PCS
PINELLAS COUNTY SCHOOLS

School Improvement Plan
2017-18

Osceola Middle School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

Vision and Direction

School Profile

Principal: Sue Arsenault	SAC Chair: Robert Towner

School Vision	100% student success

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

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %

School Grade	2017: Select	2016: B	2015: B	Title 1 School?	☐ Yes	☒ No

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All		54		58		54		64		54		
Learning Gains All		62		56								
Learning Gains L25%		52		42								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Susan	Arsenault	FT	11-20 years
Assistant Principal	Suzanne	Becker	FT	4-10 years
Assistant Principal	Chad	Eiben	FT	4-10 years
Beh. Specialist	Marge	Aspell	FT	1-3 years

Total Instructional Staff:	79	Total Support Staff:	16

School Culture for Learning

Connections: > **District Strategic Plan**   ●**Goals 2, 3**
Marzano Leadership   ●**Domain 5**

School-wide Behavior Plan

1. Describe your school's expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Osceola Middle uses PBS. Guidelines for Success – THE CHIEF WAY
Be Respectful
Be Responsible
Be an Active Learner
Classroom Expectations
Be on time
Be prepared
Stay seated
Follow directions
Hallway/Courtyard Expectations
Use an indoor voice
Keep hands/feet to yourself
Keep moving – walk and talk
Keep walkways clear
Restroom Expectations
Keep talking to a minimum
Report any issues to an adult
Use, wash hands, and leave
Return to class when finished
Cafeteria Expectations
Stay seated until directed
Keep legs under the table
Raise hand for assistance
Clean up trash

The above items are Osceola Middle School's Guidelines for Success, Classroom Expectations, and Common Area Expectations. These items are reviewed yearly by the discipline committee and then presented to the staff. Lesson plans are created by departments and then shared with all students. All of the above expectations are also discussed by administrators during grade level assemblies at the beginning of the school year. Additionally, these expectations are posted throughout the school and in every classroom.

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

Classroom Expectations
Be on time
Be prepared
Stay seated
Follow directions

School-wide classroom expectations are reviewed by the discipline committee and then shared with the staff. Teachers then teach lessons regarding appropriate classroom behavior in their classes for the first two weeks. Classroom expectations are also posted in every classroom. Classroom behavior is also reviewed at the grade level behavior assemblies. Finally, social studies teachers review and teach lessons about the Code of Student Conduct. Each teacher has developed a classroom management plan that aligns to the Chief Way. Teachers review expectations on a semi-weekly basis.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

Osceola Middle School utilizes a school-wide (Tier 1) Positive Behavior Support (PBS) system to help engage students and to reduce off-task/disruptive behavior. The OMS PBS system will utilize a token economy based on rewards given by staff members. These tokens are called "Chief Change." Teachers will strive for a 3 to 1 positive to negative ratio of interactions. This will place more of an emphasis on positive behavior. All staff members will use Chief Change to reward on-task and appropriate behavior. There is a school-wide discipline poster in every classroom.

Restorative Practices: Modeled through PLC's, used at parent conferences and training started for teachers on classroom utilization (Equity Training).

Data-Based Problem Solving

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

The following teams meet on a routine basis and focus on specific areas of our students lives. The members of these team overlap so there is continuity of care and consistency in providing assistance for the "whole" student.

MTSS (Academic/Behavior), Child Study Team, ELP, Career Planning, Social Skills & Learning Strategy classes for our ESE students.

OMS teachers are all assigned a grade level team. These teams meet every other week to discuss any issues or concerns as related to their specific grade level. The guidance counselors review the counseling referrals and consult with the student in need of assistance. At that point, a parent/teacher conference may be scheduled.

If circumstances require additional assistance, the student is then discussed during the weekly Child Study Team. Based on the individual's situation, counseling or a referral to an outside agency may be offered. If there is need for ongoing support, a formal request for service is generated.
Parent input is gained through surveys, PTA and SAC meetings. Information for additional supports is provided through these avenues as well as additional open house / activity nights.

New Student Orientation (7th and 8th)
Peer connectors
Mentoring of FCAT Level 1 Math and Reading Students
Bullying prevention and mediation

Safety Plans: MTSS monitors the following sources on a bimonthly basis: Focus, Performance Matters, School Profile Report, school dashboard & early warning reports during our meeting. For our Tier 3 students, we monitor our students PBIP/FBAs and PSWs through frequent data collection using daily/weekly progress monitoring forms & individualized data collection.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy Schools' data).

Administration runs reports on a routine basis that focuses on grades, discipline and attendance. This information is then shared/discussed at MTSS/CST/ School Leadership and grade level. Based on the outcomes interventions are implemented.

Information is pulled from the following sources: Focus, Performance Matters, School Profile Report, UNIFY, early warning system & gradebook grades quarterly.

For our Tier 3 students, we monitor our students PBIP/FBAs and PSWs through frequent data collection using daily/weekly progress monitoring forms & individualized data collection.

Level I
Reading: RI Assessments for Level 1 and 2 / Course Progression Monitoring (Grades, conduct level, teacher comments)
Mathematics: Common Assessments, Course Progression Monitoring (Grades, conduct rating, teacher comments)
Writing: Write Score, Common Assessments, Course Progression Monitoring (Grades, conduct level, teacher comments),
Science: Common Assessments, Course Progression Monitoring (Grades, conduct level, teacher comments),
Level II
Reading: All Level I activities plus continued RI Assessments for Level 1 and 2 / Course Monitoring / Mentoring /
Mathematics: All Level I activities plus continued Common Assessments / Mentoring /
Writing: All Level I activities plus continued Common Assessments / Mentoring /
Science: All Level I activities plus continued Common Assessments / Mentoring /
Level III
Reading: All Level I and Level II Interventions plus continued for Level 1 and 2 / Course Monitoring / Mentoring
Intensive Remediation ELP
Mathematics: All Level I and Level III Intervention activities, continued review of Common Assessments / Mentoring / Intensive
Remediation ELP
Writing: All Level I and Level III Intervention activities, continued review of Common Assessments / Mentoring / Intensive Remediation

All assessments are monitored on a monthly basis. Content area administrators meet with individual teachers / teams to determine course of action on providing remediation, enrichment or more rigorous instruction.

High Expectations for All
6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

Professional development is provided at both school and district level for teachers to understand and implement rigorous and differentiated instruction. Quarterly analysis of benchmark assessments is implemented for teachers to reflect individually and as a team to assess instruction implementation and progress of their students. This reflection is reviewed by administration. In addition, walkthroughs are

conducted by administration on a regular basis with feedback provided. Administration reviews weekly lesson plans to make sure teachers are covering content that is differentiated and rigorous.

As we have no coaches assigned to OMS this year, we are utilizing lead teachers in AVID and Reading to provide training, resources and supports to the staff. Teachers are encouraged to attend Just in Time Training and are surveyed about training needed.

⬡ School Culture, Climate / SWBP / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Osceola Middle School utilizes a school-wide (Tier 1) Positive Behavior Support (PBS) system to help engage students and to reduce off-task/disruptive behavior. The OMS PBS system will utilize a token economy based on rewards given by staff members. These tokens are called "Chief Change." Teachers will strive for a 3 to 1 positive to negative ratio of interactions. This will place more of an emphasis on positive behavior. This will be monitored through walkthroughs and assessment of Chief Change collected from students for various rewards. Additionally, OMS will utilize school-wide Guidelines for Success and Common Area Expectations to help students understand school rules and procedures.	Assistant Principals Teachers
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
The percentage of all students receiving disciplinary action will decrease by 10% and the percentage of African American students will decrease by 2% from previous years by explicitly teaching student's social, emotional, behavioral and self- management skills.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Restorative Practices: Modeled through PLC's, used at parent conferences and training started for teachers on classroom utilization (Equity Training). Check-in/Check-out with staff member/mentor Utilization of 5000 Role Models, Girlfriends, STEP, Mentors	Administration
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

⬡ Standards-Based Instruction for Learning

Connections: **District Strategic Plan   ●Goals 1,2,4,5**

7. Describe your school's efforts to align instruction to state standards, increase academic rigor and student engagement. What <u>successes</u> have you seen to date? What data did you review to measure your success?

Professional development is provided at both school and district level for teachers to understand and implement rigorous and differentiated instruction. Quarterly analysis of benchmark assessments is implemented for teachers to reflect individually and as a team to assess instruction implementation and progress of their students. This reflection is reviewed by administration. In addition, walkthroughs are conducted by administration on a regular basis with feedback provided. Administration reviews weekly lesson plans to make sure teachers are covering content that is differentiated and rigorous.

Lesson plans are turned into administrators weekly for review: looking for purposeful planning, predetermined higher order questions and collaborative activities. Walkthroughs verify that plans are being implemented with fidelity.

As we have no coaches assigned to OMS this year, we are utilizing lead teachers in AVID and Reading to provide training, resources and supports to the staff. Teachers are encouraged to attend Just in Time Training and are surveyed about training needed.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key <u>areas for improvement</u> in your school? What data did you review in reaching these conclusions?

Science: teachers are encouraged to attend Just in Time Training. Although no Science Coach is assigned to OMS, we will be requesting additional training from staff developers as available. Teachers are using gap analysis to revise instruction and teachers will rotate classes between grade levels to expose students to missed standards.

ELA: Teachers are conducting more frequent formative assessments to determine gaps and revise instruction. Opportunities will be provided through TDE's for collaborative planning between Reading and Language Arts teachers.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Teachers give cycle assessments, chapter tests, reports/projects, and scales are used to assess the extent in which the standard is mastered. Instruction is revised based on the assessments and the scales as needed.

Each PLC is structured with specific questions/reflections for collaborative and individual review. Teachers are encouraged to identify areas for additional support whether it be additional training or materials.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Incoming students are invited to attend a Peer Connect during the summer where they get acclimated to the school, receive organizational tips, and meet the staff in a small group environment; School wide expectations are posted in every classroom; A positive rewards system is in place where students receive "Chief Change" for following school wide expectations.

There is an active anti-bullying campaign in place with Anti-bullying assemblies and classroom guidance. There is an "Open door policy" for guidance counselors; and our behavior specialist. We offer before and after school clubs including STEM, GAMING, Open Gym and Course Recovery to all students.

⬡ **Standards-Based Instruction / Key Goals and Strategies**

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
All content areas have a designated DEAR (Drop Everything and Read) day each week. Reading strategies are presented each month at Grade Level PLC's to be implemented during DEAR time and to be used with instruction. Administrators monitor through lesson plan review and walkthroughs.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data sources can include but are not limited to UNIFY, benchmark assessments, class assessments, FSA, EOC's, walkthroughs and lesson plan review.	Assistant Principals, Coaches, Principal
Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Student collaboration will be utilized within all content areas to increase student engagement, increase rigor as well as ownership of content.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
All instructional staff receive training through district wide and site based professional development opportunities. In addition, content areas meet as departments as well as common planning to specifically pinpoint how collaboration can be implemented within their classrooms. This is monitored through lesson plans & walkthroughs	Assistant Principals
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
To increase use of reading strategies (main idea, marking the text, KWL, citing the text, Cornell Notes) across all content areas.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Performance Matters, Quick Writes, Reflections, I Ready reports, Literacy Fair Projects, Walkthrough's, FSA, Write Score	Reading Coach, Asst. Principal, Media Specialist

Collaboration for Professional Growth

Connections: ▷ **District Strategic Plan** ●**Goals 1,2,4,5**
Marzano Leadership ●**Domain 2, 4**

11. Describe your school's efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference <u>specific lessons or growth areas</u> found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Based on the Advanced Ed Survey, we have several areas for improvement: Students treat adults with respect (32.0%) and all school personnel regularly engage families in their children's learning progress (61.0%).

Restorative Practices: Modeled through PLC's, used at parent conferences and training started for teachers on classroom utilization (Equity Training) to promote relationships.

We will continue to and expand opportunities throughout the year for parents to come to the school to speak with their student's teachers. We also have parent nights where we have workshops for the parents. Next week is our first one: Get Organized in Middle School where we will showcase strategies that they can use to help their child with organization. We have a night where we go over the testing cycle and provide examples of questions on the test. Administration does a weekly call out message to keep parents informed. Our website is updated weekly as well.

12. Describe your school's plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Teacher collaborations is supported through professional development. We offer trainings in small group settings so promotion of collaboration is increased rather that one large group. Our PLC's are weekly and include: faculty, grade level, department and department by grade level. In addition, all departments have common planning and meet a minimum of one time per week. On a quarterly basis or following an assessment cycle, different department will complete reflection questions both individually and as a team. This is then discussed with content area administrator. This process is supportive in nature and affords opportunities for growth and collaboration.

Each administrator attends the PLC's for their content areas to gather input and provide feedback.

Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

Our focus last year in professional development was primarily in reading strategies, AVID strategies and unpacking the standards. The administration team found that there was an increase in reading strategies being implemented across all content areas as well as collaborative structures. An increase in familiarity with unpacking the standards and utilizing/ creating goals and scales was an area of success for our departments. When we examine our state testing, our scores in reading went up as well as our math scores. Breaking down text and focusing on locating evidence is a key factor that resulted from our PD.

This school year we are continuing to focus on three critical areas: Collaboration (both teacher and student), and increase usage in reading strategies & Classroom Culture/PBS. These areas were a direct reflection of teacher feedback as well as data from evaluations. Teachers will engage in training opportunities that support these initiatives in addition to Restorative Practices.

Provide a list of the key professional development opportunities that you have planned as part of your school's sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer/fall	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?

related to teacher, staff growth needs.			
ECET2	Preschool	All	Build camaraderie/exchange ideas
Unify	Throughout the year	All	Teachers will have a better understanding of how to retrieve student data in order to differentiate instruction to close achievement gaps.
Marzano training /Peer to peer coaching	Throughout the year	All	Increase teacher understanding of evaluation tool. This will include peer to peer coaching.
Collaborative Structures	Throughout the year	All	Increase teacher's toolbox of collaborative structures that can be utilized within their classrooms
Cultural Competency Training	Preschool	All	To better support our students and their families both academically and behaviorally.
Restorative Practices Training	Preschool	All	Increase opportunities for students to remain in the classroom and be successful.
Curriculum Integration Training	Throughout the year	All	Increase opportunities for projected based activities and interdisciplinary instruction.

Family and Community Engagement

Connections: **District Strategic Plan** ●**Goals 1,3,6,7**
Marzano Leadership ●**Domain 4, 5, 6**

14. Describe your school's plan to build positive relationships with families and community members. Please reference specific underline lessons or growth areas found from a review of your school's AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

Volunteers participate in roles including mentoring, volunteer orientation training meetings, chaperoning field trips, guest speaking for the Great American Teach-In, judging competitions such as The Literacy Fair and National History Day as well as assisting in the library, offices and book fairs. Osceola Middle School has earned the Gold School Award because we doubled the amount of volunteer hours as we had enrollment.

We are working towards expanding our community partnerships to include faith based organizations as that is an untapped area.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school's attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

Our focus this year is to increase the number of opportunities for parents to come out and have meaningful opportunities to engage with their students and teachers. We will be holding an Open House type of event every quarter. Each session will have a theme – meet the teacher, mid-terms / exams, testing, high school / transition planning.

In addition, we hold PTSA workshops, parent conferences; Weekly Call Out messages are sent out to all families to communicate school based events and activities. All families are encouraged to attend school events including parent nights, chorus and band concerts, monthly PTSA and SAC meetings, performances, competitions and sporting events. Feedback from parent surveys help guide the topics of our PTA training workshops. Progress reports and Report cards are sent home each grading period.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	☐	☐	☒	☐
Families who regularly log onto PORTAL to check student grades / assignments, progress.	☐	☐	☒	☐
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	☐	☐	☒	☐
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	☐	☒	☐	☐
Families who report feeling welcome when visiting the campus or contacting the school.	☐	☐	☒	☐

*Note: Please use your own school data resources or best estimates in completing this inventory.

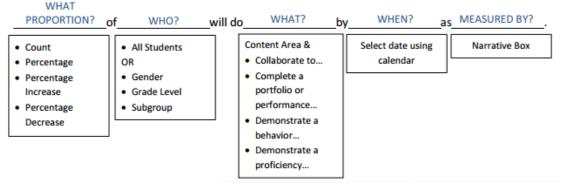## Family Engagement / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: The Family and Community Liaison will increase the number of businesses partners and volunteers on campus weekly to support and mentor our students.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Connect Ed messages, website, Facebook, marquee, community contact with local businesses, PTA / SAC meetings	Adrienne Mizia, Gary Green, Michelle Shepherd
Goal 2: What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: We will increase our involvement within our community by promoting opportunities for parent friendly events (6th Grade Orientation, PEER Connect).	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
We utilize our counselors to inform the administration team of truant students. Home visits will occur with SW and counselor if unable to have parent come to the school. Families that are in need can access	Adrienne Mizia, Social Worker, Counselors

our food pantry. In addition, we invite all families to come to our sporting events.	
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

{Section 2} – Targeted School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.

WHAT PROPORTION? of WHO? will do WHAT? by WHEN? as MEASURED BY?

• Count • Percentage • Percentage Increase • Percentage Decrease	• All Students OR • Gender • Grade Level • Subgroup	Content Area & • Collaborate to... • Complete a portfolio or performance... • Demonstrate a behavior... • Demonstrate a proficiency...	Select date using calendar	Narrative Box

SMART GOALS: Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

ELA / Reading Goal	**Goal Manager:** Marisa Martino
All student subgroups will increase proficiency in reading from a school average of 53% to an average of 58% to meet or exceed the identified reading and writing FSA targets.	

Actions / Activities in Support of ELA Goal	Evidence to Measure Success
Teachers receive professional development around close reading, writing, instructional shifts, standards, assessment, and instructional methods. Master teachers will work with struggling teachers in differentiating their instruction based on the evidence from collected data. PLC's will be utilized to reflect on student data and revise lessons to meet the needs of all students,	Walkthrough data Formative Assessments: RI, Write Score, I Ready, FSA

Collaborative structures will be utilized within the classrooms	Walkthrough data

Mathematics Goal	**Goal Manager:** Bob Dohnal
All student subgroups will increase proficiency in mathematics from a school average of 62% to 68% as measured to meet or exceed identified goals on both the math FSA targets and EOC assessments.	

Actions / Activities in Support of Math Goal	**Evidence to Measure Success**
Common planning is provided to all math teachers by grade level for collaboration. This provides opportunities for professional development and training provided by the math coach, administrators and other site based coaches. Teachers are encouraged to attend Just in Time Training. Level 1 and 2 students are invited and encouraged to attend ELP. Students placed in Algebra 1 that have previously been in regular math classes, have been placed in Intensive Math classes with specific support for Algebra 1 and tutoring for these students is offered multiple times during the week.	Decision Ed; formative assessment data from Think Through Math program; performance assessment data.
Collaborative structures will be utilized within the classrooms	Decision Ed; formative assessment data from Think Through Math program; performance assessment data.

Science Goal	**Goal Manager:** Lori Moore
All student subgroups will increase proficiency in science from a school average of 47% to 52% as measured to meet or exceed identified goals on the science SSA assessment.	

Actions / Activities in Support of Science Goal	**Evidence to Measure Success**
Teachers will utilize the 5 E method of instruction delivery combined with collaboration to provide a multitude of learning experiences.	Benchmark Assessments
Hands on activities will be incorporated for every unit. Collaborative and AVID strategies will be utilized within the classrooms as well as by grade level School wide science day FCAT Boot Camp Professional development will be provided during common planning, school wide and at DWT to increase use of strategies in collaboration and reading comprehension Students will switch grade level classes during the year to learn missed standards.	Labs Walkthroughs GAP assessment data will determine areas of need. Common assessment will measure student growth.

⬢ Other School Goals* / Use Only as Needed

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)

Goal Name: CTAE	Goal Manager: Brent Dunn
CTAE students will increase their pass rate by 5% more in the 2017-18 school year. Increase staff participation in Interdisciplinary Activities that are project based.	

Actions / Activities in Support of Goal	Evidence to Measure Success
Provide students in 8th grade the opportunity to participate in the "Introduction to Information Technology" course. Students will be assigned to courses aligned to their reading levels.	Enrollment of 8th grade students who earn high school credit in the elective course on 2013 Microsoft Office Software (MOS) Certification in Word, PowerPoint and/or Excel.
Provide training and planning time for CTAE and academic teachers.	Lesson plans, walkthroughs

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy School Goal	Goal Manager: Doug Krieg
Work toward Bronze Level recognition with the Alliance for a Healthier Generation	

Actions / Activities in Support of Goal	Evidence to Measure Success
In 2015-16, OMS was eligible for national recognition in 3 out of 6 modules for the Alliance for a healthier Generation's Healthy Schools program. For 2016-17 we will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level and then develop an action plan for that item(s) by November 2016. Target for this year (2017-18) is to become eligible for national recognition in 4 out of 6 Alliance for a healthier generation's healthy school program assessment modules.	By April 2018, the Healthy School Team will edit the school's healthy school's program assessment in the action plan items to document improvement/achievement of one module that is now eligible for national recognition.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Civics	Goal Manager: Craig Sidorowicz
All 7th grade subgroups will increase proficiency in social studies from a school average of 66% to 71% as measured on the Civics EOC.	

Actions / Activities in Support of Goal	Evidence to Measure Success
Students will incorporate Data Based Questions to further understand the content and to cite evidence to support their claims. This will result in students interacting/decoding higher order text.	Benchmark Assessments Project based learning Student Work Rubrics FSA
Professional development will be provided during common planning, school wide and at DWT to increase use of strategies in collaboration and reading comprehension	Walkthroughs Lesson Plan Review with feedback

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: STEM Club	**Goal Manager:** Lori Moore
Students will be provided the opportunity to join and attend STEM Club once a week.	

Actions / Activities in Support of Goal	Evidence to Measure Success
Projects Robotics Collaborative Structures Labs	Student Work Student Attendance

⬡ Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	**Goal Manager:** Gary Green, Lora McIntosh
To increase academic success as measured through grades, common assessments and FSA by 10%.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
Bi-weekly meetings with speakers (Role Models 5000 & Girlfriends) Lunch Bunch Check-In/Check-out Restorative Practices/Circles Mentoring	Grades Conduct Discipline

Subgroup Goal (ELL)	**Goal Manager:**
Place goal statement here.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success

Subgroup Goal (ESE)	**Goal Manager:**
To increase academic success as measured through grades, common assessments, FSA and FAA by 10%.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
More opportunities for support facilitation in content areas. Case managers will have a designated day one time per week to meet individually with students to assess and support their needs.	Grades Formative Assessments Common Assessments FSA FAA

Increased opportunities to interact with decoding higher order text.	

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:
Place goal statement here (additional goal only if needed).	

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	Grade 6th	Grade 7th	Grade 8th	Grade Select	Grade Select	Grade Select	Grade Select	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)	19	237	264					520	
Students with excessive absences / below 90 %									
Students with excessive behavior / discipline**									
Students with excessive course failures**									
Students exhibiting two or more Early Warning indicators	10	2	10					22	

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal	Please ensure that your goal is written as a SMART goal.
To decrease the number of students absent from school 10% or more by 5%.	
Actions / Activities in Support of Attendance Goal	**Evidence to Measure Success**
Bi-monthly Child Study Team Meetings, including all required members to address students that have missed 10% or more days of school and what are the trends for the absences. Completion of the PSW for Attendance quarterly to assist with problem solving to determine barriers of attendance. Dress down day for students with perfect attendance each quarter.	Daily Attendance Reports (codes)

⬡ EWS - Discipline

Discipline Goal	Please ensure that your goal is written as a SMART goal.
The percentage of all student subgroups receiving disciplinary action will decrease by 10% and the percentage of African American students will decrease by 2% from previous years by explicitly teaching student's social, emotional, behavioral and self- management skills.	
Actions / Activities in Support of Discipline Goal	**Evidence to Measure Success**
Girlfriends, Role Model 5000, Mentors, Lunch Bunch , Restorative Practices/Circles	Monitoring grades, discipline and participation on a monthly basis.

Discipline Goal – Other (as needed)	Please ensure that your goal is written as a SMART goal.
Specify	
Place goal statement here (only if needed).	
Actions / Activities in Support of Goal	**Evidence to Measure Success**

⬡ EWS – Academic Intervention

Describe your school's established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

School guidance counselors visit classrooms to promote academic and career planning in order to reach all students. The counselors visit feeder schools to discuss curriculum and electives that are available in middle school. In 6th grade, the counselors visit classrooms to introduce the Career Cruising program; In 7th grade, counselors further explore the Career Cruising program with students; In 8th grade all students create a four-year plan on the Career Cruising program. In addition, counselors work with students and families to assist and give advice on course selection, elective choices, and magnet/academy admissions in High School and even course recovery and graduation requirements. In 8th grade, Career study and Finance Park will teach students about career/life choices and finances.

Early Intervention / Extended Learning Goal	Please ensure that your goal is written as a SMART goal.

Students are exposed to AVID elective courses to increase success and college preparation. Students and parents are required to select courses for 9th grade based on their school choice. In addition, students are encouraged to explore career choices during the Great American Teach-In. Struggling students receive additional academic support through the Extended Learning Program, so they can
meet graduation requirements.

Actions / Activities in Support of Goal	Evidence to Measure Success

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	71	% with advanced degrees	28%
% receiving effective rating or higher	68%	% first-year teachers	1%
% highly qualified (HQT)*	98%	% with 1-5 years of experience	14%
% certified in-field**	99%	% with 6-14 years of experience	27%
% ESOL endorsed	78%	% with 15 or more years of experience	30%

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school's efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

A detailed mentoring program has been established to welcome and provide supports for our new staff. A timeline is created and teacher, mentor and administrators meet on a monthly basis. Our school promotes social outings and family style functions throughout the year to increase camaraderie. In addition, we encourage peer to peer coaching acknowledging teachers' strengths as

well as opportunities for them to observe and learn from their colleagues. To increase and maintain diversity on our campus, we actively recruit and support black and Hispanic teachers.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Robert	Towner	White	Business/Community
Susan	Arsenault	White	Principal
Suzanne	Becker	White	Other Instructional Employee
Lora	McIntosh	Black	Support Employee
Gary	Green	Black	Other Instructional Employee
Stephanie	Perazzo	Hispanic	Teacher
Renee	Rivera	Hispanic	Parent
Fred	Blanco	Hispanic	Parent
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SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

☒ Yes	☐ No *(Describe the measures being taken to meet compliance below.)*

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

☒ Yes	☐ No	Committee Approval Date:

SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

☒ Yes	☐ No	Chairperson: Michelle Arnold

Please state the days / intervals that your team meets below.
SBLT meets every Monday at 10:00 AM; CST meets the first Thursday and 3rd Thursday of the month

Budget / SIP Funds

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan. Attached budget if preferred.

Beginning Budget	$5,596.86
ESET 2 Training	(1,174.86) already encumbered
School Safety (radios, CPI Certifications, CPR Certifications)	(1,400.00)
TDE's for Training Opportunities	(1,000.00)
Poster Maker Expenses	(500.00)
Remaining Balance for Additional Requests/Expenses	$1,522.00