

Osceola Creek Middle School

6775 180TH AVE N, Loxahatchee, FL 33470

www.edline.net/pages/ocms

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

56%

Alternative/ESE Center

No

Charter School

No

Minority

43%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

This plan is pending approval by the Palm Beach 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	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The staff, families, and surrounding communities of Osceola Creek Middle School are committed to working together to provide the academic and social skills necessary to promote life-long learning for a diverse global community.

Provide the school's vision statement

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

School Environment

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

Our teachers are actively involved with our student body outside of the classroom setting through a variety of activities. Our teachers coach our sports teams, plan field trips, sponsor clubs and work in the before and after care program where they are able to interact with the students and parents. We encourage all teachers to follow our School Wide Positive Behavior plans focusing on incentives and praising students for their acts of kindness towards others. The first few days of school, teachers have students fill out information sheets about themselves where they can tell the teacher all about themselves, their families and interests. They also take the time to establish the classroom climate and behavioral expectations. Our guidance department has also developed and implemented a comprehensive counseling program with dedicated time for the development of the social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers.

As part of our Social Studies curriculum, teachers focus on strategies to expand cultural awareness and improve student-teacher relations and close the existing social justice and equity gaps. Cultural activities are embedded within the curriculum and daily course work through reading selections, writing prompts, et cetera. Our school will also infuse the content required by Florida Statute 1003.42(2) and S.B. policy 2.09(8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

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

An environment of safety and respect is created by clearly articulating our school wide behavior expectations, our 4 non-negotiable rules, and consistently enforcing the consequences for student infractions. Additionally, students are provided incentives for outstanding behavior. The school resource officer maintains a very visible presence on campus. Both assistant principals, the ESE coordinator and the guidance counselor are present at lunch duty for supervision and assistance. At the beginning of the day, during hall changes, and at the end of the day, administrators, teachers, and support staff supervise various areas of the campus that they have been assigned to maintain a safe environment.

As part of our Single School Culture, teachers and administrators articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before, during and after school. Adults across the campus will also clarify their expectations for positive interpersonal interactions and create the structures and processes for reporting violations of bullying, harassment, dating violations and civil rights violations. Both instructional and non-instructional staff are trained the process of modeling and teaching interpersonal expectations in academic and non-academic settings and are instructed on how to report violations to appropriate supervisors. Through SwPBS methods and formats, where the characteristics of safety and respect are addressed and monitored, and strategies for improvement are created, discussed and supported.

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

Through SwPBS we have established school-wide universal guidelines and a behavior matrix that is taught the first week of each semester to each grade level in separate assemblies to ensure students are clear on our behavioral, social and academic expectations. As part of the classroom instructions, teachers ensure that differentiation of instruction is taking place to meet the needs of all students. Teachers will also convey and review the expectations for each learning activity.

We have developed and implemented a differentiated system of school counseling services with dedicated time for the core classroom guidance instructions on developing the behavior standards, learning strategies, self-management skills, and social skills that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

The school wide behavior system that is in place is aligned to the School District Of Palm Beach County's Code Of Student Conduct guide. The administrative team practices progressive discipline and intervention. Behavior expectations are included each day as a part of the morning announcements. Additionally, they are posted in key spots on the campus grounds. In order to maintain consistency with the staff and faculty, our Single School Culture expectations for behavior, progressive discipline and rewards are discussed regularly at Faculty meetings. In terms of maintaining safety and security at all times on campus, several members of the the instructional and administrative teams are VITAL and PCM trained should that ever be needed.

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

The School Based Team meets regularly to discuss students with barriers to academic and social success. Students are paired with a mentor and use a check-in/ check-out or check and connect system for positive interaction with an adult and positive feedback throughout the school day. Interventions for students may include being assigned mentors as well as counseling sessions with the school guidance counselor. We also use referrals for outside agencies who have a Cooperative Agreement with the school system and are on campus to provide counseling for our students and

families. During the school year, we provide various institutional and other activities that address social and emotional needs of students.

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

There are several early warning systems in place. We utilize data systems to identify who have attendance, behavioral or academic concerns. We create data driven rules for the number of absences or OSS before a referral is generated for the School Based Team. We ensure teachers are aware of the data rules and procedures that have been generated for notification after students are identified as meeting one or more of the data rules. We utilize the Student Development Plan Data Driven Practices to assess needs of the students and the barriers blocking their success at Osceola Creek Middle School. We also rely heavily on the teachers for much of this entire process, as they are the first point of contact with the students on a daily basis and can provide much more data than a basic generated report. Once the teacher notices any trend that causes concern with a student, they speak to the student and make contact with the parent to express their concern. The student should be involved in every step through this process as we work with them to eliminate the barriers and work towards their success.

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	15	18	20	53
One or more suspensions	27	36	50	113
Course failure in ELA or Math	17	23	28	68
Level 1 on statewide assessment	36	24	26	86

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	14	13	9	36

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

We have an effective multi-disciplinary team in place to problem solve and create action plans for our students. The School Based Team is where they are paired up with a mentor. The student and mentor meet regularly to provide support for that student and set goals for the student. Additionally, students are placed in grade level appropriate classes that meet their academic needs (i.e. Intensive Reading, enrolled in ComPass for credit recovery, schedule change, parent conferences, home visits and more. We also develop and implement a comprehensive school counseling program with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and

community resources. We create evidence-based interventions to close the need gaps related to the early warning system in place.

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

Our magnet coordinator and another teacher visit all of the elementary schools in our area to talk about Osceola Creek. They speak with fifth graders, share factual materials, and show a video presentation. The school also hosts a parent interest night for this targeted population. In the spring, students from the two feeder schools visit our school for an introductory presentation. Then, we host another parent night for parents and students of all incoming fifth graders. Finally, we conduct a back to school day during pre-school, where students can come and get their materials, id badges, locks, and lockers. During curriculum night we ensure non-threatening methods of introducing parents to teachers and administrators are used.

The eighth grade transition process begins in October with Choice presentations and continues throughout the year with visits from our high school's magnet coordinator and through visits with high school counselors for high school registration in the spring. Throughout the year, the eighth grade guidance counselor visits with students, distributes information, and helps with the Choice process. Our counselor makes sure that every single student has completed a course registration before he/she leaves eighth grade.

Throughout the year we solicit feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems. We utilize ParentLink and Edline to communicate classroom information and school news to parents. We also send home weekly progress reports, beginning the third week of each quarter, with news printed on the back as a means of communication with parents. We utilize a Positive Behavioral Referral for students as a means of recognizing their good behavior and provide incentives for this.

Lastly, we develop and implement a comprehensive school counseling program with dedicated time to develop, implement and evaluate parent meetings/workshops on topics such as developing school success skills, building a college-bound culture through the Eight Components of College and Career Readiness and developing growth mindsets in our students.

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

Parental involvement has been a challenge for the school community since its beginning eleven years ago. We continually strive to include our parents in all of our activities. Our greatest successes have been through our student driven activities including band concerts, sporting events, and drama productions. We host annual parent nights for activities related to student achievement and student activities. We communicate with our parents on a weekly basis via call outs and weekly progress reports. Our media center is a hub where many of our parents volunteer to help with student related projects like yearbook and book fair. We also utilize volunteers in our comprehensive music program, which includes

an orchestra, a symphonic band, a jazz band and two beginning bands. Finally, many parents volunteer to help with our sports program. Last year we hosted a dual event field day with the elementary school that is next door to our campus. Our goal this year is to host a food truck invasion with the elementary school for our mutual school communities. We focus on involving our parents on a daily basis through our before and after school program where members of the community volunteer to sponsor clubs and other activities for our students. We partner with local businesses to support our programs. For example, our pre-vet program involves local veterinarians and horse owners to come to the school and interact with our students. Our pre-construction academy, which opened this year, is currently making contact with local construction companies to involve them in our program. We continually utilize local businesses for all of our school events.

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
Daly, Nicole	Principal
Mccoy, Michelle	Assistant Principal
Fitzpatrick, Brian	Assistant Principal
Hubbard, Sherri	Guidance Counselor

Duties

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

Members of the school-based MTSS Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY15 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

Topics for discussion include, but are not limited to, the following:

- FSA scores and the lowest 25%
- AMO's and subgroups
- strengths and weaknesses of intensive programs
- mentoring, tutoring, and other services.
- incentives for students

The MTSSI/Inclusion Facilitator will explain the RtI process for the SAC members.

As the instructional leader of the school, Nicole Daly determines course offerings and collaborates with Michelle McCoy to create the master schedule of courses. Mrs. Daly, along with Brian Fitzpatrick and Michelle McCoy facilitate the professional learning communities in each subject area in bi-weekly meetings. We review and analyze data with the teachers, share best practices and collaborate on curriculum. Sherri Hubbard coordinates the career strand in the curriculum via our civics classes and all students in magnet programs. She also coordinates the transition of all incoming 5th graders and exiting 8th graders. As a team, we each have an integral part in student placement.

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 MTSS Leadership Team meets bi-weekly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1 Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based MTSS Leadership Team.

The SBT uses the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan is developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the interventions are implemented with fidelity. Each student is assigned a case liaison to support the interventionist (e.g., teacher, MTSS/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings. Some of the academic interventions used are Intensive Reading classes, Reading Plus and IXL for Math. In addition we utilize our School Wide Positive Behavior Support to address both academic and behavior issues.

Free breakfast is provided for all students at school and in the district. We currently have two migrant students in our school. The school district provides services for them, such as tutoring, however there is no direct funding that comes to the school to assist these students at a school level. We also currently have two homeless students at Osceola Creek. They are provided with transportation to complete their school year at their home school. We have school supplies, back packs and clothing for these students as well. In addition to the free breakfast, they also receive free lunch at school. The school district provides many services for our homeless and pair them up with agencies that are able to assist them.

Our school also integrates Single School Culture through our 4 non-negotiable rules which are also our behavior matrix that teaches our students the expected behavior we want to see at Osceola Creek. We have a system of support and recognition of student behavior and academics through our School Wide Positive Behavior Support and parent communication. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, character development, and implementation and monitoring of SwPBS programs.

School Advisory Council (SAC)**Membership**

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

Name	Stakeholder Group
Nicole Daly	Principal
Suzanne Grady	Teacher
Judy McLeod-Nosworthy	Teacher
Delores Johnson-Mayes	Teacher
Michelle Joyner-Ochoa	Parent
Kelli Shipe	Parent
Tudi Young	Parent
Joselyne Schubert	Parent
Ursula Cespedes-Korland	Parent
Jill Pecen	Parent
Melady Roque	Parent
Louise Brandenburg	Business/Community
Dominique Fullwood	Student
Haylie Young	Student
Malik Mariot-Roque	Student
George Domaceti	Business/Community
Denese Fullwood	Parent
Jodi Clark	Parent
Angel Rosner	Parent

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

The School Improvement Plan was initially presented to SAC on September 19, 2013 as a work in progress. The plan was finalized and voted on at the next SAC meeting on October 10, 2013. The first update on the progress towards meeting the goals outlined on the SIP was on January 16, 2014, with other reviews and updates on February 12, 2014 and March 27, 2014. The final review of the plan and discussion of possible goals for the 2015 school year took place on May 15, 2015.

Development of this school improvement plan

The development of this years' School Improvement Plan began at the end of the 2014 school year. At the last few Professional Learning Community meetings, each department took time to review and discuss the current goals and discuss potential goals for the 2015 school year with the primary focus being on student achievement.

Preparation of the school's annual budget and plan

The school budget is prepared with student achievement and performance as it's primary focus.

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

Last year no funds were used. The SAC did allocate the use of \$1400 to help purchase a site licence for IXL, a computer-based, supplementary math program, that has been purchased this year.

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
Daly, Nicole	Principal
Mccoey, Michelle	Assistant Principal
Aldoretta, Carn	Teacher, K-12
Fitzpatrick, Brian	Assistant Principal
Grady, Suzanne	Teacher, K-12
Lucas, Rebecca	Teacher, K-12
Mayes, Delores	Teacher, K-12
Loumanis, Katherine	Instructional Media

Duties***Describe how the LLT promotes literacy within the school***

The LLT meets twice monthly to review literacy data. The team uses the data to establish the literacy goals for the school year. Once the goals have been established, the team creates a plan of action and will meet twice monthly to assess the progress towards accomplishing the goals. As a team, we promote literacy through a variety of ways. Some of the ways are:

- Summer Reading Packet and Projects
- Social Studies will meet during professional development days with Reading and Language Arts teachers to provide support
- Lowest 25% of students are enrolled in reading
- Reading Plus requirement through Language Arts
- Reading support in Research, Culinary, PE, Wood Shop, and Band.
- Novels in Social Studies

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

All teachers have 30 minutes of common planning every morning before the school day begins. In addition, we have PLC meetings with each department every two weeks to discuss their curriculum, new standards, share best practices and provide support. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is modified as needed, based on decisions made through collaboration with the team. Teachers are provided with opportunities to go to district trainings, as well as district support staff coming to our school to provide assistance to our teachers. Our PDD's are focused on teacher growth and are relevant to current curriculum needs.

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

When it comes to recruiting teachers, we utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures. If needed, we participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants. We provide relevant Professional Development for all of our teachers, as well as various opportunities for teachers to attend district trainings. The administration had established and maintains relationships with colleges in the field of education.

Teachers are provided with common planning in the morning to collaborate within their departments or cross-curricular with other departments. Osceola Creek also provides teachers with the opportunity to sponsor various clubs, participate in our before/ after school programs and sit on various committees to enhance student achievement and provide enrichment for all students. The administration of Osceola Creek will provide substitutes for instructional staff to observe another teacher's class, as well as shadow administrators, if they are interested in becoming a school administrator.

Since we are a relatively diverse school, we seek teachers that will compliment our population. We also seek teachers who are academically rigorous, who motivate students and promote the vision of the school. We want teachers that will embrace the community and our students. We have very little turnover at Osceola Creek, but when we do, the principal has her secretary advertise the position and schedule the interviews. Usually, the interviews are conducted by the principal with one of the assistant principals present.

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

Our first year teacher is participating in the Educator Support Program(ESP). ESP is the School District of Palm Beach County's formal program of support for the new educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

The program is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of life-long learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

This year we have one new teacher in the ESE department. The mentor that she will be paired with is the ESE Contact; a veteran teacher who is clinical education trained. She will participate in our regular scheduled PLC's and PDD's. The activities that the new teacher will engage in will include informal and formal observations where corrective feedback will be given for the purposes of refining her skill as an instructor.

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

Our school aligns its curriculum and instructional materials to the Florida Standards in all academic areas. We use Professional Learning Communities(PLC) to unpack the Florida Standards and to plan and discuss reading and writing that aligns to the curriculum. This conversation and learning

opportunities promote dialogue that can dispel misunderstanding and promote opportunities for growth in instructional practice, curriculum, and the standards, as well as establishing a Single School Culture in curriculum. Teachers provide differentiated instruction and other strategies and tools that are based on individual student needs. We also use problem-solving to provide competency-based instruction to all students that is infused with digital instruction. We strive to provide inquire-driven research and an analytical approach for students to promote independent thinkers.

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

Osceola Creek Middle School ensures every teacher contributes to the literacy improvement of every student by:

- Holding PLC meeting bi-weekly to make decisions about literacy instruction in the school. Analyze student data and compare it to the expectations found in the Language Arts Florida Standards(LAFS).
- Utilize a balanced literacy approach to teaching that includes whole group, small group, and one-on-one instruction based on students needs.
- Provide a double block Intensive Reading class daily
- Provide instruction aligned with the Language Arts Florida Standards for 6th, 7th, and 8th grades
- Provide resources to support instruction (Reading Plus, Type to Learn, Read 180, classroom libraries)
- Administering assessments which measure instructional standards-Monitoring progress by class and grade level at PLC's
- Conduct data chats with students
- Students track the progress of their own learning and their mastery of the standards.

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: Extended School Day

Minutes added to school year: 22,400

1. Homework help is provided after school Monday through Friday days a week, specifically, tutorials are held in the areas of math and reading.
2. Teachers have collaborative planning in the morning before classes begins. We also have collaborative department meetings every other week and discuss the implementation of Florida Standards, plus share best practices and track student data.

Strategy Rationale

Since we provide morning care and aftercare to assist families, we are going to capitalize on having the students on our campus beyond the regular school day. This additional time provides us with the opportunity to work in small groups of students and meet their individual needs pertaining to academics. It also provides us with the opportunity to make sure students are successful and staying current on their daily activities for class.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Daly, Nicole, nicole.daly@palmbeachschools.org

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

1. Pre-Test and Post-Test
2. Track student data

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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

Every student creates a career choice plan with a program called "Choices" that is provided through the school district. This year, the 7th grade Social Studies teachers will incorporate career choices in their curriculum.

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

We offer two Choice Programs at Osceola Creek, Pre-Culinary and Pre-Vet. The pre-Culinary program is in its third year as a full choice program and is open to students outside our SAC boundaries. The Pre-Vet program just opened up to students outside our SAC boundaries this year with a very positive response. The curriculum in these courses support our core academic classes. For example, Pre-Vet is paired with advanced math and advanced science courses and Pre-Culinary incorporates reading and math skills in their lessons regularly.

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

- In-House Pre-construction program
- In-House Pre-Information Technology Program

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

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement in English Language Arts through the use of rigorous questions through the use of Depth of Knowledge and common assessments.

- G2.** To increase student achievement in math through the use of rigorous questions as identified in the Depth of Knowledge Levels.

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. To increase student achievement in English Language Arts through the use of rigorous questions through the use of Depth of Knowledge and common assessments. 1a

G045140

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	80.0

Resources Available to Support the Goal 2

- The use of Wordly Wise Vocabulary and Grammar Workbook, Reading Plus and common assessments with rigorous Depth of Knowledge questions.

Targeted Barriers to Achieving the Goal 3

- Technology not accessible at home.

Plan to Monitor Progress Toward G1. 8

School district reading diagnostic exams given twice a year.

Person Responsible

Nicole Daly

Schedule

Semiannually, from 10/6/2014 to 2/13/2015

Evidence of Completion

Increase in student achievement.

G2. To increase student achievement in math through the use of rigorous questions as identified in the Depth of Knowledge Levels. 1a

G045139

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	84.0

Resources Available to Support the Goal 2

- The school purchased IXL, a computer-based math program that can be utilized at home.

Targeted Barriers to Achieving the Goal 3

- No access to technology at home.

Plan to Monitor Progress Toward G2. 8

School district math diagnostic exams given twice a year.

Person Responsible

Nicole Daly

Schedule

Semiannually, from 10/6/2014 to 2/27/2015

Evidence of Completion

Increase in student achievement.

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. To increase student achievement in English Language Arts through the use of rigorous questions through the use of Depth of Knowledge and common assessments. **1**

 G045140

G1.B2 Technology not accessible at home. **2**

 B111372

G1.B2.S1 Provide time before and after school for students to use the computers in the media center with transportation provided to our local SAC area. We have also formed a relationship with the local public library to allow our students additional time at the computers to complete Reading Plus. **4**

 S122845

Strategy Rationale

We have a free morning and after care program, not putting any financial strain on families for participation.

Action Step 1 **5**

Students using the Reading Plus lab.

Person Responsible

Nicole Daly

Schedule

Daily, from 9/8/2014 to 5/29/2015

Evidence of Completion

Check the sign-in sheets through before and after care.

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

Monitor student use of Reading Plus.

Person Responsible

Nicole Daly

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Language arts teachers will run weekly Reading Plus reports to track student usage and mastery of the program.

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

Increase in student achievement of reading standards.

Person Responsible

Nicole Daly

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Language arts teachers will administer common assessments twice a quarter to track student mastery of the reading standards.

G2. To increase student achievement in math through the use of rigorous questions as identified in the Depth of Knowledge Levels. 1

G045139

G2.B1 No access to technology at home. 2

B111443

G2.B1.S1 Provide time before and after school to use the computers and encourage students to use the local public library. 4

S122892

Strategy Rationale

This is a free program and will not add any expense to the parents and families.

Action Step 1 5

Student usage of IXL.

Person Responsible

Nicole Daly

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Check the sign-in sheets for the computer lab use through the before and after care program.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Student usage and mastery of the math standards being reinforced on IXL.

Person Responsible

Nicole Daly

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Weekly reports that track student usage and mastery of IXL.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Math common assessments given twice a quarter.

Person Responsible

Nicole Daly

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Increased student achievement.

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.B2.S1.A1	Students using the Reading Plus lab.	Daly, Nicole	9/8/2014	Check the sign-in sheets through before and after care.	5/29/2015 daily
G2.B1.S1.A1	Student usage of IXL.	Daly, Nicole	9/15/2014	Check the sign-in sheets for the computer lab use through the before and after care program.	5/29/2015 weekly
G1.MA1	School district reading diagnostic exams given twice a year.	Daly, Nicole	10/6/2014	Increase in student achievement.	2/13/2015 semiannually
G1.B2.S1.MA1	Increase in student achievement of reading standards.	Daly, Nicole	9/15/2014	Language arts teachers will administer common assessments twice a quarter to track student mastery of the reading standards.	5/29/2015 monthly
G1.B2.S1.MA1	Monitor student use of Reading Plus.	Daly, Nicole	9/15/2014	Language arts teachers will run weekly Reading Plus reports to track student usage and mastery of the program.	5/29/2015 weekly
G2.MA1	School district math diagnostic exams given twice a year.	Daly, Nicole	10/6/2014	Increase in student achievement.	2/27/2015 semiannually
G2.B1.S1.MA1	Math common assessments given twice a quarter.	Daly, Nicole	9/22/2014	Increased student achievement.	5/29/2015 monthly
G2.B1.S1.MA1	Student usage and mastery of the math standards being reinforced on IXL.	Daly, Nicole	9/15/2014	Weekly reports that track student usage and mastery of IXL.	5/29/2015 weekly

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. To increase student achievement in English Language Arts through the use of rigorous questions through the use of Depth of Knowledge and common assessments.

G1.B2 Technology not accessible at home.

G1.B2.S1 Provide time before and after school for students to use the computers in the media center with transportation provided to our local SAC area. We have also formed a relationship with the local public library to allow our students additional time at the computers to complete Reading Plus.

PD Opportunity 1

Students using the Reading Plus lab.

Facilitator

1. School district support staff from the English Language Arts department. 2. Reading Plus district training with substitute teachers provided by the school.

Participants

Language arts and intensive reading teachers.

Schedule

Daily, from 9/8/2014 to 5/29/2015

G2. To increase student achievement in math through the use of rigorous questions as identified in the Depth of Knowledge Levels.

G2.B1 No access to technology at home.

G2.B1.S1 Provide time before and after school to use the computers and encourage students to use the local public library.

PD Opportunity 1

Student usage of IXL.

Facilitator

1. School district support staff for math. 2. IXL training on PD days.

Participants

Math teachers.

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Budget Rollup

Summary

Description	Total
Goal 1: To increase student achievement in English Language Arts through the use of rigorous questions through the use of Depth of Knowledge and common assessments.	0
Goal 2: To increase student achievement in math through the use of rigorous questions as identified in the Depth of Knowledge Levels.	3,780
Grand Total	3,780

Goal 1: To increase student achievement in English Language Arts through the use of rigorous questions through the use of Depth of Knowledge and common assessments.

Description	Source	Total
B2.S1.A1 - District Provided	Other	0
Total Goal 1		0

Goal 2: To increase student achievement in math through the use of rigorous questions as identified in the Depth of Knowledge Levels.

Description	Source	Total
B1.S1.A1	School Improvement Funds	1,400
B1.S1.A1	General Fund	2,380
Total Goal 2		3,780