24px;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">37%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B	C	C	C

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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. 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.

Osceola Middle School serves the diverse needs of our students by providing learning opportunities to promote highest student achievement in a safe and structured environment.

Provide the school's vision statement.

100% Student Success!

-Each student will attain at least 1 yrs. Learning/Growth in each subdomain (e.g. Math, Science, Soc. Studies, Literacy)

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
Lowery, Solomon	Principal	
Adams, Dustin	Assistant Principal	
Becker, Suzanne	Assistant Principal	
Scott, Jessica	Assistant Principal	

Demographic Information

Principal start date

Friday 7/8/2022, Derrik Craun

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.*

1

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.*

25

Total number of teacher positions allocated to the school

52

Total number of students enrolled at the school

1,027

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

10

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	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Friday 7/8/2022

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	387	405	397	0	0	0	0	1189
Attendance below 90 percent	0	0	0	0	0	0	77	78	90	0	0	0	0	245
One or more suspensions	0	0	0	0	0	0	0	1	3	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	5	21	28	0	0	0	0	54
Course failure in Math	0	0	0	0	0	0	4	9	24	0	0	0	0	37
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	60	67	98	0	0	0	0	225
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	72	54	132	0	0	0	0	258
Number of students with a substantial reading deficiency	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	104	110	147	0	0	0	0	361

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	4	17	24	0	0	0	0	45
Students retained two or more times	0	0	0	0	0	0	0	1	2	0	0	0	0	3

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	387	405	397	0	0	0	0	1189
Attendance below 90 percent	0	0	0	0	0	0	77	78	90	0	0	0	0	245
One or more suspensions	0	0	0	0	0	0	0	1	3	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	5	21	28	0	0	0	0	54
Course failure in Math	0	0	0	0	0	0	4	9	24	0	0	0	0	37
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	60	67	98	0	0	0	0	225
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	72	54	132	0	0	0	0	258
Number of students with a substantial reading deficiency	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	104	110	147	0	0	0	0	361

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	4	17	24	0	0	0	0	45
Students retained two or more times	0	0	0	0	0	0	0	1	2	0	0	0	0	3

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	47%	46%	50%				50%	52%	54%
ELA Learning Gains	45%						54%	55%	54%
ELA Lowest 25th Percentile	35%						45%	47%	47%
Math Achievement	54%	30%	36%				52%	55%	58%
Math Learning Gains	58%						47%	52%	57%
Math Lowest 25th Percentile	49%						35%	46%	51%
Science Achievement	51%	52%	53%				49%	51%	51%
Social Studies Achievement	72%	52%	58%				59%	68%	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	47%	51%	-4%	54%	-7%
Cohort Comparison						
07	2022					
	2019	47%	51%	-4%	52%	-5%
Cohort Comparison		-47%				
08	2022					
	2019	50%	55%	-5%	56%	-6%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	38%	44%	-6%	55%	-17%
Cohort Comparison						
07	2022					
	2019	57%	60%	-3%	54%	3%
Cohort Comparison		-38%				
08	2022					
	2019	26%	31%	-5%	46%	-20%
Cohort Comparison		-57%				

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	46%	51%	-5%	48%	-2%
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	58%	68%	-10%	71%	-13%
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	64%	55%	9%	61%	3%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	56%	44%	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	25	35	21	31	49	46	27	58	70		
ELL	21	43	50	27	47	50	33	42	58		
ASN	63	69	60	76	74		62	69	80		
BLK	36	44	34	44	63	55	34	71	75		
HSP	35	35	32	41	54	47	47	78	73		
MUL	46	41	8	49	44	20	57	71	69		
WHT	50	46	37	58	58	52	53	73	78		
FRL	39	42	29	47	57	52	44	70	74		

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	30	44	32	35	44	37	32	32	46		
ELL	33	55	50	43	46	26	33	56			
ASN	63	69		70	67		65	80	83		
BLK	39	44	34	42	38	29	30	40			
HSP	40	49	40	51	41	39	38	53	60		
MUL	44	44	27	45	38	40	33	60	30		
WHT	47	43	33	48	40	40	44	64	54		
FRL	41	43	34	43	41	40	42	57	49		

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	30	51	40	37	51	39	24	44	60		
ELL	39	59	54	44	40	35	13				
ASN	82	72		84	67		62	100	90		
BLK	36	52	52	42	42	27	27	44	47		
HSP	48	56	46	54	47	35	45	56	72		
MUL	58	57	18	42	37	27	63	56	69		
WHT	50	52	44	52	48	36	51	60	65		
FRL	44	51	44	46	45	36	42	52	58		

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	56
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	557
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
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	44
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	69
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	51
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	51
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	45
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	56
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?

We noticed that our data remained somewhat stagnant in our content area. We will focus on learning gains and high yield AVID Strategies to address this matter.

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

Students in 6th Grade ELA proficiency showed a 5% Decrease. However, learning gains were evident in many of the students test scores.

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

The gaps in progress could be attributed to students out of school due to COVID and there was a long-term sub in two of our classes although we provided site based support.

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

Alg. I EOC showed the most improvement (25%).

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

Strategic progress monitoring, modifications to teaching assignments, and commitment to excellence by the Math Department.

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

Expansion of AVID Strategies school wide and usage of high yield instructional strategies within the systemic infrastructure built over the past few years.

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.

AVID, Common Planning PLC's, demonstration days, S.T.E.A.M. Academy initiatives, teacher-led professional development, and commitment to OMS SIP Goals.

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

Ongoing progress monitoring and support of OMS Teachers/Staff would support sustainability to the initiatives put into action accelerate learning.

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 Science

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

With core literacy strategies in place, high-yield instructional strategies being implemented, and continuous monitoring with feedback through classroom walkthroughs, teachers were able to effectively reach Science students and increase performance eight percent.

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

During the 2022-2023 school year, Osceola middle school Science department will continue with high-yield strategies and effective teacher, student, and data monitoring to reach 15% additional percentage points gained in order to be at 64% proficiency on the SSA. Our main strategies used will be writing, inquiry, collaboration, organization, and reading (WICOR). With these as a core, other supplemental resources will be used to ensure mastery of all standards: PENDA learning, data-driven common planning PLCs.

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

Teachers and administrators will create and implement Professional Learning Community (PLC) sessions during common planning centered on student data, effective instructional strategies, and reflection on best practices. Administrators will be present during PLCs to help guide conversations based on school-wide data trends so teachers are able to understand trends across grade levels and within their content to better serve each student. Teachers will have refresher training on how WICOR is effectively implemented into the Science classroom.

Person responsible for monitoring outcome:

Dustin Adams (adamsdu@pcsb.org)

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

Writing, Inquiry, Collaboration, Organization, Reading (WICOR) is used as a school-wide, evidence-based approach across all curricula. Not only is this presented and used in AVID, the Science department employs this through grade-level appropriate literature selection. The literature aligns with the task in order to supplement the basal curriculum.

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

Students utilize WICOR which effectively scaffolds their learning to their unique potential. WICOR effectively maneuvers them through multiple aspects of learning strategies which align to any task they are completing.

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.

Common planning PLCs scheduled for 2022-2023 academic year in tandem with department chair, supervising administrator and Science department teachers.

Person Responsible Dustin Adams (adamsdu@pcsb.org)

Unpack SSA data (by subgroup and standard) from the 2022 SSA data. This step allows for cross-grade level planning to ensure students gain and retain 6th and 7th grade standards needed for proficiency on the SSA.

Person Responsible Dustin Adams (adamsdu@pcsb.org)

Utilize state and district progress monitoring/assessments to assess benchmarks at each designated level throughout each assessment window. Data from assessments will be analyzed and presented in PLCs for reflection and remediation.

Person Responsible Dustin Adams (adamsdu@pcsb.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.

Our areas of focus for Mathematics are implementation of the Florida B.E.S.T. Standards, standard-target-task alignment and high quality, standards-based instruction in all classrooms to ensure a 10% increase in student performance. Foci are needs that were identified during the ISM Walkthrough conducted by district personnel and from the analysis of 2022-2023 student data.

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

The percent of all students achieving math proficiency in 6th grade will increase from 42% to 52%, in 7th grade from 52% to 62% and in 8th grade from 30% to 40% as measured by the 22-23 FAST Assessment.

The percent of all students achieving math proficiency in Algebra 1 will increase from 79% to 89% and in Geometry will maintain 100% as measured by EOC data scores.

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

Review of F.A.S.T. Progress Monitoring data, unit test data, classroom walkthroughs and common planning PLC's.

Person responsible for monitoring outcome:

Jessica Scott (scottjes@pcsb.org)

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

1. Strengthen teachers' abilities to align learning targets and tasks to B.E.S.T Math standards and to embed the Mathematical Thinking and Reasoning Standards.
2. Support staff to utilize data to organize students to interact with content in a manner which differentiates/scaffolds instruction to meet the needs of each student.
3. Strengthen collaboration between teachers with a specific focus on high quality standards-based instructional strategies.

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

OMS students in 6th, 7th and 8th grade math did not meet expected growth based on 2021-2022 FSA data.

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. AVID site-based training, including WICOR strategies and the College & Career Readiness Framework, raises the quality of instruction in all classrooms.
2. Teachers will utilize systemic documents to effectively plan for units that incorporate the MTRs and rigorous performance tasks aligned to the B.E.S.T standards.
3. Teachers will provide differentiation within each unit of instruction that includes students' readiness, interests and/or learning style preference.
3. Teachers will participate in professional development, including facilitated planning, common planning, PLCs, and peer review/observation around the B.E.S.T Standards, the MTRs and differentiation in the mathematics classroom.
4. Teachers will utilize data from the iXL Diagnostic to address gaps and create Individualized Action Plans.

5. Administrators will monitor the implementation of targets/tasks alignment and differentiation of learning opportunities, providing same-day actionable feedback to teachers using iObservation.

Person Responsible

Jessica Scott (scottjes@pcsb.org)

#3. Instructional Practice specifically relating to Social Studies

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

Our areas of focus for 2022-2023, based on feedback from the 2021 ISM Visit and analysis of 2022-2023 student data, are to enhance teacher capacity in planning complex tasks and planning to differentiate instruction to meet the needs of each student.

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

The percent of students achieving Social Studies proficiency will increase from 70% to 80%, as measured by Civics EOC scores; specifically 7th grade student proficiency will increase from 86% to 90% and 8th grade student proficiency will increase from 42% to 50%.

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

The area of focus will be monitored by review of Cycle assessment data, classroom walkthroughs and common planning PLC's.

Person responsible for monitoring outcome:

Jessica Scott (scottjes@pcsb.org)

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

1. Strengthen staff ability to engage students in complex tasks.
2. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

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

OMS students scored a 70% on the 2022 Civics EOC.

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. AVID site-based training which includes WICOR strategies, allowing for differentiation/scaffolding to occur in classrooms.
2. Teachers will utilize primary and supplemental resources, including challenging and technical passages that elicit critical reading; Teachers will use materials from curriculum guides and the 6-8 SS SharePoint site.
3. Teachers will use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.
4. Teachers will participate in regular PLCs inclusive of 'data chats' to review student responses to tasks and formative assessments to plan for instructional lessons that meet the remediation and enrichment needs of students.
5. Teachers will plan regular assessments (formal and informal) and utilize data to modify instruction; teachers will utilize ongoing formative assessment to adjust instruction, enrich and reteach, and provide interventions.
6. Teachers will plan to provide students with the opportunity to demonstrate higher order thinking strategies.

Person Responsible

Jessica Scott (scottjes@pcsb.org)

#4. 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.

The problem/gap is occurring because students are not being challenged with higher order thinking questions on a routine basis. Additionally we have been understaffed with substitutes in key positions- this year we are fully staffed with qualified teachers.

Measurable Outcome:

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

Our current level of performance overall is 44 % (40%6th Grade, 46% 7th Grade and 48% 8th Grade)of our students are proficient on the 2022 FSA ELA. We expect our performance level to increase to 54% (each grade level will increase by a minimum of 10%) of our students meeting proficiency by Spring 2023 Progress Monitoring assessment(F.A.S.T.)

Monitoring:

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

Administrator will conduct weekly walkthroughs looking for standard/target/ task alignment with complex text, high order questions and writing prompts with opportunities for students to productively struggle and build skills. Administrator will attend common planning PLCs with a focused agenda on student work and progress, reviewing performance assessment data.

Person responsible for monitoring outcome:

Suzanne Becker (beckers@pcsb.org)

Evidence-based

Strategy:

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

Enhance staff capacity to identify content from the BEST Benchmarks that will create opportunities for collaboration around higher order thinking questions and allow students to enter a productive struggle during each lesson.

Rationale for Evidence-based Strategy:

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

If teachers intentionally planned higher order thinking questions and allowed students time to engage in the productive struggle in collaboration with other students, the problem would be reduced by 5%.

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.

Administrators monitor and support the implementation of the use of grade- appropriate B.E.S.T. complex texts and connected tasks like HOT Q's and implementation of AVID Strategies in reading and ELA classrooms through classroom observation.

Person Responsible

Suzanne Becker (beckers@pcsb.org)

ELA and reading teachers receive professional development around B.E.S.T. Benchmarks, HOT Questions, collaborative structures and AVID Strategies.

Person Responsible

Suzanne Becker (beckers@pcsb.org)

Teachers meet in PLCs at least once per month to share ways they are incorporating HOT Qs, collaboration and AVID Strategies into their lessons and what effect placing students in the productive struggle is having on student growth. In PLCs teachers also share ways to support students who continue to struggle with engagement in collaboration around complex tasks like HOT Qs.

Person Responsible Suzanne Becker (beckers@pcsb.org)

#5. ESSA Subgroup specifically relating to English Language Learners

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

The problem/gap is occurring because students are not being challenged with higher order thinking questions on a routine basis. Additionally we have been understaffed with substitutes in key positions- this year we are fully staffed with qualified teachers.

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

Our current level of performance overall is 44 % (40%6th Grade, 46% 7th Grade and 48% 8th Grade)of our students are proficient on the 2022 FSA ELA. We expect our performance level to increase to 54% (each grade level will increase by a minimum of 10%) of our students meeting proficiency by Spring 2023 Progress Monitoring assessment(F.A.S.T.)

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

Administrator will conduct weekly walkthroughs looking for standard/target/ task alignment with complex text, high order questions and writing prompts with opportunities for students to productively struggle and build skills. Administrator will attend common planning PLCs with a focused agenda on student work and progress, reviewing performance assessment data.

Person responsible for monitoring outcome: Suzanne Becker (beckers@pcsb.org)

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

Establish and implement processes that create a system of support for ELs

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

If teachers intentionally planned higher order thinking questions and allowed students time to engage in the productive struggle in collaboration with other students, the problem would be reduced by 5%.

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.

Schedule LY, LF, LA and Hispanic students into classes that support their academic success.

Person Responsible Suzanne Becker (beckers@pcsb.org)

Monitor placement into AVID and accelerated opportunities, courses, options and programs to increase access and participation.

Person Responsible Suzanne Becker (beckers@pcsb.org)

Create a plan for each student coded LY and LF to receive appropriate testing accommodations starting day one for each assessment; create a plan for monitoring.

Person Responsible

Suzanne Becker (beckers@pcsb.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.

OMS has taken a proactive approach to build positive relationships and school culture aligned with our school's Guidelines for Success. We model and teach those expectations which are to Be Respectful, Be Responsible, and Be An Active Learner in all that we do. Daily announcements are made to reinforce this initiative in conjunction with school wide incentives/activities aligned with our PBIS initiative. This approach extends to both students and adults whom all participate in Pep Rally's, incentive based competitions, weekly or monthly recognition, shout outs, awards assemblies, formalized gatherings, and acknowledgment by school administration.

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

PBIS Team - OMS PBIS Team coordinates and monitors implementation of our Positive Behavior Supports and Intervention plan to incentivize positive behavior.

Hospitality Committee - Coordinates and communicates staff gatherings, birthday celebrations, provides support to our Teachers/Staff in their time of need, and supports a welcoming work environment for employees.

Volunteer & Community Liaison - Works in collaboration with community/business partners to promote OMS's vision and collaborative efforts to provide access to our school community to take an active role in educating our students.