

Osceola Middle School



2014-15 School Improvement Plan

Osceola Middle School

526 SE TUSCAWILLA AVE, Ocala, FL 34471

[no web address on file]

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

45%

Alternative/ESE Center

No

Charter School

No

Minority

35%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

C

B

A

A

School Board Approval

This plan is pending approval by the Marion County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. 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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|-----------------------------|
| Not In DA | 2 | Wayne Green |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Osceola Middle School, in partnership with the community, is to provide challenging curricula with high expectations for learning that develops productive citizens who can solve problems and contribute to a global society.

Provide the school's vision statement

Osceola Middle School will empower all students to meet or exceed expectations for academic, social, and emotional growth and success. We will provide opportunities for students to develop creative and critical problem-solving skills, as innovative learners, to meet dynamic global changes. We will maximize our use of resources through collaborative partnerships with our community, our business and education partners. Osceola students will be prepared to pursue excellence for tomorrow's challenges.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

All students are invited to participate in a variety of orientation opportunities as they enter OMS. Upcoming 6th grade students attend a separate orientation with their elementary schools; we have two focused 5th grade orientations at night for parents and students. One is to address curriculum while the other is "A day in the life of a sixth grader."

We use existing students to serve as ambassadors not only to new 6th graders but also to new students who enter during the school year. We have an introductory video for students entering OMS after the start of school designed to familiarize students with the school. These students & parents are also given an orientation by the guidance counselors. The new student also receives a personalized 1 on 1 tour from a peer.

Students needing language assistance or who will be encountering new cultural experiences are identified upon enrollment through a home language survey. These students & parents are introduced to our ELL Paraprofessional and other staff and students on campus who may share their cultural background,

Students are able to participate in after school clubs that emphasize exploring other cultures (ex. Japanese Club).

Additionally the ESOL Paraprofessional fosters cultural assimilation and aids teachers and students in helping ESOL students transition well socially and academically.

Ancient Civilization Classes celebrate various cultures with culminating activities where they share what they have learned about various world cultures and enjoy foods from those places.

Describe how the school creates an environment where students feel safe and respected before, during and after school

We support a school-wide curriculum called BRAVO (Building Responsibility and Valuing Organization) that teaches all students how to function in middle school. The program addresses social skills and academic skills. Part of the BRAVO curriculum is a binder system that allows teachers and staff to easily & quickly identify students by grade level. The binder system helps staff to quickly identify any potential safety issues that may arise between students of varying ages.

Before and after school, our waiting areas are supervised to ensure that students are behaving appropriately toward one another. During class transitions teachers and administrators are on duty to ensure student safety. Additionally, our Resource Officer is a visible presence ensuring that our campus is safe at all times.

Counselors educate students through the BRAVO class about bullying prevention. These principles are also shared during the beginning of the school year during BRAVO days. Our Discipline Office handles disrespectful behaviors in a timely manner with appropriate consequences to ensure that these types of problems are stopped.

Our PBS School-wide initiative emphasizes safe respectful behavior and defines how that looks in identified areas around campus such as the cafeteria, halls, bathrooms, etc. Our Big 3 are: Act responsibly, Initiate Respect, Model Positive Behavior. Students are routinely rewarded for doing the right thing which fosters a culture of kindness and respect for one another.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Osceola Middle School uses a positive behavior program. The program is called AIM and emphasizes three school wide behaviors: Act Responsibly, Initiate Respect, and Model Positive Behavior. Each of the school-wide behaviors are described by location, for instance cafeteria, restrooms, walkways, etc. The school-wide expectations are taught and modeled by staff and students throughout the school year. Expectations are posted and referred to in each of our classes. Expectations are also posted throughout the school in designated locations. Osceola Middle School's staff is trained at the beginning of the school year and receives monthly updates concerning behavior. The AIM committee discusses the school environment at least once a month. The committee consists of Osceola staff and District staff. The consistent reinforcement of positive behavior decreases distractions allowing for increased instructional focus.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Students are encouraged to complete a counseling request form if they have any type of social, emotional, or academic concerns that they need help with. Counselors refer to outside agencies if the student's needs are more extensive. Teachers often refer students to Guidance for assistance when they sense that a student is in distress. Counselors attend parent/teacher conferences to be a resource for any social/emotional issues that may need attention. Counselors also provide small group counseling services when several students are targeted with a specific need.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

We currently use Performance Matters software to track data for Early Warning Signs. The software allows us to identify students with attendance rate less than 90%; course failures; Targeted GPA's; behavior incidences (including suspensions); mobility; grade retentions; & those with multiple warning indicators. The data base is also used to examine early warning signs within a specific demographic group(s) including our bottom quartile. We use this data to target students who need additional counseling or mentoring support, tutoring, behavior incentive programs, and intensive attendance programs.

Powerschool SMS houses our testing data and generates multiple reports which can be used to schedule Level 1 students into appropriate remediation classes. AIMS Web is our software tracking

system for monitoring progress of our Level 1 & 2 students in their respective remediation or intensive courses.

We also use all of the aforementioned data to drive our Problem Solving Team (PST) meetings for MTSS.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

| Indicator | Grade Level | | | Total |
|---------------------------------|-------------|----|----|-------|
| | 6 | 7 | 8 | |
| Attendance below 90 percent | 45 | 78 | 21 | 144 |
| One or more suspensions | 15 | 26 | 24 | 65 |
| Course failure in ELA or Math | 7 | 22 | 11 | 40 |
| Level 1 on statewide assessment | 48 | 74 | 51 | 173 |
| | 0 | 0 | 0 | |
| | 0 | 0 | 0 | |
| | 0 | 0 | 0 | |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | | | Total |
|--|-------------|----|---|-------|
| | 6 | 7 | 8 | |
| Students exhibiting two or more indicators | 2 | 13 | 3 | 18 |

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Osceola relies on a strong MTSS & Problem Solving process to identify & provide interventions for students who exhibit early warning indicators.

Attendance below 90%: student attendance is tightly tracked and then monitored by the Assistant Principal of Discipline. Parents are immediately contacted after the 3rd absence and a plan for improvement is implemented. Each subsequent absence is tracked and addressed until more "formal" action becomes necessary after the 10th day absent. At this time the Child Study Team (CST) convenes with parents to address a mandatory attendance plan which may include a Truancy Intervention Program (TIP) or Truancy Court.

Students with one or more suspensions are addressed with one or more of the following interventions: Check In/Check Out system to track specific behaviors and offer incentives for improvement; parent conference to draft behavior plan specific to the needs of the student; consultation with district behavior specialist to ascertain why schoolwide expectations are not being met by the child in order to target interventions that will best help the child to be successful.

Course failure in ELA or MA: students are monitored by guidance & assistant principals at 3 week intervals. Students at risk of failing meet with a counselor or AP to discuss an improvement plan. Students who are unsuccessful with the improvement plan are referred to the Problem Solving Team. Often these students are given additional support needed as indicated by their specific academic deficiencies. Software programs that may be used to monitor the success of the interventions include AIMS Web and Successmaker.

Students earning a Level 1 on the statewide assessment in reading are enrolled in an intensive reading course as indicated by a reading screening process. These students are closely progress monitored and assessed through our AIMS Web tracking system. Frequency and nature of both

assessment and tracking are outline in the district reading plan.

Students exhibiting more than 1 early warning indicator are referred to the problem solving team for more intense scrutiny as outlined by the district's MTSS plan. School social worker, school psychologist, and school behavior specialist play an active role in seeking solutions for these students which sometimes includes referral for additional services under ESE.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Parents are encouraged to participate in their child's education through membership in our Parent Teacher Organization (PTO). The PTO sponsors several activities designed to unite all stakeholders in activities for the betterment of the school. Our School Advisory Committee (SAC) is another avenue for parent participation in shaping the way business is conducted at OMS. We have an extensive number of well published opportunities for parent volunteers to take an active role in the day to day operations of the school.

New parents are first exposed to the school through a series of orientation meetings that offer information and address questions or concerns. We use both Connect 5 which a phone calling system and SchoolWay which is a texting app as avenues for parent communications. Additionally we send home newsletters both quarterly and during the summer months to keep parents about to date and informed about school business.

Parents are also invited on campus for Awards Assemblies, Honor Society Inductions, musical performances, and other special events.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Osceola Middle is centered in a condensed downtown community. Most of our teachers live in the community and are therefore immersed in the community and are well aware of community resources available for students. Many tangible ideas and resources for students in need of assistance or rewards actually originate with teachers.

Additionally, we have strong ties and partnership with the Marion County Public Education Foundation which offers support for both teachers and students. Our business partner, Reed Orthodontics, also serves as a liaison with the community to assist us with fostering and building relationships.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

| Name | Title |
|---------------------|---------------------|
| McCollum, John | Principal |
| Trapp, January | Assistant Principal |
| anderson, reeshemha | Assistant Principal |

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The members of the school based leadership team are all actively involved in the MTSS process. The principal actively discusses student data from Tier 1 progress monitoring tools with teachers in order to track effectiveness of Tier 1 instruction. The assistant principals meet bi-monthly with school psychologist, social worker, behavior specialist, guidance counselors, and specific teachers at Problem Solving Meetings (PST) to re-visit data from students struggling at each Tier of instruction. Resources and interventions for struggling students (in both academic and behavior arenas) are assigned and monitored at these PST meetings. Where appropriate direct instruction and computer software are utilized for both remediation and enrichment. Parents are notified of struggling student's progress through weekly tracking sheets and frequent parent conferences.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school based leadership team consistently monitors student achievement data and provides intervention opportunities to students as needed. Progress is monitored and interventions adjusted based upon student growth data.

The school based team identifies areas in need of improvement and sets annual goals that are articulated in the SIP. An action plan is then created to address each goal area. The team then meets periodically to set individual goals for students and to progress monitor student growth. Teachers are included in conversations regarding student growth, and their professional growth needs are identified and prioritized through these conversations and results of team meetings. Data is consistently leveraged to adjust the action plan and to address new areas of need.

Title I Part A - NA

Title I – Part C – Migrant Program:

District funds are used to purchase:

- School supplies,
- Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families

Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.

Families must meet the federal eligibility to participate in the program.

Title II – Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X: District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind.

Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.

Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Vocations Education: Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged and handicapped students in grades 7-12.

Health Department: District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.

Law Enforcement-Ocala Police Department and Marion County Sheriff's Department: Bike Safety Week, Walk your Child to School....

Other agencies that you may be collaborating with for various programs:

Marion County Children's Alliance

Education Foundation

Early Learning Coalition of Marion County

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|-------------------------|----------------------------|
| Stephanie Albright | Parent |
| John McCollum | Principal |
| Reeshemha Anderson | Teacher |
| Dama Abshier | Education Support Employee |
| Kristi Blair | Parent |
| Karen Cox | Teacher |
| Steve Dixon | Parent |
| Lisa Fontaine-Dorsey | Parent |
| Jamie Greiner | Parent |
| Kathy Herold | Teacher |
| Chandra Jones | Parent |
| Allison Lanza | Parent |
| Cindy Levandowski | Parent |
| Heather Lipira | Teacher |
| Deanna Marcy | Parent |
| Tabitha McLendon-Farmer | Parent |
| Anne Murray | Parent |
| Virginia Parra | Teacher |
| Brian Riedl | Parent |
| Nancy Ritacco | Parent |
| Kristy Rowland | Parent |
| January Trapp | Teacher |
| John Van Hoose | Parent |
| Jessica Vargo | Parent |
| Elizabeth Walker | Parent |
| Mary Zorich | Teacher |

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

We did not meet our goal in either math or reading.

Unsatisfactory learning gains in math were especially evident in the bottom quartile, Reading gains were also less than satisfactory.

These factors greatly contributed to our school grade of "C."

Development of this school improvement plan

The SAC committee is actively involved in analyzing the school data from the previous year and brainstorming solutions for improvement in each area analyzed. The full committee is broken into subcommittees in order to focus specifically on each area targeted in the School Improvement Plan. The Osceola SAC meets monthly. At each meeting, members receive an update on progress made

within a specific goal area. The reporting subcommittee provides suggestions for improvement. Our focus this year is on the lowest quartile in reading and math. We also want expect growth of all students in reading and math. We will emphasize Car- PD and the Learnig Checks for math. Common Core should be a central theme. The SAC will also address current school-wide matters and target areas of interest for growth and improvement.

Preparation of the school's annual budget and plan

Principal prepares budget and then meets with SAC committee for discussion. At the conclusion of these budgetary meetings, the SAC will either recommend changes or accept the budget as written.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

No funds have been allocated by the state for school improvement at this time.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

| Name | Title |
|------------------|---------------------|
| Trapp, January | Assistant Principal |
| Cox, Karen | Instructional Media |
| Macias, Lisa | Teacher, K-12 |
| Steffey, David | Teacher, K-12 |
| McGinnis, Jamila | Teacher, K-12 |
| Rizer, Shannon | Teacher, K-12 |
| reid, caron | Instructional Coach |

Duties

Describe how the LLT promotes literacy within the school

The team will meet collaboratively to review reading data. Data will be presented by the reading coach.

Interventions will be suggested by team members. The LLT at Osceola Middle has developed a plan for before school and after school activities as determined by the school's needs based on the school's

data and available resources. Before school and after school activities and resources may include the following: access to media centers, peer tutoring, and teacher tutoring. Take Stock in Children is a

mentoring program that provides monthly visits from a mentor from the community. Book clubs and after school study halls are offered in a variety of ways ranging from two to five times a week. The activities for summer may include suggested summer reading lists for all students, and communication of extended learning opportunities provided by outside agencies. A continuation of text complexity in the 50 minute reading classes. The number of nonfiction and technical pieces read in the 50 minute reading classes will increase and the students will continue to participate in school-wide reading time at the beginning of the school day

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Osceola Middle school is delivering core subject staff development through Core Lead Teachers. Core lead teachers are given specific training and updates by district curriculum coaches. The information is tailored to their subject matter. Our lead teachers bring this information back to OMS and deliver it to their colleagues on early release days. This protocol has resulted in a leap in collegial planning and conversations. Additionally, the principal has set aside protected time weekly for teachers to plan collaboratively. Loose protocols are in place to provide guidance for this collaboration.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Through the use of district provided job search software, Skyward, vacancies are posted and the process below is followed:

Review resumes and certification- Administrators
Provide leadership opportunities- Administrators and Instructional Coaches
Provide professional development opportunities- Administrators and Instructional Coaches
Provide mentoring program for new teachers- Administrators

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Mentoring Plan:

1. Planning meetings with mentors and mentees.
2. Professional Development monthly throughout the 2014-2015 school year.
3. Collaborate weekly to discuss upcoming lessons and common assessments. Focus areas will include the following: How to accommodate students with special needs; classroom assignments and homework that provide appropriate rigor; classroom presence, e.g., moving throughout the classroom, voice effectiveness, appropriate professional demeanor, etc.; classroom management, integration of technology into their classroom (Moodle).
4. Assists in the integration of other content areas into their classroom.

-Amy McBride is a 1st year math teacher assigned Carole Miller because Carole is an experienced OMS teacher with a classroom near to McBride; Carole is a master teacher in math and Clinical Educator trained.

-Brandy Seaman is a 1st year VE teacher assigned to suitemate Shirley Kletter who is an experienced VE teacher and Clinical Educator trained.

-Gabriela Hanks is a replacement Social Studies teacher assigned to Virginia Parra who is both familiar with the subject area and is located across the hall from Mrs. Hanks. Mrs. Parra is also Clinical Educator trained.

-Paul Ouellette is an experienced Social Studies teacher returning to the classroom after an extended absence of several years. Mrs. Parra has agreed to mentor him in a less official capacity.

- Megan Goolsby has 1/2 year experience as a long term middle school substitute. Mrs. S. Wilson has agreed to mentor her in a less official capacity.
- Lori Fox is an experienced classroom teacher and this is her first middle school experience. Mrs. J. McGinnis has agreed to mentor her in a less official capacity
- Richard Jensen is an experienced Social Studies Teacher and Mark Avery has agreed to mentor him in a less official capacity.
- Raul Roman is a 1st year Social Studies teacher. Mrs. Jeter teaches the same grade level and subject. Mrs. Jeter is Clinical Educator trained and has agreed to mentor Mr. Roman.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Marion County uses a variety of data sources to progress monitor students. All data is warehoused in Performance Matters which allows for easy disaggregation by ethnicity, socioeconomics, ELL, ESE, teacher and course. This data includes State Assessments (FCAT, FS Assessments, AIMS Web) as well as local

assessments (Learning Checks, Science FCA's, Reading Writing Assessments, Document Based Questions, etc.) All of these assessments are strategically aligned with the district generated curriculum maps which are in turn driven by the Florida Standards.

Performance Matters also allows for teacher comparison by student, standard, and demographics. School and district are able to compare data as well as similar schools across the State. Such data is often a starting point for collaborative conversations between teachers.

Additional information can be found in course selection for Reading Intervention at the Secondary level in SMS. Teachers also keep data notebooks with individualized student information relative to the progress within the relative tier of instruction.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Marion County uses a variety of source data to progress monitor students. All data is warehoused in Performance Matters which allows for easy disaggregation by ethnicity, socioeconomics, ELL, ESE, teacher and course. This data includes State Assessments (FCAT, FS Assessments, AIMS Web) as well as local

assessments (Learning Checks, Science FCA's, Reading Writing Assessments, Document Based Questions, etc.) All of these assessments are strategically aligned with the district generated curriculum maps which are in turn driven by the Florida Standards. These maps are also posted on C-Palms which in turn allows easier integration of C-Palms strategies into lesson plans.

Performance Matters also allows for teacher comparison by student, standard, and demographics. School and district are able to compare data as well as similar schools across the State. Such data is often a starting point for collaborative conversations between teachers.

Additional information can be found in course selection for Reading Intervention at the Secondary level in SMS. Teachers also keep data notebooks with individualized student information relative to the progress within the relative tier of instruction.

Discipline data is housed in the Student Management System (SMS) and can be disaggregated using internal software (Custom Reports).

Tiered data can be found in Performance Matters where the intervention tier is identified and process

monitoring notes are documented. Additional information can be found in course selection for Reading

Intervention at the Secondary level in SMS. Teachers also keep data notebooks with individualized student information relative to the progress within the relative tier of instruction.

Students not performing up to expected levels in math and reading are further progress monitored through AIMS Web.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 3,375

Students who have failed a class will receive an opportunity to complete credit recovery class before school daily.

Strategy Rationale

Often the students who need the opportunity to make up a class cannot stay after school or do not have room in their schedule to build a credit recovery class. The Before School Program gives the student an opportunity to receive timely additional instruction instead of waiting for summer school. Students are prioritized by grade level.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Trapp, January, january.trapp@marion.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The credit recovery program is monitored by the assigned teacher. Students work at their own pace but must complete each module and exit test before continuing. The teacher will monitor the students progress and report students who are not working diligently to complete the tasks to an administrator or guidance. The student will meet with the guidance counselor or administrator and a plan will be developed to ensure success.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Guidance counselors visit every 6th grade BRAVO class to initiate discussions centered around career planning. Goal setting is a major component of the BRAVO program. The goal setting unit follows closely behind the guidance counselor visits.

Guidance Counselors visit classes again in the 8th grade to have more in depth conversations with students about career planning and the relationship to course selection in high school.

Agriculture, Technology, and Health Occupations also bring professionals from their specific fields into the classroom to speak to students about careers.

New students are first exposed to the school through a series of orientation meetings that offer

information and address questions or concerns. We use both Blackboard Connect, a phone calling system and SchoolWay, a texting app as avenues for parent communications. Additionally we send home newsletters both quarterly and during the summer months to keep parents informed about school business.

Transitioning 8th grade students are permitted the opportunity in the spring to meet counselors and Assistant Principals from their zoned high school. During this time students are counseled about high school course offerings and are allowed to register for classes.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we increase standards based differentiated instruction and teacher engagement in professional development/collaboration across all contents areas then student achievement will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If we increase standards based differentiated instruction and teacher engagement in professional development/collaboration across all contents areas then student achievement will increase. 1a

G036069

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FAA Mathematics Proficiency | 3.0 |
| Algebra I EOC Pass Rate | 100.0 |
| Math Gains | 50.0 |
| Math Lowest 25% Gains | 50.0 |
| ELA/Reading Gains | 70.0 |
| ELA/Reading Lowest 25% Gains | 70.0 |

Resources Available to Support the Goal 2

- Each math teacher offers 1 day of free tutoring after school
- Reading and Math textbooks are available for free online through the student desktop
- Teacher web pages offer a variety of ancillary websites and activities for both review and enrichment
- Osceola school web page list a variety free web games and resources designed to supplement math and reading instruction
- AIMS Web progress monitoring and benchmark data for lowest quartile
- New Intensive Math class offered

Targeted Barriers to Achieving the Goal 3

- Students need more mathematics instruction time.
- Limited student experience with complex reading text and common core skills in math.
- Student inability to solve application related math problems

Plan to Monitor Progress Toward G1. 8

Disaggregate data from each assessment and plan next steps based on results

Person Responsible

January Trapp

Schedule

Monthly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Student scores will indicate success on the goal itself while minutes from data meetings and department meetings will indicate completion of steps towards achieving goal.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key


G1. If we increase standards based differentiated instruction and teacher engagement in professional development/collaboration across all contents areas then student achievement will increase. **1**

 **G036069**

G1.B1 Students need more mathematics instruction time. **2**

 **B086376**

G1.B1.S1 Decrease number of students needing 100 minutes of reading which will allow time during the school day for intensive math instruction. **4**

 **S097070**

Strategy Rationale

A reduced number of students in 100 minutes of intensive reading allows time in the schedule to implement an intensive math program

Action Step 1 **5**

Implement reading strategies with fidelity and identify 100 minutes students to reduce to 50 minute CAR-PD students.

Person Responsible

January Trapp

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Data notebooks & fidelity checklists

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Fidelity checklists and informal feedback

Person Responsible

January Trapp

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

MCIES data on TrueNorth Logic and data notebooks

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Examine student data and collaborate

Person Responsible

January Trapp


Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Improvement in student performance

G1.B1.S2 Teachers volunteer time after school to tutor students in math 4

 S097071

Strategy Rationale

This small group service will help students who did not receive content upon initial delivery

Action Step 1 5

Teach review & concepts delivered in class

Person Responsible

John McCollum

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Score results of Learning checks

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Classroom walkthroughs and data review

Person Responsible

John McCollum

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Data results from learning checks

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Examine student results in collaborative format

Person Responsible

January Trapp


Schedule

Weekly, from 9/2/2014 to 6/4/2015


Evidence of Completion

Meeting minutes

G1.B2 Limited student experience with complex reading text and common core skills in math. 2

 B086377

G1.B2.S1 Implement opportunities students to read complex science and social studies passages during the AR period. These passages will be discussed in math class. 4

 S097072

Strategy Rationale

The more opportunities students are exposed to complex text the higher probability they will succeed in comprehending complex text.

Action Step 1 5

Reading complex science and social studies passages

Person Responsible

John McCollum

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Interactive discussions in math class

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monitor fidelity for use & content of 1st 10 minutes of period 1

Person Responsible

John McCollum

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student participation as measured by discussions in math class

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Quality of student participation in response to questioning

Person Responsible

John McCollum


Schedule

Daily, from 8/18/2014 to 8/18/2014

Evidence of Completion

Students are able to ask and answer higher order questions

G1.B2.S2 Provide additional CAR-PD training and personnel at each school. 4

 S097073

Strategy Rationale

Teachers trained with CAR-PD strategies will incorporate the strategies throughout their lessons.

Action Step 1 5

Target new social studies, new science teachers, and elective teachers for enrollment into CAR-pD training

Person Responsible

January Trapp

Schedule

On 8/11/2014

Evidence of Completion

Teachers enrolled in Car-Pd training

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Implementing strategies in class

Person Responsible

January Trapp

Schedule

Daily, from 8/18/2014 to 8/18/2014

Evidence of Completion

Fidelity checklists

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

CAR-PD fidelity checks

Person Responsible

January Trapp


Schedule

Biweekly, from 8/18/2014 to 8/18/2014


Evidence of Completion

Fidelity checklist

G1.B3 Student inability to solve application related math problems 2

 B086378

G1.B3.S1 Teacher training to support necessary skills for solving this type of math problem 4

 S097075

Strategy Rationale

Teachers who are trained through professional development courses and collaborative planning will provide appropriate instruction for students.

Action Step 1 5

Lead teacher led trainings for real world application problems

Person Responsible

January Trapp

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Implementation of strategies in the classroom

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Consistent modelling & coaching of real world problem solving skills

Person Responsible

John McCollum

Schedule

Weekly, from 8/18/2014 to 8/18/2014

Evidence of Completion

Walktroughs and classroom observations

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Examination of item analysis documenting student performance on this type of math problem

Person Responsible

John McCollum


Schedule

Monthly, from 8/18/2014 to 8/18/2014

Evidence of Completion

Student performance on Learning checks

G1.B3.S2 Schedule protected, collaborative planning time for teachers. 4

 S097076

Strategy Rationale

Teachers sharing best practices during collaborative planning time.

Action Step 1 5

Scheduled weekly collaborative planning meetings that involve best practices and data disaggregation.

Person Responsible

John McCollum

Schedule

Weekly, from 8/27/2014 to 5/27/2015

Evidence of Completion

Agenda

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Use of Car-PD strategies

Person Responsible

January Trapp

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Car-pD fidelity checklist

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Use of formative assessment to gauge student understanding

Person Responsible

John McCollum

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Students respond appropriately to formative probes during walkthroughs.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------|--|----------------|-------------------------------|---|--------------------|
| G1.B1.S1.A1 | Implement reading strategies with fidelity and identify 100 minutes students to reduce to 50 minute CAR-PD students. | Trapp, January | 8/18/2014 | Data notebooks & fidelity checklists | 6/3/2015 weekly |
| G1.B1.S2.A1 | Teach review & concepts delivered in class | McCollum, John | 8/18/2014 | Score results of Learning checks | 6/4/2015 biweekly |
| G1.B2.S1.A1 | Reading complex science and social studies passages | McCollum, John | 8/18/2014 | Interactive discussions in math class | 6/4/2015 monthly |
| G1.B2.S2.A1 | Target new social studies, new science teachers, and elective teachers for enrollment into CAR-pD training | Trapp, January | 7/21/2014 | Teachers enrolled in Car-Pd training | 8/11/2014 one-time |
| G1.B3.S1.A1 | Lead teacher led trainings for real world application problems | Trapp, January | 8/18/2014 | Implementation of strategies in the classroom | 5/29/2015 monthly |
| G1.B3.S2.A1 | Scheduled weekly collaborative planning meetings that involve best practices and data disaggregation. | McCollum, John | 8/27/2014 | Agenda | 5/27/2015 weekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|---|----------------|-------------------------------|--|--------------------|
| G1.MA1 | Disaggregate data from each assessment and plan next steps based on results | Trapp, January | 9/2/2014 | Student scores will indicate success on the goal itself while minutes from data meetings and department meetings will indicate completion of steps towards achieving goal. | 6/4/2015 monthly |
| G1.B1.S1.MA1 | Examine student data and collaborate | Trapp, January | 8/18/2014 | Improvement in student performance | 6/4/2015 biweekly |
| G1.B1.S1.MA1 | Fidelity checklists and informal feedback | Trapp, January | 8/18/2014 | MCIES data on TrueNorth Logic and data notebooks | 6/4/2015 biweekly |
| G1.B2.S1.MA1 | Quality of student participation in response to questioning | McCollum, John | 8/18/2014 | Students are able to ask and answer higher order questions | 8/18/2014 daily |
| G1.B2.S1.MA1 | Monitor fidelity for use & content of 1st 10 minutes of period 1 | McCollum, John | 8/18/2014 | Student participation as measured by discussions in math class | 6/4/2015 weekly |
| G1.B3.S1.MA1 | Examination of item analysis documenting student performance on this type of math problem | McCollum, John | 8/18/2014 | Student performance on Learning checks | 8/18/2014 monthly |
| G1.B3.S1.MA1 | Consistent modelling & coaching of real world problem solving skills | McCollum, John | 8/18/2014 | Walkthroughs and classroom observations | 8/18/2014 weekly |
| G1.B1.S2.MA1 | Examine student results in collaborative format | Trapp, January | 9/2/2014 | Meeting minutes | 6/4/2015 weekly |
| G1.B1.S2.MA1 | Classroom walkthroughs and data review | McCollum, John | 8/18/2014 | Data results from learning checks | 6/4/2015 weekly |
| G1.B2.S2.MA1 | CAR-PD fidelity checks | Trapp, January | 8/18/2014 | Fidelity checklist | 8/18/2014 biweekly |
| G1.B2.S2.MA1 | Implementing strategies in class | Trapp, January | 8/18/2014 | Fidelity checklists | 8/18/2014 daily |
| G1.B3.S2.MA1 | Use of formative assessment to gauge student understanding | McCollum, John | 9/1/2014 | Students respond appropriately to formative probes during walkthroughs. | 5/29/2015 biweekly |
| G1.B3.S2.MA1 | Use of Car-PD strategies | Trapp, January | 9/1/2014 | Car-pD fidelity checklist | 5/29/2015 monthly |

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

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

G1. If we increase standards based differentiated instruction and teacher engagement in professional development/collaboration across all contents areas then student achievement will increase.

G1.B1 Students need more mathematics instruction time.

G1.B1.S1 Decrease number of students needing 100 minutes of reading which will allow time during the school day for intensive math instruction.

PD Opportunity 1

Implement reading strategies with fidelity and identify 100 minutes students to reduce to 50 minute CAR-PD students.

Facilitator

Caron Reid- instructional coach

Participants

Reading Teachers and Car-pD teachers

Schedule

Weekly, from 8/18/2014 to 6/3/2015

G1.B2 Limited student experience with complex reading text and common core skills in math.

G1.B2.S2 Provide additional CAR-PD training and personnel at each school.

PD Opportunity 1

Target new social studies, new science teachers, and elective teachers for enrollment into CAR-pD training

Facilitator

Casey Busha

Participants

Untrained teachers in above referenced subjects

Schedule

On 8/11/2014

G1.B3 Student inability to solve application related math problems

G1.B3.S1 Teacher training to support necessary skills for solving this type of math problem

PD Opportunity 1

Lead teacher led trainings for real world application problems

Facilitator

Bobbie Knighton

Participants

MA Lead teacher

Schedule

Monthly, from 8/18/2014 to 5/29/2015

G1.B3.S2 Schedule protected, collaborative planning time for teachers.

PD Opportunity 1

Scheduled weekly collaborative planning meetings that involve best practices and data disaggregation.

Facilitator

Lead Teachers - Science, Social Studies, Language Arts, Math, Vocational

Participants

OMS Staff

Schedule

Weekly, from 8/27/2014 to 5/27/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

| Description | Total |
|-------------|-------|
| Grand Total | 0 |