



School Improvement Plan SY 2018-19

OSCEOLA MIDDLE SCHOOL

Michael A. Grego, Ed.D.
Superintendent
Pinellas County Schools

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Continuous Improvement

A school does not achieve its goals by good fortune or hard work alone, but by prioritizing efforts. Improvements are made by focusing intensely on the priorities, while maintaining high service levels for ongoing work. The School Improvement Plan (SIP) is based on the Plan, Do, Study, Act (PDSA) process, which manages and supports effective and efficient planning, implementation, monitoring, revising, and oversight.

A fully developed SIP places the management of priorities and strategies in the context of planning, accountability and support at the school level. School SIP teams ensure these priorities are supported through:

- clearly defined priorities and strategies that are aligned to district strategic goals,
- oversight throughout the planning, implementation and monitoring process, and
- reflection and adjustment to meet school, department and student needs.

Plans succeed because they are well developed, implemented and monitored, and align with the overall goals and objectives of the school and district. The benefits of a good SIP process include achievement of the desired results that positively impact staff growth and student achievement.



Vision and Direction

School Improvement Plan 2018 - 19

A. Vision and Direction

School Profile

Principal:	Dr. Solomon Lowery	SAC Chair:	Bob Towner
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School Vision	100% Student Success
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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.
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School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
1250	58	101	178	52	853	8

School Grade	2018 B	2017 C	2016 B	Title I	NO
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2017 %	2016 %
Proficiency All	52	55	58	59	55	46	66	67	58	44	N/A	N/A
Learning Gains All	52	53	57	60								
Learning Gains L25%	45	43	51	46								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Solomon	Lowery	FT	Less than 1 year
Equity Champion	Kelly	Kelly	FT	11-20 years
ESE	Stephanie	Perazzo	FT	11-20 years
ELL	Suzanne	Becker	FT	4-10 years
Climate and Culture	Kaitlin	Osborn	FT	1-3 years
Assistant Principal	Chad	Eiben	FT	4-10 years
Assistant Principal	Dustin	Adams	FT	Less than 1 year
Total Instructional Staff:	73	Total Support Staff:	40	



B. Improvement Priorities

Choose three priorities for improvement (“Big Rocks”) that you will focus on for the school year. Following the priority, complete the theory of action statement using your current data and results from your problem solving process.

EXAMPLE THEORY OF ACTION: If we effectively implement high-leverage strategies which support standards-based instruction, then the percent of all students achieving proficiency will increase from 77% to 89%.

1. Priority 1: Conditions for Learning

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based instruction, then the percent of all students moving towards proficiency or higher will increase from 52% to 65%.

2. Priority 2: Conditions for Learning

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support positive climate and culture, then the number of all students receiving suspensions will decrease from 217 to 108 (50% reduction).

3. Priority 3: Family & Community Engagement

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support Family & Community Engagement, then the number of all students’ Parents/Guardians active involvement in school wide initiatives will increase from 30% to 70%.



C. Monitoring and Achieving Improvement Priorities

School Improvement is best achieved when a school—in its totality—works together to achieve the school’s common goals. The table below is the framework for planning how everyone in your school will be an active, engaged participant in the achievement of your school’s improvement priorities.

How do you plan to implement and monitor the progress of your improvement priorities as a school-wide system? Complete the table below for each school-based team listed, use the blank rows and add rows for additional teams, as needed.

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
1.	Site Based Leadership Team (CLO’s & Admin. Team)	Priority 1	Effectively implement high-leverage strategies which support standards-based instruction, then the percent of all students moving towards proficiency or higher will increase from 52% to 65%.	<i>Implementation of Focused Note Taking</i> <i>Expanding School Wide AVID Initiative</i> <i>Supporting the Growth Mindset for Teachers, Parents, and Students</i> <i>Training on Lesson Planning Resources</i> <i>Prep PLC agendas</i>	<i>Dr. Lowery – Principal</i> <i>Mr. Adams – Asst. Principal</i> <i>Mrs. Becker – Asst. Principal</i> <i>Mr. Eiben – Asst. Principal</i>	<i>Department Chairs for each content area</i>	<i>Weekly Monitoring (e.g. iObservation feedback, Lesson Plans, PLC’s)</i> <i>Monthly Reviews w/ SBLT</i>	<i>Standards Based Lesson Plans</i> <i>Structured PLC’s with agenda and minutes</i> <i>Increased student performance on diagnostic assessments (data trends)</i> <i>WICOR & Research Based best practices prevalent in classrooms (e.g. photo circle, iObservation feedback)</i>
2.	PBIS Team and Restorative Practice Team (Equity Team)	Priority 2	Effectively implement high-leverage strategies which support positive climate and culture, so the	<i>Training on Restorative Practices</i> <i>School Wide Behavior Plan & Resources</i>	<i>Principal and Asst. Principals</i>	<i>Teachers and Support Staff</i>	<i>Daily for the first three weeks of school and as needed thereafter.</i>	<i>Copy of School Wide Behavior Plan Pro ED</i> <i>Follow-up meetings with Teachers and Staff</i>



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
			number of all students receiving suspensions will decrease from 217 to 108 (50% reduction).	<i>Weekly Discipline Reports</i> <i>Restorative Circles and Reintegration Plans</i>				<i>Classroom Behavior Plans</i> <i>Review of Discipline Data</i>
3.	<i>Volunteer/Community Liaison, School Counselors, Admin. Team, PTSA and SAC</i> <i>(Family Engagement Team)</i>	Priority 3	Effectively implement high-leverage strategies which support Family & Community Engagement, so the number of all students' Parents/Guardians active involvement in school wide initiatives will increase from 30% to 70%.	<i>Training on Restorative Practices for Teachers and Students</i> <i>Communicating Restorative approach and Growth Mindset to all stakeholder groups</i> <i>Planned Family Engagement Activities</i> <i>Weekly Newsletter and Web Site</i>	<i>Principal, Asst. Principals and Volunteer/Community Liaison</i>	<i>Teachers, Support Staff, Students, and Parents</i>	<i>Monthly</i>	<i>Copy of meeting minutes/outcomes</i> <i>Follow-up meetings with Teachers, Students, Parents, and Staff</i> <i>Fliers communicating events</i> <i>Review of registered volunteers and school wide initiatives requiring Activity Requests</i>



Conditions for Learning

Climate and Culture

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. Our current level of performance in school-wide behavior is 1,090 referrals with an enrollment of 1,337 students (6th -8th). We expect our performance level to be reduced by 10% by December 2019.
2. The problem/gap in behavior performance is occurring because 276 students received 1,090 referrals which indicates that a small portion of our school population are repeat offenders.
3. If we revise our school wide discipline plan and implement Restorative Practice with fidelity, the problem would be reduced by 10%, as evidenced by school profile and dashboard data. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by Monthly during our CST and MTSS meetings.

5. SMART GOAL:

EXAMPLE: The referral risk (percentage of students receiving ODRs) of all students receiving referrals will decrease from 31% to 25%, as evidenced by the end of the year ODR data from the School Profile Dashboard. *(include data or research to validate your hypothesis.)*

The referral risk (percentage of students receiving ODRs) of all students receiving ODRs will decrease from 20.6% to 10.6%, as measured by School Profile and Dashboard data.

6. STRATEGIES:

List the specific strategies your school uses to implement a seamless multi-tiered system of supports (MTSS) that is focused on an integration of behavioral and academic supports to meet the needs of all students.

- Support the implementation engagement strategies that support the development of social and instructional teaching practices.
- Choose Climate and Culture Strategy
- Choose Climate and Culture Strategy

7. ACTION STEPS: *(Complete the action steps to the needs of your school to meet this goal for each area. District-wide actions have been inserted for ease of completion; adapt and tailor to meet your school needs.)*

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
Attend district-led, two-day team training for Restorative Approaches and SEL	<ul style="list-style-type: none"> • Mrs. Becker • Ms. Osborn • Dr. Lowery • Mrs. Perazzo 	<ul style="list-style-type: none"> • June 25th & 26th
Ensure at least one staff member attend and becomes is a certified Trainer of RP	<ul style="list-style-type: none"> • Mrs. Perazzo 	<ul style="list-style-type: none"> • May 2nd & 3rd • June 5th – 7th
Develop school-wide roll-out and development plan of RP/SEL.	<ul style="list-style-type: none"> • Mrs. Perazzo • Ms. Osborn • Mrs. Becker • Dr. Lowery 	<ul style="list-style-type: none"> • August 3rd & 6th



Conduct learning opportunities.	<ul style="list-style-type: none"> Mrs. Perazzo Ms. Osborn Mrs. Becker Dr. Lowery 	<ul style="list-style-type: none"> Ongoing w/ follow-up October 15th
Monitor and support staff for implementation with fidelity.	<ul style="list-style-type: none"> Mrs. Becker Dr. Lowery 	<ul style="list-style-type: none"> Ongoing
Review student and teacher data for trends and next steps.	<ul style="list-style-type: none"> Mrs. Perazzo Ms. Osborn Mrs. Becker Dr. Lowery PBIS Team 	<ul style="list-style-type: none"> Monthly
Update school-wide plan on a monthly basis. <ul style="list-style-type: none"> Celebrate areas of growth Update strategies for areas of improvement 	<ul style="list-style-type: none"> PBIS Team 	<ul style="list-style-type: none"> Monthly

8. MONITORING:

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based learning opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Introduction to Restorative Practices & The Restorative Process (6 hrs.)	Instructional: 73 Support: 40 Administrative: 4	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Growing Restorative Practices & The Restorative Process (3 hrs.)	Instructional: Support: Administrative: 4	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 92.4%. We expect our performance level to be 96% by May 2019.
2. The problem/gap in attendance is occurring because attendance has not been a priority for some members of our school community.
3. If we implemented Tier II and Tier III interventions with fidelity school wide, the problem would be reduced by 4%.
4. We will analyze and review our data for effective implementation of our strategies by October 15th and amend quarterly for improvements.

5. SMART GOAL:

EXAMPLE: The percent of all students missing more than 10% of school will decrease from 31% to 25%, as evidenced by attendance dashboard data.

The percent of all students missing more than 10% of school will decrease from 27% to 10% of students as measured by OMS Dashboard & School Profile Data.

6. STRATEGIES: (Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)

- Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.

7. ACTION STEPS: (Adapt and tailor the action steps to meet the needs of your school to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
<i>Review attendance taking process and school-wide strategies for positive attendance with all staff.</i>	Admin. Team School Counselors	Bi-weekly During CST & Monthly Grade Level House Meetings
<i>Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.</i>	CST PBIS Team	Monthly
<i>Develop and implement attendance incentive programs and competitions.</i>	PBIS Team	Monthly
<i>Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.</i>	CST PBIS Team	Quarterly
<i>Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.</i>	Admin. Team	Bi-weekly during Admin. Team Meetings
<i>Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.</i>	CST	Bi-weekly during CST Meetings
<i>Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).</i>	Admin. Team DMT	Daily

8. MONITORING:

These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based learning opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Data Review: Review bi-weekly (CST data) monthly attendance data and align with school wide progress monitoring data.	Instructional: 73 Administrative: 4	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Academic Goals

Instructions

Refer to your plan for Monitoring and Achieving Improvement Priorities as a school-wide system (above). In the sections below, identify specific academic goals and strategies that you will implement in support of achieving those priorities.

These goals, strategies and professional development should align directly to the Monitoring and Achieving Improvement Priorities table in the Continuous Improvement section above. The table above describes how you are monitoring the implementation of these strategies, as well as the progress of these goals.

REFLECTION: Review your data, and work through the problem-solving and gap analysis processes.

SMART GOALS: Use the optional Goal Calculator to determine your targets. Write your goals as SMART goals (Specific, Measureable, Actionable, Realistic, and Timely).

STRATEGIES: Identify the high-leverage strategies your school will employ to support improvement. You may choose from the drop-down menu provided by your level content specialists or write your own.

ACTION STEPS: Articulate what your school is doing to implement these strategies and achieve the goals. Identify who is responsible and when is it occurring.

MONITORING: Monitoring should be included in the Monitoring and Achieving table at the beginning of the document.

PROFESSIONAL LEARNING: List the professional learning your staff needs to effectively implement the strategies and progress toward the goal.



A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving:

1. Our current level of performance is 6th grade is 45%, 7th grade is 46% and 8th grade is 58% , as evidenced in FSA ELA scores.
2. We expect our performance level to be 6th grade 55%, 7th grade 56% and 8th grade 68% by May 2019.
3. The problem/gap is occurring because lack of reading proficiency in our level 1 and 2 students.
4. If WICOR Strategies would occur, the problem would be reduced by 10%.

5. SMART GOALS:

The percent of all students achieving ELA proficiency will increase from 6th grade is 45%, 7th grade is 46% and 8th grade is 58% to 6th grade 55%, 7th grade 56% and 8th grade 68%, as measured by FSA ELA scores .

6. STRATEGIES: *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

- Strengthen staff ability to engage students in complex tasks.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Choose Strategy

7. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
AVID training which includes WICOR strategies	AVID Site Team	Preschool
Implementing a variety of WICOR strategies in classrooms and identify incentives for students	All ELA Teachers	Ongoing
Monitoring results throughout the year Write Score and FSA Data (Utilizing SMART Goals)	All ELA Teachers	Quarterly

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
AVID training which includes WICOR strategies	6 Reading Teachers 10 LA Teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
DWT Curriculum and Core Connections Training	6 Reading Teachers 10 LA Teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
District Support with Elaboration by Grade Level	10 LA Teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 6th grade 41%, 7th grade 65%, 8th grade 40%, and Algebra 1 88% as evidenced in FSA and EOC Data scores.
2. We expect our performance level to be 6th grade 51%, 7th grade 75%, 8th grade 50% and Algebra 1 98% by May 2019.
3. The problem/gap is occurring because __loss of focus in this area with our Principal’s retirement and no immediate replacement thus resulting in overwhelming our staff. [00]
4. If we maintain a focus and initiate remediation immediately, the problem would be reduced by 10%.

5. SMART GOALS:

The percent of all students achieving math proficiency will increase from is 6th grade 41%, 7th grade 65%, 8th grade 40%, and Algebra 1 88% to 6th grade 51%, 7th grade 75%, 8th grade 50% and Algebra 1 98%, as measured by FSA and EOC data scores .

6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
- Enhance staff capacity to support students through purposeful activation and transfer strategies.
- Choose Strategy

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
AVID training which includes WICOR strategies	AVID Site Team	Preschool
Implementing a variety of WICOR strategies in classrooms	All Math	Ongoing
Monitoring results throughout the year Write Score and FSA Data	All Math	Quarterly

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1
- Priority 2
- Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
AVID training which includes WICOR strategies	10 Math	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
DWT Curriculum training	10 Math	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 55% of students achieving level 3 or above, as evidenced in scores 2017-18 SSA.
2. We expect our performance level to be 65% of students achieving level 3 or above by May 2019.
3. The problem/gap is occurring because of lack of reading proficiency in level 1 & 2 students.
4. If WICOR reading strategies would occur, the problem would be reduced by 10%.

5. SMART GOALS:

The percent of 8th grade students achieving science proficiency will increase from 55% to 65%, as measured by SSA.

6. STRATEGIES: *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

Choose an item.

Choose an item.

7. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Science curriculum training	DWT/Tom Doughty	Pre-school
Discovery textbook training & staff support of new textbook	County/Discovery	Pre-school & during school trainings
Dept PLCs, data chats, collaborative planning, WICOR Wednesday	Lori Moore & science team	Weekly/Ongoing

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Training on new material – Discovery textbook & online component.	10 Science	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
WICOR reading strategies	10 Science	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
PLC, collaborative planning	10 Science	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



D. Social Studies Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 66%, as evidenced in Civics EOC Data report.
2. We expect our performance level to be 76% by May 2019.
3. The problem/gap is occurring because lack of reading proficiency in our level 1 and 2 students.
4. If WICOR strategies would occur, the problem would be reduced by 4%.

5. SMART percent GOALS:

The of 7th grade students achieving social studies proficiency will increase from 66% to 77%, as measured by Civics EOC.

6. STRATEGIES: *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

Choose Strategy

Choose Strategy

7. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
AVID training which includes WICOR strategies	AVID Site Team	Preschool
Implementing a variety of WICOR strategies in classrooms	Civics Teachers	Ongoing
Monitoring results throughout the year PM and Civics EOC	Civics Teachers	Quarterly

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Training on new material (civics book)	3 Civic 2 American History 3 World History	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
AVID training which includes WICOR strategies	3 Civic 2 American History 3 World History	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
DWT preschool	3 Civic 2 American History 3 World History	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 80%, as evidenced in the results of our Advanced Ed Survey .
2. We expect our performance level to be 100% by May 2019.
3. The problem/gap is occurring because students need additional guidance with healthy decisions.
4. If educated decision making skills would occur, the problem would be reduced by 20%.

5. SMART GOALS:

The percent of all students making healthy choices will increase from 80% to 100%, as measured by Advanced Ed Survey.

6. STRATEGIES: *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Choose Strategy
- Choose Strategy

7. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
All staff members are receiving training and support in Restorative Practices and Equity.	Restorative Practices Team Equity Champions	Preschool, PLC's and Professional Development Days
Healthy choice components are blended into our Physical Education Classes.	PE Dept.	Weekly

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative Practices Training	All Staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Equity Training	All Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
SHAPE Conference	1 PE/Health Teacher	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



G. Career- and College -Readiness

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 70.6, as evidenced in School Profile report.
2. We expect our performance level to be 90% by May 2019.
3. The problem/gap is occurring because information and awareness was dispersed on a smaller scale to faculty.
4. If we increase awareness through AVID participation, the problem would be reduced by 19.4%.

5. SMART GOALS:

EXAMPLE: The percent of all students earning credit for acceleration coursework will increase from 77% to 89%, as measured by qualifying scores course credit scores and/or industry certifications earned.

The percent of all students earning credit for accelerated coursework will increase from 70.6% to 90%, as measured by qualifying scores, course credit scores and/or industry certifications earned.

6. STRATEGIES: *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

- Choose Strategy Intensify staff capacity to support students in unsuccessfully completing advanced/acceleration coursework (e.g. Alg. I and Geometry).
- Choose Strategy Strengthen stakeholders' understanding of the Pathways to Graduation (HS) and Advanced Course Pathways (MS).
- Choose Strategy Strengthen Teacher implementation of rigorous instructional practices.

7. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Regular staff recruitment to AVID site-based team	Admin./Site Coordinator	Beginning during pre- school PD Sessions and 2nd/4th Friday monthly
College Fairs and Career days for all OMS Students	Site Coordinator and Site Team Members	November 14, 2018
-Teacher training on best practice through WICOR strategies -6 th Grade Students will engage in Learning Styles Activity on Career Cruiser -Career Exploration Activity via Career Cruiser -Selected 7 th Graders will participate in the PCS-TIPS initiative -8 th Grade Students will create a 4yr. High School Plan -8 th Grade Students will participate in the PSAT 8/9 and link scores on satpractice.org	-Dist. AVID Coordinator, Site-Team Coordinator, AVID Site Team -School Counselors	-August 2018, PD Day and PLC's -1 st Semester

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants	Priority Alignment
PLC's and PD Days will be spent with district trainer and site-based trainer to continue to roll our focused note taking and WICOR Strategies.	74 Teachers and Admin.	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



H. STEM

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is one teacher directed STEM class without research based curriculum guide, as evidenced in our 2017 Master Schedule.
2. We expect our performance level to be one research based Project Lead The Way (PLTW) course by the end of Term 1.
3. The problem/gap is occurring because our school has not received the instructional units to allocate for a full time STEM Teaching unit.
4. If we continue to build upon the sections we rolled out this year, the problem would be reduced by 1 PLTW Credentialed Teacher growing our PLTW Course offerings.

5. SMART GOALS:

- **The percent of all students participating in STEM initiatives will increase from 10% to 30%, as measured by enrollment in PLTW Courses and participation in STEM Academy.**

STRATEGIES: (Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)

- Add STEM Courses to OMS Master Schedule
- Expand and promote STEM Academy

6. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Add STEM Courses to OMS Master Schedule	Mrs. Becker	August 2018
Expand and Promote STEM Academy	Mr. Eiben	August 2018

7. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1 Priority 2 Priority 3

8. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Attend Annual PLTW Professional Development to support course offering expansion.	1 Teacher	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Work with Career Technical Education Board to generate business partnerships in an effort to generate support from the business community.	1 Teacher 2 Administrators	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Create site-based plan to provide access to STEM Academy Clubs	2 Teachers 1 Administrator	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Subgroups

A. Bridging the Gap with Equity for All: Black Students

DATA SOURCES TO REVIEW:

REFLECTION:

1. Our current level of performance is 45% total proficiency school wide, as evidenced in OMS School Profile Report.
2. We expect our performance level to be increased by 10% in alignment with our non-black students.
3. The problem/gap is occurring because we have not demonstrated gains with our L25% students.
4. If OMS implements our school wide AVID initiative to ensure WICOR and equitable practices would occur, the problem would be reduced by 10%.
5. **SMART GOALS:**
 - **The percent of black students scoring at proficiency school wide will increase from 45% to 55%, as measured by their performance on standardized assessments.**
6. **STRATEGIES:** *(Choose, or enter, the number of high-leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for black learners and are in addition to the strategies and actions articulated with the content specific goals.)*

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	•
Student Achievement	<input type="checkbox"/> Choose Strategy School wide WICOR <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	• Decrease in the gap between black and non-black students by 10%
Advanced Coursework	<input type="checkbox"/> Choose Strategy Equitable course scheduling practices to afford access to rigorous/advanced coursework. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	• Increased representation of black students in Advanced/Accelerated courses by 15%.
Student Discipline	<input type="checkbox"/> Choose Strategy School wide restorative Practices <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	• Decrease in repeated misconduct and disciplinary incidents by black and non-black students by 20%.
ESE Identification	<input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	•
Minority Hiring	<input type="checkbox"/> Choose Strategy Focused plan to recruit/retain employees who are credentialed and work to diversify staff members. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	• Employee workforce reflective of school community.

7. **MONITORING:** These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

8. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Implementing WICOR Strategies	Mrs. Juergens	Monthly
Restorative Practices	Mrs. Pazarro	Weekly



Subgroup Goals

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Focused Note Taking	Instructional: 73 Support: 40 Admin.: 4 SRO: 1	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Restorative Practices	Instructional: 73 Support: 40 Admin.: 4 SRO: 1	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. ESE (As appropriate, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 39%, as evidenced in the 2018 school profile report.
2. We expect our performance level to be 49% by May 2019.
3. The problem/gap is occurring because our students come with a wide range of exceptionalities and experiences.
4. If teachers continue to intentionally plan and implement lessons, in collaboration with other teachers and the VE liaison, ensuring the best effort is given for each student to work toward their potential, would occur, the problem would be reduced by 10%.

5. SMART GOALS:

EXAMPLE: The percent of ESE students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of ESE students impacted by the specific strategies listed below will increase from to 39% to 49%, as measured by FSA and FSAA.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for ESE learners and are in addition to the strategies and actions articulated with the content specific goals.)*

Choose Strategy **Increased days/opportunities for effective support facilitation**

Choose Strategy **Increased opportunities to interact with decoding higher order text**

7. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Increased time in classroom for support facilitators	Admin	Entire 18-19 year
Thinking Maps Training for ASD Teachers	Mr. Adams	1 st Semester

8. MONITORING:

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
All DWT pertinent to ESE teachers	11 Teachers of ASD/MMI Support facilitators	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Regular monthly ESE PLCs with VE and Admin to ensure proper support is given for effective IEP implementation, creating a nexus between planning and effective implementation of strategy.	11 Teachers of ASD/MMI Support facilitators	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



C. ELL (As appropriate, based on school data)

DATA SOURCES TO REVIEW: ACCESS 2.0 language proficiency for students who have recently arrived and long-term English learners.

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 30%, as evidenced in FSA ELA Scores.
2. We expect our performance level to be 89% by May 2019.
3. The problem/gap is occurring because previously we did not have a bilingual assistant to support ELL students in general education classes.
4. If we schedule the bilingual assistant with fidelity, scores would increase, the problem would be reduced by 59%.

5. SMART GOALS:

The percent of ELL students achieving ELA proficiency will increase from 30% to 90%, as measured by FSA.

6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for English learners and are in addition to the strategies and actions articulated with the content specific goals.)

- Enhance staff capacity to strategically plan and implement lessons which meet the needs of English learners.
- Enhance staff capacity to support students through purposeful activation and transfer strategies.

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
All staff members are receiving training and support in Restorative Practices and Equity, Teachers will include culturally relevant text when planning lessons.	Restorative Practice Team Equity Champions	Preschool, Professional Development Days, PLC's
Parent Universities to connect families with school.	ESOL Teacher, Bilingual Assistant, APC	Quarterly

8. MONITORING:

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative Practice	All Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Equity Training	All Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



E. Gifted (As appropriate, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 75% of students achieve level 4 or 5, as evidenced in FSA/SSA.
2. We expect our performance level to be 85% by May 2018.
3. The problem/gap is occurring because academic achievement has not been a priority for some of our gifted students.
4. If we implement Tier II and Tier III interventions, the problem would be reduced by 10%.

5. SMART GOALS:

EXAMPLE: The percent of gifted students achieving level 4 or 5 will increase from 77% to 89%, as measured by FSA.

The percent of gifted students achieving level 4 or 5 will increase from 75% to 85%, as measured by FSA/SSA.

- 6. STRATEGIES:** *(Choose, or enter, the number of high-leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific to gifted learners and are in addition to the strategies and actions articulated with the content specific goals.)*

- Enhance staff capacity to support students through purposeful activation and transfer strategies.
- Choose Strategy
- Choose Strategy

7. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Ensure appropriate academic scheduling	Gifted teacher/guidance counselors	Beginning of year
Monthly data chats	Gifted teacher	Monthly

8. MONITORING:

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement

Priority(ies): Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Restorative Practices	Gifted teacher	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Equity Practices	Gifted teacher	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Family and Community Engagement

STRATEGIES AND ACTION STEPS:

List the specific strategies your school uses to build relationships with families and the community.

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> School Messenger phone and email messages will be sent to parent weekly. Monthly parent newsletter will be sent home. Mid-Term Progress Reports will be sent home with each student. School website, Facebook, and Twitter will be used to alert parents of upcoming events. SAC & PTSA meetings 	<ul style="list-style-type: none"> Principal – Dr. Lowery Principal – Dr. Lowery Admin. Team Admin. Team Admin. Team 	<ul style="list-style-type: none"> Weekly Monthly Quarterly Weekly Monthly
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> FOCUS/Parent Portal Online learning tools- APEX, Khan Academy, Carnegie, iReady, System 44, HMH online, Civics 360, Discovery Education 	<ul style="list-style-type: none"> DMT/School Counselors Teachers, Admin. 	<ul style="list-style-type: none"> On-going On-going
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> Parent/Teacher conferences & IEP Conferences SAC & PTSA meetings Open House 	<ul style="list-style-type: none"> School Counselors & Teachers Admin. Team Teachers & Admin. Team 	<ul style="list-style-type: none"> Weekly – Tue. & Thurs. Monthly Start of the school year
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> PTSA meetings will offer dinner during our meetings Community business partner fundraising nights (Ex.- Joto's Pizza night) Equity & Restorative Practice training of school staff 	<ul style="list-style-type: none"> PTSA board Partnering Club and/or Department All staff 	<ul style="list-style-type: none"> Monthly Monthly On-Going

5. MONITORING:

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

6. PROFESSIONAL LEARNING:

Professional Learning Description	Participants (number and job titles)	Priority Alignment
PTA Workshop – Pinellas Park High School	3 – Principal, Asst. Principal, PTSA President	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Equity & Restorative Practice Staff Training	90 – Teachers, Admin, Support Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Solomon	Lowery	Black	Principal
Bob	Towner	White	Business/Community
Alison	Blanco	Hispanic	Parent
Lora	McIntosh	Black	Support Employee
Suzanne	Becker	White	Other Instructional Employee
Jessica	Harmas	White	Parent
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.

SAC COMPLIANCE

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

Yes No, the steps being taken to meet compliance are (describe below):

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

Yes, Committee Approval Date: Click or tap to enter a date. No



BUDGET / SIP FUNDS

Describe the projected use of school improvement funds and include the amount allocated to each resource.

Budgeted amounts are approximations.

Budget Categories		Amount
1.	Academic Support	\$ \$5,000
	School wide content support with supplies, incentives, and professional development.	\$5,000
	[Describe each support on a separate row]	[Insert Amount]
2.	Behavioral Support	\$ \$4,000
	Supplement PBIS and Restorative Practices with professional development, supplies, and incentives for satisfying metrics/goals.	\$4,000
	[Describe each support on a separate row]	[Insert Amount]
3.	Materials and Supplies	\$ \$3,500
	General School supplies, subscriptions to instructional resources, and items to enrich school wide literacy.	\$3,500
	[Insert materials on a separate row]	[Insert Amount]
4.	Employee Expenses (i.e., travel, registration fees, etc.)	\$ \$7,800
	Content specific PD for Teachers, School Counselors, Staff, and Administration. -SHAPE Conference Professional Development for our Physical Education/Health Dept. -FEMA Professional Development for our Music Dept.	\$5,000
	School Safety/Security Training for Administration and School Resource Officer (SRO) to attend FASRO	\$2,800
5.	Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)	\$ 15,000
	Funding to support PLC's outside of contractual hours for Instructional and Support Staff including TDE's Stipends, Materials, and Planning for Facilitator.	\$15,000
	[Describe categories on a separate row]	[Insert Amount]



Budget and Other Requirements

6.	Other (please list below)	\$ \$2,500
	Additional Duty Hours for Administrators to complete School Improvement and job specific duties after their contractual days have ended.	\$2,500
	[Describe each on a separate row]	[Insert Amount]
TOTAL \$		\$37,800