

# Osceola Middle School



2015-16 School Improvement Plan

## Osceola Middle School

9301 98TH ST, Seminole, FL 33777

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

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

57%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

27%

### School Grades History

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

### School Board Approval

This plan is pending approval by the Pinellas 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Osceola Middle School serves the diverse needs of our students by creating a culturally relevant partnership between parents, students and the school to promote highest student achievement using fundamental principles including but not limited to, working in a safe, structured learning environment where student responsibility, homework, well-defined discipline, and appropriate dress code prepare each student for college, career and life.

##### **Provide the school's vision statement**

100% Student Success

#### School Environment

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

At OMS we expect the teachers to spend the first week of school engaging in team/ relationship building activities. Teachers have students complete student surveys so they can better meet the needs of individual students within their classrooms as well as understand the backgrounds of our students. Teachers are out in the hall during all class changes. Our multicultural club has awareness weeks and posters are put up around the school and various games are played during the lunches. (for instance: sit at the table where you were born). Weekly call out messages are sent to all staff and families to discuss upcoming events.

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

During the first week of school teachers review school and classroom expectations. They review that these components are in place to ensure student safety. We hold behavior assemblies by grade level to discuss these expectations as well as how to report any areas of concern. We have a Crime Watch with our deputy so that students are identified as people to go to if they are being bullied or harassed. During all passing times, staff members are on hall duty, teachers are at their doors and our SRO and campus monitor are visible. Administration is on campus an hour before and after school.

##### **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**

We have a school wide discipline plan posted in every classroom. We have a positive reward system where the student can earn Chief Change for a variety of reasons. Then at the end of the week the students can purchase items at our Chief Change store. We also have E team. That is where the student can earn a pass for 9 weeks if they receive 4 E's in the conduct section of their report card and they have no N's or U's.

E team passes allow the students to leave a couple minutes early from class and to lunch. They also can eat outside on Fridays.



**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**

We have a school psychologist and social worker two days a week. Students can be referred to guidance at any time and our Deputy has a open door policy.

**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**

Attendance is below 90 percent and we contact our truant officer. We offer course recovery to student's who have not passed a course.  
Phone contacts, 3 day warning letters, and 5 day warning letters, plus home visits are implemented for students with attendance concerns.  
Administrators are provided with the early warning system at the beginning of the year. Counselors and administrators identify the students, ensure that they are in courses that meet their needs and offer support if needed (i.e. co - taught). Students that have demonstrated areas of concerns are assigned mentors and tracked for success. These students are discussed during grade level house meetings as well as MTSS. Weekly progress reports are issued and continually reviewed by counselors and administrators. Grades are closely monitored at mid points in the marking period and again at the end of each quarter. A process has been created for teachers to submit student names and interventions attempted to create a database for the MTSS team.

**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	20	25	33	78
One or more suspensions	12	14	25	51
Course failure in ELA or Math	6	12	22	40
Level 1 on statewide assessment	13	22	25	60

*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	13	18	16	47

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

Students are identified through PLC's and then brought up at MTSS.  
Strategies are put in place depending on what area is needed for remediation.  
RtI/MTSS meetings to address students in need  
Weekly parent, teacher, student conferences  
Phone and email contacts  
Child Study Team meetings  
School Counselors meet with "at-risk" students prior to grade period endings

Daily tutoring opportunities  
Mentoring  
Positive Behavioral System (Chief Change) to recognize successes  
Credit recovery opportunities communicated to parents and students in need

### Family and Community Involvement

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

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

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

#### Will the school use its PIP to satisfy this question?

No

#### PIP Link

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

#### Description

Parents are encouraged to belong to PTSA and SAC; We encourage parent volunteers for field trips, mentoring, working in the office and tutoring. All parents are encouraged to have a Portal where they can access their child's grades, attendance and progress. We have 2 Kids Night Out Activities; Family Fun Night and Music Concerts. Parent teacher conferences are held once a week when the parent requests one.

**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**

We host a Taste of OMS where all the business partners come out and support our National Jr. Honor Society. They provide food or a trinket which identifies them as members of our school community. We also have several of the business owners mentor our children.

### 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:

Name	Title
Arsenault, Susan	Principal
Eiben, Chad	Assistant Principal
Athanson, Melissa	Assistant Principal
Becker, Suzanne	Assistant Principal
Centner, Sally	Guidance Counselor
Green, Gary	Guidance Counselor
Krupp, Kelly	Guidance Counselor

##### Duties

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

Arsenault, Principal; Athanson, AP; Becker AP; Eiben AP; Ossenberg, VE; Aspell, Beh. Spec.; Green, Centner, Krupp – Counselors; LaSalle K; Arnold, Psych; Attendance Specialist – TBD; Parents and teachers invited when needed.

-Facilitator – generates agenda and leads team discussions - Counselors

-Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data – Discipline – Eiben; Academics, Becker

-Technology Specialist – brokers technology necessary to manage and display data - Green

-Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access - M. Aspell

-Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda Krupp

**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**

Referrals are generated through the PLC, parent input, and assessment data. Counselors follow up with necessary paperwork including the information identifying the need(s) of the child. Team reviews data on a weekly basis to review the Tier 1 strategies that have been applied. Tier 2 strategies are written and a time frame of 3-6 weeks is given before the progress is reviewed. Students are kept in the data base and reviewed weekly to determine success of strategy(ies) or whether to continue to Tier 3 interventions. Persons responsible include, but are not limited to, teachers, counselors, specialists, administration, and parents. Records are maintained by our school psychologist who disseminates updated information to Rtl members post every meeting.

**School Advisory Council (SAC)****Membership:**

Name	Stakeholder Group
Robert Towner	Business/Community
Suzanne Becker	Teacher
Kelly Krupp	Teacher
Lora McIntosh	Education Support Employee
Suzanne Becker	Principal
Stefanie Perazzo	Teacher
Fred Alvaro	Teacher
Adrienne Mizia	Education Support Employee
Harrison, Tara	Parent
Joe Helinger	Business/Community
Brent Thrower	Business/Community
Arthur Cox	Parent
Mary McGriff	Parent
Kenny Phung	Business/Community
Renee Rivera	Parent
Meyers, Amy	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*

SAC was presented with the data from last year and we put in place supports to raise the scores. We noticed that we did not service enough of our student body in the high (Algebra) classes and therefore scored very low on that cell. We put supports in place (AVID, tutoring) and gave more student an opportunity to be successful in the class and pass the EOC.

*Development of this school improvement plan*

SAC meets 7 times per year to review school data, develop actions, disseminate information on status of goals and to listen and address any and all concerns having to do with maintaining high student achievement in a safe, secure school environment.

*Preparation of the school's annual budget and plan*

OMS receives \$5/student to utilize for students throughout the year.

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

Professional development/trainers  
Incentives for students and parents  
Teacher projects that align to the SIP

**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:

Name	Title
Arsenault, Susan	Principal
Centner, Sally	Guidance Counselor
Eiben, Chad	Assistant Principal
Green, Gary	Guidance Counselor
Martino, Marisa	Teacher, K-12
Blanco, Allison	Teacher, K-12
Moore, Lori	Teacher, K-12

### Duties

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

Support for text complexity

- Support for instructional skills to improve reading comprehension
- Support for implementation of Florida Standards for Literacy in Social Studies, Science, and Technical Subjects

## 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**

Our teachers use the county template for lesson planning and we have many teachers that volunteer to help others with the planning. We have a school wide science fair that all three grade levels compete in. The DBQ's that are written in social studies classes are refined in the language arts classes in grade 8. Our goal is to establish an open door policy within classrooms for teachers to observe one another, provide feedback, collaborate, and offer additional best practices to utilize within the classroom.

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

Teacher attrition is very low because we are a desirable school. We provide mentors (accomplished teachers) to work with our teachers. Professional development is offered and encouraged in areas that need support. Leadership development opportunities are offered to practicum students and interns for instructional, counselors, and administrative positions. We maintain a strong partnership with nearby educational institutions (University of South Florida and St. Petersburg College) in order to participate in the development of high qualified employees.

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

Marcene Juergens, Craig Sidorowicz, Stefanie Perazzo, Marisa Martino, Lori Moore have been trained through the district's mentoring program. New teachers are assigned to the mentor based on the content area that they teach. Best practices are shared in PLC and faculty meetings.

## 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**

Professional development is offered to ensure that teachers are teaching to the standard. Weekly walkthroughs provided with informal feedback is offered when necessary. Pacing charts are followed when necessary.

#### 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**

At the beginning of the year the expectation is that teachers review students data within their classrooms. Careful progress monitoring of students within the first marking period to determine appropriate class placement is addressed and changes to schedules occur as needed. Data training is offered at preschool, following quarterly benchmarks and again at the end of the semester. Interval trainings are also offered throughout the year. Administrators meet with teachers within department and grade level PLC's to ensure data usage. Walk through feedback is also utilized on a weekly basis.

**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:** 4,800

ELP funding is used for credit recovery as well as academic support / tutoring. Kelly Kelly (LIS) has media center open every day for students to come in and work during lunch and before school.

#### **Strategy Rationale**

The more inviting the atmosphere is for reading the more students will take advantage of it.

#### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

#### **Person(s) responsible for monitoring implementation of the strategy**

Arsenault, Susan, arsenaults@pcsb.org

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

Grades will be reviewed every 4 weeks through PLCs and MTSS. Students will be able to sign up for tutoring which will be tracked by each teacher.

### 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***

Incoming 6th grade students are invited to OMS prior to school starting to get acclimated to the new school. Open house is offered to 6th grade parents on a separate day from the rest of the school. Our 8th grade students work with our school counselors on college readiness and awareness through a series of classroom planned visits. In addition counselors communicate and work with feeder schools, students and families to ensure smooth transition into high school.

### 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***

At the middle school level the majority of the academic and career planning occurs through the 8th grade US History & Career Planning course. This class incorporates a personal finance unit called Finance Park. Furthermore, the school guidance counselors teach career planning lesson in this class. The counselors utilize the Choices Planner. Students also have access to Virtual Mentor as well as the Occupational Outreach Handbook.

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

OMS utilizes the AVID (Advancement Via Individual Determination) course to help students prepare for their future. This course helps students with college readiness preparation, study skills, and organization. AVID students even visit college campuses. In addition to AVID, other middle school courses relate the curriculum to college and career relevance.

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

NA

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

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Osceola\_Middle\_School\_-\_SIP\_Wellness\_Goal.docx

*Wellness Goal*

### **Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### **Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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## 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.** The percentage of all students receiving disciplinary action will decrease by 10% and the percentage of African American students receiving disciplinary action will decrease by 20% from previous year by explicitly teaching students social, emotional, behavioral and self management skills.
- G2.** All student subgroups will increase proficiency in reading across all content areas from a school average to an average of 54% to meet or exceed the identified reading and writing FSA targets.
- G3.** All student subgroups will increase proficiency in mathematics from a school average of 50% to 55% as measured to meet or exceed that identified on both the mathematics FSA targets and EOC assessments.

## 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.** The percentage of all students receiving disciplinary action will decrease by 10% and the percentage of African American students receiving disciplinary action will decrease by 20% from previous year by explicitly teaching students social, emotional, behavioral and self management skills. 1a

G068801

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	10.0

**Resources Available to Support the Goal** 2

- Professional development opportunities
- Behavior Specialist full time
- School Wide PBS system

**Targeted Barriers to Achieving the Goal** 3

- Teachers need professional development on classroom management
- Students lack knowledge of expectations
- Students lack role models that demonstrate desired behavior

**Plan to Monitor Progress Toward G1.** 8

**Person Responsible**

**Schedule**

**Evidence of Completion**

**G2.** All student subgroups will increase proficiency in reading across all content areas from a school average to an average of 54% to meet or exceed the identified reading and writing FSA targets. 1a

G068798

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	55.0
FCAT 2.0 Science Proficiency	55.0
Civics EOC Pass	67.0

**Resources Available to Support the Goal** 2

- Part time reading coach
- SIP monies
- Professional development opportunities

**Targeted Barriers to Achieving the Goal** 3

- Teachers do not implement reading and writing strategies with fidelity
- Teachers do not utilize rigorous activities

**Plan to Monitor Progress Toward G2.** 8

Performance Matters data, Write Score data, overall grades, other formative assessments

**Person Responsible**

Melissa Athanson

**Schedule**

Quarterly, from 8/10/2015 to 5/31/2016

**Evidence of Completion**

Review of PMT data will occur at content PLC's and SBLT meetings.

**G3.** All student subgroups will increase proficiency in mathematics from a school average of 50% to 55% as measured to meet or exceed that identified on both the mathematics FSA targets and EOC assessments.

1a

G068797

**Targets Supported** 1b

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	58.0
FSA - Mathematics - Proficiency Rate	54.0

**Resources Available to Support the Goal** 2

- Professional development
- common planning
- District support

**Targeted Barriers to Achieving the Goal** 3

- Teachers need to reflect and adjust instruction based on the students individual needs
- Students are not prepared with the appropriate foundational skills to attain academic achievement at current grade level

**Plan to Monitor Progress Toward G3.** 8

**Person Responsible**

**Schedule**

**Evidence of Completion**

## 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.** The percentage of all students receiving disciplinary action will decrease by 10% and the percentage of African American students receiving disciplinary action will decrease by 20% from previous year by explicitly teaching students social, emotional, behavioral and self management skills. **1**

 G068801

**G1.B1** Teachers need professional development on classroom management **2**

 B179187

**G1.B1.S1** Professional development will be offered on classroom management **4**

 S190535

### Strategy Rationale

Teachers need to become knowledgeable on a variety of strategies to utilize within the classroom prior to writing a referral.

### Action Step 1 **5**

Professional Development offered during Pro-Ed days

#### Person Responsible

Chad Eiben

#### Schedule

Quarterly, from 8/10/2015 to 5/31/2016

#### Evidence of Completion

There will be a decrease in referrals for classroom disruption

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

Grade level administrators will conduct walk throughs to ensure PBS is being implemented with fidelity

**Person Responsible**

Chad Eiben

**Schedule**

Biweekly, from 8/10/2015 to 5/31/2016

***Evidence of Completion***

Data from FOCUS and data dashboard

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

Discipline review

**Person Responsible**

Melissa Athanson


**Schedule**

Biweekly, from 8/10/2015 to 5/31/2016

***Evidence of Completion***

Data from FOCUS will be reviewed / addressed at grade level PLC's, with individual teachers and at MTSS.

**G1.B2** Students lack knowledge of expectations **2**

 B179683

**G1.B2.S1** Students will receive instruction on school wide behavior expectations **4**

 S190964

**Strategy Rationale**

In order for students to achieve behavioral expectations we must first teach them the expectations.

**Action Step 1** **5**

Students will attend behavior assembly at the beginning of the year as well as receive instruction on class expectations at the beginning of the year.

**Person Responsible**

Chad Eiben

**Schedule**

Quarterly, from 8/17/2015 to 4/30/2016

***Evidence of Completion***

Data from FOCUS

**Action Step 2** **5**

Students will receive instruction at the start of the year on our PBS and attend quarterly assemblies focused on behavior

**Person Responsible**

Chad Eiben

**Schedule**

Quarterly, from 8/17/2015 to 4/30/2016

***Evidence of Completion***

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

Administrators will monitor students within their grade level to ensure that they are compliant with school expectations.

**Person Responsible**

Susan Arsenault

**Schedule**

Biweekly, from 8/17/2015 to 5/31/2016


**Evidence of Completion**

FOCUS data, MTSS information, guidance referrals


**G2.** All student subgroups will increase proficiency in reading across all content areas from a school average to an average of 54% to meet or exceed the identified reading and writing FSA targets. 1

 G068798

**G2.B1** Teachers do not implement reading and writing strategies with fidelity 2

 B179178

**G2.B1.S1** Professional development for teachers in a variety of reading and writing strategies. 4

 S190531

**Strategy Rationale**

Teachers need to be trained in utilizing strategies with fidelity prior to them being implemented.

**Action Step 1** 5

Professional development will be offered on Pro-Ed days and through monthly PLC's on specific reading strategies: close reading, quick writes, marking the text, citing the evidence and graphic organizers.

**Person Responsible**

Suzanne Becker

**Schedule**

Every 2 Months, from 8/3/2015 to 5/31/2016

**Evidence of Completion**

There will be an increase in reading strategies being utilized throughout all content areas with fidelity



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

Administrators and reading coach will conduct frequent walk throughs to ensure strategies are being implemented correctly.

**Person Responsible**

Susan Arsenault

**Schedule**

Biweekly, from 10/1/2015 to 5/31/2016

***Evidence of Completion***

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

Administrators and reading coach will conduct frequent walk throughs to ensure strategies are being implemented correctly.

**Person Responsible**

Susan Arsenault


**Schedule**

Biweekly, from 10/1/2015 to 5/31/2016

***Evidence of Completion***

The administrative team will review cycle assessments, teacher assessments as well as write score data to ensure strategies are increasing student achievement.

**G2.B2 Teachers do not utilize rigorous activities** 2

 B179180

**G2.B2.S1 Teachers will track students progress via goals and scales daily.** 4

 S190958

**Strategy Rationale**

Student achievement will increase if they are knowledgeable of how and what they are expected to learn.

**Action Step 1** 5

Teachers will receive professional development on goals and scales.

**Person Responsible**

Melissa Athanson

**Schedule**

Monthly, from 8/10/2015 to 5/31/2016

***Evidence of Completion***

PLC logs, walk throughs

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Teachers will be observed utilizing goals and scales within their classrooms on a routine basis.

**Person Responsible**

Suzanne Becker

**Schedule**

Weekly, from 8/10/2015 to 5/31/2016

***Evidence of Completion***

Walk through feedback, PLC minutes

**G3.** All student subgroups will increase proficiency in mathematics from a school average of 50% to 55% as measured to meet or exceed that identified on both the mathematics FSA targets and EOC assessments. 1

G068797

**G3.B1** Teachers need to reflect and adjust instruction based on the students individual needs 2

B179210

**G3.B1.S1** Teachers will review data from assessments to determine gaps in ability 4

S190555

### Strategy Rationale

Teachers need to conduct frequent data reviews to determine the needs of the individual students in order to close gaps.

### Action Step 1 5

Professional development in data

#### Person Responsible

Melissa Athanson

#### Schedule

Quarterly, from 8/10/2015 to 5/31/2016

#### Evidence of Completion

### Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Data analysis and data chats

#### Person Responsible

Chad Eiben

#### Schedule

On 5/31/2016

#### Evidence of Completion

data from FOCUS, BBC and data dash board

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Students will be able to demonstrate and increase in understanding of mathematical skills

**Person Responsible**

Chad Eiben


**Schedule**

Monthly, from 8/10/2015 to 5/31/2016

**Evidence of Completion**

Data from a variety of sources: EOC, FSA, PMT, etc

**G3.B1.S2** Teachers will utilize goals and scales to ensure that all students are reaching the level of knowledge of the standard as well as high rigor. 4

 S190959

**Strategy Rationale**

Using goals and scales daily will help track student progress

**Action Step 1** 5

Teachers will receive training on using goals and scales within their classrooms

**Person Responsible**

Chad Eiben

**Schedule**

Biweekly, from 8/10/2015 to 5/31/2016

**Evidence of Completion**

Lesson Plans, walk throughs,

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

Walk throughs will be conducted weekly to ensure goals and scales are utilized within the classes

**Person Responsible**

Chad Eiben


**Schedule**

Weekly, from 8/10/2015 to 5/31/2016


**Evidence of Completion**

walk throughs, lesson plans, PLC minutes

**G3.B2** Students are not prepared with the appropriate foundational skills to attain academic achievement at current grade level 2

 B179211

**G3.B2.S1** Students will utilize ELP to increase their knowledge of foundational skills 4

 S190556

**Strategy Rationale**

If students are able to attend tutoring it should have a direct impact on increasing their knowledge in math.

**Action Step 1** 5

Teachers will make students aware of tutoring opportunities

**Person Responsible**

Melissa Athanson

**Schedule**

Weekly, from 9/7/2015 to 5/31/2016

**Evidence of Completion**

Roster sheets from ELP

**Appendix 1: Implementation Timeline**

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

Pinellas - 3041 - Osceola Middle School - 2015-16 SIP

Osceola Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Professional development will be offered on Pro-Ed days and through monthly PLC's on specific reading strategies: close reading, quick writes, marking the text, citing the evidence and graphic organizers.	Becker, Suzanne	8/3/2015	There will be an increase in reading strategies being utilized throughout all content areas with fidelity	5/31/2016 every-2-months
G1.B1.S1.A1	Professional Development offered during Pro-Ed days	Eiben, Chad	8/10/2015	There will be a decrease in referrals for classroom disruption	5/31/2016 quarterly
G3.B1.S1.A1	Professional development in data	Athanson, Melissa	8/10/2015		5/31/2016 quarterly
G3.B2.S1.A1	Teachers will make students aware of tutoring opportunities	Athanson, Melissa	9/7/2015	Roster sheets from ELP	5/31/2016 weekly
G2.B2.S1.A1	Teachers will receive professional development on goals and scales.	Athanson, Melissa	8/10/2015	PLC logs, walk throughs	5/31/2016 monthly
G3.B1.S2.A1	Teachers will receive training on using goals and scales within their classrooms	Eiben, Chad	8/10/2015	Lesson Plans, walk throughs,	5/31/2016 biweekly
G1.B2.S1.A1	Students will attend behavior assembly at the beginning of the year as well as receive instruction on class expectations at the beginning of the year.	Eiben, Chad	8/17/2015	Data from FOCUS	4/30/2016 quarterly
G1.B2.S1.A2	Students will receive instruction at the start of the year on our PBS and attend quarterly assemblies focused on behavior	Eiben, Chad	8/17/2015		4/30/2016 quarterly
G1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	Discipline review	Athanson, Melissa	8/10/2015	Data from FOCUS will be reviewed / addressed at grade level PLC's, with individual teachers and at MTSS.	5/31/2016 biweekly
G1.B1.S1.MA1	Grade level administrators will conduct walk throughs to ensure PBS is being implemented with fidelity	Eiben, Chad	8/10/2015	Data from FOCUS and data dashboard	5/31/2016 biweekly
G1.B2.S1.MA1	Administrators will monitor students within their grade level to ensure that they are compliant with school expectations.	Arsenault, Susan	8/17/2015	FOCUS data, MTSS information, guidance referrals	5/31/2016 biweekly
G2.MA1	Performance Matters data, Write Score data, overall grades, other formative assessments	Athanson, Melissa	8/10/2015	Review of PMT data will occur at content PLC's and SBLT meetings.	5/31/2016 quarterly
G2.B1.S1.MA1	Administrators and reading coach will conduct frequent walk throughs to ensure strategies are being implemented correctly.	Arsenault, Susan	10/1/2015	The administrative team will review cycle assessments, teacher assessments as well as write score data to ensure strategies are increasing student achievement.	5/31/2016 biweekly
G2.B1.S1.MA1	Administrators and reading coach will conduct frequent walk throughs to ensure strategies are being implemented correctly.	Arsenault, Susan	10/1/2015		5/31/2016 biweekly
G2.B2.S1.MA1	Teachers will be observed utilizing goals and scales within their classrooms on a routine basis.	Becker, Suzanne	8/10/2015	Walk through feedback, PLC minutes	5/31/2016 weekly
G3.MA1	[no content entered]			one-time	
G3.B1.S1.MA1	Students will be able to demonstrate and increase in understanding of mathematical skills	Eiben, Chad	8/10/2015	Data from a variety of sources: EOC, FSA, PMT, etc	5/31/2016 monthly
G3.B1.S1.MA1	Data analysis and data chats	Eiben, Chad	8/10/2015	data from FOCUS, BBC and data dashboard	5/31/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S2.MA1	Walk throughs will be conducted weekly to ensure goals and scales are utilized within the classes	Eiben, Chad	8/10/2015	walk throughs, lesson plans, PLC minutes	5/31/2016 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.** The percentage of all students receiving disciplinary action will decrease by 10% and the percentage of African American students receiving disciplinary action will decrease by 20% from previous year by explicitly teaching students social, emotional, behavioral and self management skills.

**G1.B1** Teachers need professional development on classroom management

**G1.B1.S1** Professional development will be offered on classroom management

### **PD Opportunity 1**

Professional Development offered during Pro-Ed days

#### **Facilitator**

Administrators, Behavior Specialist, District Trainers

#### **Participants**

#### **Schedule**

Quarterly, from 8/10/2015 to 5/31/2016

**G2.** All student subgroups will increase proficiency in reading across all content areas from a school average to an average of 54% to meet or exceed the identified reading and writing FSA targets.

**G2.B1** Teachers do not implement reading and writing strategies with fidelity

**G2.B1.S1** Professional development for teachers in a variety of reading and writing strategies.

### **PD Opportunity 1**

Professional development will be offered on Pro-Ed days and through monthly PLC's on specific reading strategies: close reading, quick writes, marking the text, citing the evidence and graphic organizers.

#### **Facilitator**

Karen Reed

#### **Participants**

#### **Schedule**

Every 2 Months, from 8/3/2015 to 5/31/2016



**G2.B2** Teachers do not utilize rigorous activities

**G2.B2.S1** Teachers will track students progress via goals and scales daily.

**PD Opportunity 1**

Teachers will receive professional development on goals and scales.

**Facilitator**

administration, district personnel and coaches

**Participants**

**Schedule**

Monthly, from 8/10/2015 to 5/31/2016

**G3.** All student subgroups will increase proficiency in mathematics from a school average of 50% to 55% as measured to meet or exceed that identified on both the mathematics FSA targets and EOC assessments.

**G3.B1** Teachers need to reflect and adjust instruction based on the students individual needs

**G3.B1.S1** Teachers will review data from assessments to determine gaps in ability

**PD Opportunity 1**

Professional development in data

**Facilitator**

Melissa Athanson, District trainers

**Participants**

**Schedule**

Quarterly, from 8/10/2015 to 5/31/2016

**G3.B1.S2** Teachers will utilize goals and scales to ensure that all students are reaching the level of knowledge of the standard as well as high rigor.

**PD Opportunity 1**

Teachers will receive training on using goals and scales within their classrooms

**Facilitator**

administrators, district trainers, coaches

**Participants**

**Schedule**

Biweekly, from 8/10/2015 to 5/31/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B1.S1.A1	Professional Development offered during Pro-Ed days	\$0.00
2	G1.B2.S1.A1	Students will attend behavior assembly at the beginning of the year as well as receive instruction on class expectations at the beginning of the year.	\$0.00
3	G1.B2.S1.A2	Students will receive instruction at the start of the year on our PBS and attend quarterly assemblies focused on behavior	\$0.00
4	G2.B1.S1.A1	Professional development will be offered on Pro-Ed days and through monthly PLC's on specific reading strategies: close reading, quick writes, marking the text, citing the evidence and graphic organizers.	\$0.00
5	G2.B2.S1.A1	Teachers will receive professional development on goals and scales.	\$0.00
6	G3.B1.S1.A1	Professional development in data	\$0.00
7	G3.B1.S2.A1	Teachers will receive training on using goals and scales within their classrooms	\$0.00
8	G3.B2.S1.A1	Teachers will make students aware of tutoring opportunities	\$0.00
<b>Total:</b>			<b>\$0.00</b>