

The School District of Palm Beach County

Omni Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Omni Middle School

5775 JOG RD, Boca Raton, FL 33496

<https://oms.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

There are many stakeholders involved in the process of the completion of the School Improvement Plan. Administration disaggregates data and identifies areas of strength and weakness based upon assessment data. From there they collaborate with district specialists, academic leads, coordinators and teachers in creating a student centered approach for targeted instruction. In terms of Early Warning Systems, administration collaborates with school counselors, behavior health professional, school

psychologist, and the positive behavior support team to monitor trends and assist in reengaging students. Lastly the School Advisory Council is involved in reviewing the School Improvement Plan and offering input.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Through Professional Development, Professional Learning Communities, Academic Lead Meetings, Aligned Assessments, Instructional Rounds, Data Chats, and Observations, the School Improvement Plan will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap.

The school will revise the plan, as necessary to ensure continuous improvement based off data trends.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	50%
2022-23 Economically Disadvantaged (FRL) Rate	49%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A

School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	54	92	119	265	
One or more suspensions	0	0	0	0	0	0	54	67	66	187	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	40	58	46	144	
Course failure in Math	0	0	0	0	0	0	53	112	82	247	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	80	76	111	267	
Level 1 on statewide Math assessment	0	0	0	0	0	0	28	42	37	107	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	40	58	46	144	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	80	124	114	318

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	19	21	35	75
Students retained two or more times	0	0	0	0	0	0	3	3	3	9

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	47	69	90	206	
One or more suspensions	0	0	0	0	0	0	48	78	63	189	
Course failure in ELA	0	0	0	0	0	0	37	46	39	122	
Course failure in Math	0	0	0	0	0	0	42	93	67	202	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	36	40	70	146	
Level 1 on statewide Math assessment	0	0	0	0	0	0	46	56	54	156	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	37	46	39	122	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	70	104	68	242	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	20	32	24	76
Students retained two or more times	0	0	0	0	0	0	1	2	1	4

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	47	69	90	206	
One or more suspensions	0	0	0	0	0	0	48	78	63	189	
Course failure in ELA	0	0	0	0	0	0	37	46	39	122	
Course failure in Math	0	0	0	0	0	0	42	93	67	202	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	36	40	70	146	
Level 1 on statewide Math assessment	0	0	0	0	0	0	46	56	54	156	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	37	46	39	122	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	70	104	68	242	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	20	32	24	76
Students retained two or more times	0	0	0	0	0	0	1	2	1	4

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	63	51	49	67	53	50	68		
ELA Learning Gains				60			59		
ELA Lowest 25th Percentile				50			45		
Math Achievement*	76	59	56	73	35	36	67		
Math Learning Gains				78			50		
Math Lowest 25th Percentile				64			31		
Science Achievement*	61	50	49	63	56	53	63		
Social Studies Achievement*	84	68	68	82	64	58	79		
Middle School Acceleration	65	76	73	91	52	49	86		
Graduation Rate					50	49			
College and Career Acceleration					70	70			
ELP Progress	56	37	40	61	85	76	60		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	405
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	689
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	42			
ELL	49			
AMI				
ASN	88			
BLK	54			
HSP	65			
MUL	75			
PAC				
WHT	68			

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	62			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	48			
ELL	56			
AMI				
ASN	87			
BLK	57			
HSP	67			
MUL	81			
PAC				
WHT	71			
FRL	63			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	63			76			61	84	65			56
SWD	36			52			32	62	29		6	38
ELL	40			62			34	63	38		6	56
AMI												
ASN	88			90			84	95	85		5	
BLK	36			54			50	71	59		5	
HSP	58			72			55	81	58		6	65
MUL	63			85			79	82	65		5	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	67			78			62	86	65		6	50
FRL	54			68			56	82	53		6	58

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	67	60	50	73	78	64	63	82	91			61
SWD	34	43	38	43	61	56	27	57	93			27
ELL	43	55	51	53	70	59	34	60	77			61
AMI												
ASN	91	71		94	86		81	91	97			
BLK	46	60	67	46	68	52	24	63	84			
HSP	63	60	54	68	77	65	62	82	86			57
MUL	75	62		74	82			93	100			
PAC												
WHT	69	58	43	78	78	66	67	82	93			71
FRL	57	55	52	64	71	57	54	73	86			63

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	68	59	45	67	50	31	63	79	86			60
SWD	36	38	31	35	34	26	35	46	65			
ELL	47	55	50	50	44	33	43	69	80			60
AMI	64	55		55	27							
ASN	83	61	30	89	70		81	100	94			
BLK	39	42	32	40	23	18	26	64	89			
HSP	67	57	46	63	48	36	63	74	85			58
MUL	78	76		71	63		73	82	86			
PAC												
WHT	71	61	49	71	53	32	66	81	85			68
FRL	60	53	42	57	43	28	55	70	81			57

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	63%	48%	15%	47%	16%
08	2023 - Spring	57%	47%	10%	47%	10%
06	2023 - Spring	50%	45%	5%	47%	3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	66%	54%	12%	54%	12%
07	2023 - Spring	59%	36%	23%	48%	11%
08	2023 - Spring	83%	65%	18%	55%	28%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	56%	46%	10%	44%	12%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	99%	48%	51%	50%	49%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	50%	*	48%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	79%	65%	14%	66%	13%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance was ELA Achievement. This data component decreased by 8.36% from FY22. Some of the contributing factors to last year's performance was the adoption of the new Florida's B.E.S.T. Standards: English Language Arts, the implementation of new literary resources including StudySync, and the rigorous scope and sequence pacing. Based on Microsoft Power BI, some of the trends include performing 79% Above the Standard/At Near the Standard in Reading Across Genres Vocab on PM3, 86% Above the Standard/At Near the Standard in Reading Informational Text on PM3, and 83% Above the Standard/At Near the Standard in Reading Prose and Poetry.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the prior year was LF ELA Achievement, which decreased by 22.8%. Some of the factors that contributed to this decline included the adoption of the new Florida's B.E.S.T. Standards: English Language Arts, the implementation of new literary resources including StudySync, and the rigorous scope and sequence pacing. In addition, we held an ELL School Counselor Vacancy last school year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average was Geometry, which outperformed the state by 51%, and Algebra, which outperformed the state by 45%. In addition, 6th Grade ELA outperformed the state by 5%, 7th Grade ELA outperformed the state by 15%, 8th Grade ELA outperformed the state by 10%, 6th Grade Math outperformed the state by 12%, 7th Grade Math outperformed the state by 11%, 8th Grade Math outperformed the state by 28%, Science outperformed the state by 12%, and Civics outperformed the state by 14%. The factors that contributed to this gap include the facilitation of data driven Professional Learning Communities, professional development in differentiated instruction, instructional rounds to share best practices, individual student data chats, and targeted tutorial sessions for hand selected students.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was Math LY Achievement, which increased by 22.2%. Some new actions our school took in this area included the facilitation of data driven Professional Learning Communities, professional development in differentiated instruction, instructional rounds to

share best practices, individual student data chats, and targeted tutorial sessions for hand selected students.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on the EWS data from Part 1, some potential areas of concern include students absent 10% or more days, and students that performed at a level 1 on statewide ELA assessment. Our students absent 10% or more days increased by 59 students, and our students that performed at a level 1 on statewide ELA assessment increased by 126 students.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our highest priorities for school improvement in the upcoming school year include overall ELA Achievement, 6th Grade ELA Achievement, 8th Grade ELA Achievement, LF ELA Achievement, and Black ELA Achievement. Our ELA Achievement decreased by 8.36%, our 6th Grade ELA Achievement decreased by 12.3%, our 8th Grade ELA Achievement decreased by 12.6%, our LF ELA Achievement decreased by 20.8%, and our Black ELA Achievement decreased by 12.3%.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

- (g) History of the Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

3. Our school highlights multicultural diversity within the curriculum and the arts.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

If we focus on clear instructional practices to meet the needs of all students, we will ensure a positive outcome of student learning. Our goal is to increase ELA proficiency by 12 percentage points across grade levels. Our school wide ELA plan focuses on a single school culture that fosters strong ELA skills across grade levels. Using progress monitoring, diagnostic data, and aligned assessments, teachers that utilized effective instructional practices in the classroom saw positive increases in student achievement and/or lower declines in academic performance. As a result, professional development, planning, support, and instructional coaching while using data will be vital to reaching our goal. While reviewing and comparing FSA data from FY22 to FY23, we identified ELA as a critical need of improvement. During the data breakdown, it was noticed that our ELA Achievement decreased by 8.36%, our 6th Grade ELA Achievement decreased by 12.3%, our 8th Grade ELA Achievement decreased by 12.6%, our Male ELA Achievement decreased by 8.7%, our Female ELA Achievement decreased by 7.6%, our LY ELA Achievement decreased by 2%, our LF ELA Achievement decreased by 20.8%, our White ELA Achievement decreased by 6.6%, our Black ELA Achievement decreased by 12.3%, our Hispanic ELA Achievement decreased by 9.1%, our Asian ELA Achievement decreased by 11.1%, and our Multi-Ethnic ELA Achievement decreased by 16.4%

Measurable Outcome:

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

Omni Middle School will increase proficiency in ELA Achievement in each grade level by 12%. In 6th Grade, we will increase from 50.3% to 62.3%. 7th Grade will increase from 63.2% to 75.2%, and 8th Grade will increase from 57.4% to 69.4%.

Monitoring:

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

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

Person responsible for monitoring outcome:

Daniel Caplin (daniel.caplin@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. This will allow teachers to help or enrich students based on a skill deficiency or strength.
2. Teacher led Professional Learning Communities will allow teachers to share best practices and implement changes for student improvement. When this is done consistently students show improvement.
3. Allow for students who show deficiencies on a given benchmark to be able to participate in remediation.
4. Small group instruction will allow teachers to work closely with students on specific skills and deficiencies.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based upon data, we observed an increase in students Absent 10% or more days.

Our students absent 10% or more days increased by 59 students from 206 to 265.

Measurable Outcome:

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

Our goal is to decrease our students Absent 10% or more days by 59 students, with the goal of reengaging these families.

Monitoring:

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

Monitoring is an important step towards student achievement and school improvement. It provides teachers and administrators the data they need to make decisions about instruction and differentiated support for students. The truancy team/SBT will monitor student attendance reports through SIS, and proactively intervene when students demonstrate excessive absences.

Person responsible for monitoring outcome:

Daniel Caplin (daniel.caplin@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Outreach to Parent/Guardian
2. Letters, SBT Referral, CINS/FINS Referral, & Continued Outreach to Parent/Guardian
3. Mandatory School Based Team Meeting & Intensive Interventions
4. Follow-up School Based Team Meeting
5. Complete Truancy Referral
6. District Acknowledgement and Review of Truancy Referral
7. District Interventions (2-Week Timeline)
8. CINS/FINS Staffing and/or Legal Action
9. Legal Review
10. File a Petition

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies are detailed by the School District of Palm Beach County Attendance Response Team Guide for Schools with the goal of connecting with families, keeping appropriate documentation, and reengaging students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus