Pinellas County Schools

Osceola Middle School

2019-20 School Improvement Plan

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Osceola Middle School

9301 98TH ST, Seminole, FL 33777

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

Demographics

Principal: Solomon Lowery

Start Date for this Principal: 7/17/2019

2018-19 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	58%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: C
School Grades History	2017-18: B 2016-17: C 2015-16: B 2014-15: B 2013-14: B
2018-19 Differentiated Accountability (DA) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	N
Year	A

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

100% Student Success!
-Each student will attain at least 1 yrs. Learning/Growth in each subdomain (e.g. Math, Science, Soc. Sudies, Literacy)

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team**:**

Name	Title
Lowery, Solomon	Principal
Principal	
Becker, Suzanne	Assistant Principal
Assistant Principal	
Adams, Dustin	Assistant Principal
Assistant Principal	
Kelly, Kelly	Instructional Media
Instructional Media	
Cicero, Jill	Teacher, ESE
Teacher, ESE	
Juergens, Marcene	Teacher, K-12
Teacher, K-12	
Dohnal, Robert	Teacher, K-12
Teacher, K-12	
Aspell, Marge	Teacher, K-12
Teacher, K-12	
Krupp, Kelly	Guidance Counselor
Guidance Counselor	
Sidorowicz, Craig	Teacher, K-12
Teacher, K-12	
Moore, Lori	Teacher, K-12
Teacher, K-12	
Martino, Marisa	Teacher, K-12
Teacher, K-12	
Krieg, Doug	Teacher, K-12
Teacher, K-12	
Underwood, Tracy	Teacher, K-12
Teacher, K-12	
Mardis, Kimberly	Teacher, K-12
Teacher, K-12	
Scott, Jessica	Assistant Principal
Assistant Principal	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	419	423	410	0	0	0	0	1252
Attendance below 90 percent	0	0	0	0	0	0	62	83	80	0	0	0	0	225
One or more suspensions	0	0	0	0	0	0	20	20	27	0	0	0	0	67
Course failure in ELA or Math	0	0	0	0	0	0	22	55	44	0	0	0	0	121
Level 1 on statewide assessment	0	0	0	0	0	0	109	173	142	0	0	0	0	424

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	43	80	66	0	0	0	0	189

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	6	31	23	0	0	0	0	60
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

66

Date this data was collected or last updated

Thursday 7/18/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	109	130	119	0	0	0	0	358
One or more suspensions	0	0	0	0	0	0	14	34	34	0	0	0	0	82
Course failure in ELA or Math	0	0	0	0	0	0	20	58	44	0	0	0	0	122
Level 1 on statewide assessment	0	0	0	0	0	0	164	147	157	0	0	0	0	468

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	58	80	77	0	0	0	0	215

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	50%	52%	54%	52%	50%	53%
ELA Learning Gains	54%	55%	54%	52%	50%	54%
ELA Lowest 25th Percentile	45%	47%	47%	45%	42%	47%
Math Achievement	52%	55%	58%	58%	54%	58%
Math Learning Gains	47%	52%	57%	57%	54%	57%
Math Lowest 25th Percentile	35%	46%	51%	51%	48%	51%
Science Achievement	49%	51%	51%	55%	52%	52%
Social Studies Achievement	59%	68%	72%	66%	65%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	419 (0)	423 (0)	410 (0)	1252 (0)
Attendance below 90 percent	62 ()	83 ()	80 ()	225 (0)
One or more suspensions	20 (0)	20 (0)	27 (0)	67 (0)
Course failure in ELA or Math	22 (0)	55 (0)	44 (0)	121 (0)
Level 1 on statewide assessment	109 (0)	173 (0)	142 (0)	424 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	47%	51%	-4%	54%	-7%
	2018	45%	49%	-4%	52%	-7%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	47%	51%	-4%	52%	-5%
	2018	46%	48%	-2%	51%	-5%
Same Grade Comparison		1%				
Cohort Comparison		2%				
08	2019	50%	55%	-5%	56%	-6%
	2018	58%	55%	3%	58%	0%
Same Grade Comparison		-8%				
Cohort Comparison		4%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	38%	44%	-6%	55%	-17%
	2018	41%	45%	-4%	52%	-11%
Same Grade Comparison		-3%				
Cohort Comparison						
07	2019	57%	60%	-3%	54%	3%
	2018	65%	59%	6%	54%	11%
Same Grade Comparison		-8%				
Cohort Comparison		16%				
08	2019	26%	31%	-5%	46%	-20%
	2018	40%	31%	9%	45%	-5%
Same Grade Comparison		-14%				
Cohort Comparison		-39%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	46%	51%	-5%	48%	-2%
	2018	54%	53%	1%	50%	4%
Same Grade Comparison		-8%				
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	58%	68%	-10%	71%	-13%
2018	65%	66%	-1%	71%	-6%
Compare		-7%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	64%	55%	9%	61%	3%
2018	88%	57%	31%	62%	26%
Compare		-24%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	56%	44%	57%	43%
2018	0%	56%	-56%	56%	-56%
Compare		100%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	30	51	40	37	51	39	24	44	60		
ELL	39	59	54	44	40	35	13				
ASN	82	72		84	67		62	100	90		
BLK	36	52	52	42	42	27	27	44	47		
HSP	48	56	46	54	47	35	45	56	72		
MUL	58	57	18	42	37	27	63	56	69		
WHT	50	52	44	52	48	36	51	60	65		
FRL	44	51	44	46	45	36	42	52	58		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	30	45	37	33	49	48	34	47	24		
ELL	30	34	33	40	52	42	25	50	55		
ASN	77	63		85	77		70	93	74		
BLK	35	44	36	46	48	47	42	53	54		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
HSP	56	51	31	54	60	53	45	64	61		
MUL	53	57		64	77	40	71	80	64		
WHT	51	52	48	58	55	51	56	67	56		
FRL	45	49	42	53	57	50	48	64	58		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	517
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	80
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO

Black/African American Students	
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	47
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Osceola Middle's (OMS) 8th Grade math showed the lowest performance. Contributing factors after review of the data were Teacher Assignment and a disconnect with standards based planning/instruction. This was an anomaly for OMS and we have made the necessary adjustment(s) to Teaching assignment changes supported with corrective action plan to improve student performance in this area.

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

OMS Math Lowest 25th Percentile showed the greatest decline from the prior year. Contributing factors after review of the data were Teacher Assignment and a disconnect with standards based planning/instruction. This was an anomaly for OMS and we have made the necessary adjustment(s) to Teaching assignment changes supported with corrective action plan to improve student performance in this area.

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

OMS 8th Grade math showed the greatest gap when compared to the state average. Contributing factors after review of the data were Teacher Assignment and a disconnect with standards based planning/instruction. This was an anomaly for OMS and we have made the necessary adjustment(s) to Teaching assignment changes supported with corrective action plan to improve student performance in this area.

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

6th Grade ELA showed the most improvement. OMS rolled out a literacy plan to support student's ability to Read and Respond to text utilizing an graphic organizer that assisted in organizing their thoughts in response to text.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

1.) Level 1's on State Assessment
2.) Attendance below 90%
3.) Course Failure in ELA or Math

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

1. Standards Based Planning & Instruction in Math, CIVICS
2. Improved Attendance
3. Lesson Target/task alignment
4. Restorative Practices
5. PBIS (for Students & Staff)

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Social Studies
Rationale	1. Our current level of performance is 59%, as evidenced in Civics EOC Data report. 2. We expect our performance level to be 75% by May 2020. 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%.
State the measureable outcome the school plans to achieve	The of 7th grade students achieving social studies proficiency will increase from 59% to 75%, as measured by Civics EOC.
Person responsible for monitoring outcome	Jessica Scott (scottjes@pcsb.org)
Evidence-based Strategy	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.
Rationale for Evidence-based Strategy	
Action Step	
Description	1. AVID training which includes WICOR strategies 2. Implementing a variety of WICOR strategies in classrooms 3. Monitoring results throughout the year PM and Civics EOC 4. Use of DBQ's to support content Literacy and Model Lessons/ Culminating Activities recommended by PCS, Stanford History Education Group materials, and C3 Inquiry to support content literacy. 5. Daily monitoring through classroom visitations with specific actionable feedback and coaching for our Teachers.
Person Responsible	Jessica Scott (scottjes@pcsb.org)

#2	
Title	Mathematics
Rationale	Our current level of performance is 6th grade 38%, 7th grade 57%, and 8th grade 26% as evidenced in FSA and EOC Data scores. We expect our performance level to be 6th grade 51%, 7th grade 75%, 8th grade 50% and Algebra 1 88% by May 2020. If we maintain a focus and initiate remediation immediately, the problem would be reduced by 10%.
State the measureable outcome the school plans to achieve	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
Person responsible for monitoring outcome	Jessica Scott (scottjes@pcsb.org)
Evidence-based Strategy	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. Use of District Instructional Resources and PD to enhance Teacher Practice.
Rationale for Evidence-based Strategy	OMS experienced significant regression in Alg. I, 8th Grade Math, 7th Grade math. After close examination of the data points; we made changes to Teaching Assignments to place the most highly qualified Instructors with our students.
Action Step	
Description	1. AVID training which includes WICOR strategies 2. Monitoring results throughout the year using Unit and Cycle Assessment Data. 3. Daily monitoring through classroom visitations with specific actionable feedback and coaching for our Teachers. 4. Conduct regular, monthly, Professional Learning Communities inclusive of data chats to review student responses to tasks and formative assessments and plan for stands based instructional lessons incorporating MFAS and Practice Standards based on classroom and student level data. 5.
Person Responsible	[no one identified]

#3	
Title	Algebra I
Rationale	Our current level of performance in Alg. I 67% school wide as evident in our Alg. I EOC scores. We expect our performance level to be 88% by May 2020.
State the measureable outcome the school plans to achieve	The percent of all students achieving math proficiency will increase from is 67% to 88% as measured by EOC data scores.
Person responsible for monitoring outcome	Jessica Scott (scottjes@pcsb.org)
Evidence-based Strategy	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.
Rationale for Evidence-based Strategy	OMS experienced significant regression in Alg. I, 8th Grade Math, 7th Grade math. After close examination of the data points; we made changes to Teaching Assignments to place the most highly qualified Instructors with our students.
Action Step	
Description	1. AVID training which includes WICOR strategies 2. Monitoring results throughout the year using Cycle Data. 3. Daily monitoring through classroom visitations with specific actionable feedback and coaching for our Teachers. 4. Conduct regular, monthly, Professional Learning Communities inclusive of data chats to review student responses to tasks and formative assessments and plan for stands based instructional lessons incorporating MFAS and Practice Standards based on classroom and student level data. 5. Regular assess (formally and informally) and utilize data to modify and adjust instruction. 6. Teachers utilize ongoing formative assessments and use the information gained to adjust instruction, enrich reteach, and provide research-based interventions. 7. Targeted scheduling of 31 Alg. I Hon. Students to ensure they are progress monitored as a result of non-enrollment in Math 2 Adv. -Students are enrolled in class with Lower TPR. -Students are enrolled in AVID with a Math Certified Teacher for support of remediation strategies -Informational session held with students -Co-Teacher may be assigned if deemed necessary based on Cycle & other pertinent data points after Term 1 marking period.

Person Responsible	Jessica Scott (scottjes@pcsb.org)

#4	
Title	Science
Rationale	1. Our current level of performance is 49% of students achieving level 3 or above, as evidenced in scores 2019 SSA. 2. We expect our performance level to be 65% of students achieving level 3 or above by May 2020. 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%.
State the measureable outcome the school plans to achieve	The percent of 8th grade students achieving science proficiency will increase from 49% to 65%, as measured by SSA.
Person responsible for monitoring outcome	Dustin Adams (adamsdu@pcsb.org)
Evidence-based Strategy	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.
Rationale for Evidence-based Strategy	OMS Science proficency decreased by 6% on the SSA.
Action Step	
Description	1. Continued Science curriculum training on the use of district resources and attendance at facilitated planning time. 2. Discovery textbook training & staff support of new textbook (scheduled planning sessions). 3. Dept PLCs focused on data chats to review student responses to tasks, formative assessments, collaborative planning for lessons that include close and critical reading of complex text and inquiry instruction, WICOR. 4. An in depth focus on subgroup of SWD through planned, direct, thorough data monitoring with 8th grade SCI teachers as well as respective students. GAP & cycle data will be used to further differentiate and remediate standards not mastered. 3. Daily monitoring through classroom visitations with specific actionable feedback and coaching for our Teachers. 4. Conduct regular, monthly, Professional Learning Communities inclusive of data chats to review student responses to tasks and formative assessments and plan for stands based instructional lessons incorporating SSA and Practice Standards based on classroom and student level data. 6. Utilize supplemental resources regularly include shorter, challenging and technical passages that elicit close and critical reading and re-reading including TREES to support our struggling readers. 7. Ensure implementation of literacy in Science content are- including the use of grade appropriate complex texts in Science classes.

	8. There will be collaborative planning among grade level teachers and across grade levels within the dept.
Person Responsible	Dustin Adams (adamsdu@pcsb.org)

#5	
Title	Attendance
Rationale	If we implemented Tier II and Tier III interventions with fidelity school wide,we can improve student attandance and gradually impact a positive change in our school wide areas of focus.
State the measureable outcome the school plans to achieve	The percent of all students missing more than 10% of school will decrease from 17% to 10% of students as measured by OMS Dashboard & School Profile Data.
Person responsible for monitoring outcome	Solomon Lowery (lowerys@pcsb.org)
Evidence-based Strategy	Tier II and Tier III supports to discourage absenteeism -Incentives for improved attendance quarterly -Student Svcs. Staff progress monitoring bi weekly. -Accountability Metrics to ensure accurate reporting of attendance.
Rationale for Evidence-based Strategy	OMS experienced in influx in students who were flagged for attendance. The team worked with Student Services to implement Tier II & III interventions but noticed deficiencies in the accuracy of attendance reporting.
Action Step	
Description	1. Daily Attendance reports to review 2. Speak directly with Teachers/Staff towards supporting individual Students 3. Bi-weekly review of attendance with CST 4. Incentive based PBIS initiatiaves 5.
Person Responsible	Solomon Lowery (lowerys@pcsb.org)

#6	
Title	Literacy
Rationale	1. Our current level of performance is 6th grade is 47%, 7th grade is 47% and 8th grade is 50% , 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 2020. 3. If WICOR Strategies would occur, the problem would be reduced by 10%.
State the measureable outcome the school plans to achieve	The percent of all students achieving ELA proficiency will increase from 6th grade is 47%, 7th grade is 47% and 8th grade is 50% to 6th grade 55%, 7th grade 55% and 8th grade 58%, as measured by FSA ELA scores.
Person responsible for monitoring outcome	Suzanne Becker (beckers@pcsb.org)
Evidence-based Strategy	The percent of all students achieving ELA proficiency will increase from 6th grade is 47%, 7th grade is 47% and 8th grade is 50% to 6th grade 55%, 7th grade 55% and 8th grade 68%, as measured by FSA ELA scores.
Rationale for Evidence-based Strategy	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.
Action Step	
Description	1. AVID training which includes WICOR strategies 2. Implementing a variety of WICOR strategies in classrooms and identify incentives for students 3. Monitoring results throughout the year Write Score and FSA Data 4. Common Planning using district resources to plan for complex tasks 5. Core Connections Training w/ District Support 6. Performance based incentive program for intensive courses 7. Offering Reading 3 within our Master Schedule
Person Responsible	Suzanne Becker (beckers@pcsb.org)

#7	
Title	Family & community Enggement
Rationale	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 40% to 80%.
State the measureable outcome the school plans to achieve	Increase Family & Community Engagement to 80%.
Person responsible for monitoring outcome	Suzanne Becker (beckers@pcsb.org)
Evidence-based Strategy	Provide academic tools to families in support of their students' achievement at home. PTSA meetings will offer dinner during our meetings including flexible scheduling to accommodate families Community business partner fundraising nights (Ex.- Pizza night) Equity & Restorative Practice training of school staff
Rationale for Evidence-based Strategy	OMS worked during the 2018 - 2019 to activate the PTSA and SAC towards improving family engagement. We hosted a number of family friendly events beyond Open House and Orientation. We see a need to expand family focused activities to increase parental involvement/engagement within our School Community.
Action Step	
Description	1. Strategic Planning of Family Engagement Activities (Summer 2019) 2. Align PTSA and SAC initiatives 3. Promote Family Engagement 4. Solicit Business Partnerships 5. Increase PSTA/SAC meeting attendance and membership by 25%
Person Responsible	Solomon Lowery (lowerys@pcsb.org)

#8	
Title	Healthy Schools
Rationale	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 2020. 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%.
State the measureable outcome the school plans to achieve	The percent of all students making healthy choices will increase from 80% to 100%, as measured by Advanced Ed Survey.
Person responsible for monitoring outcome	Suzanne Becker (beckers@pcsb.org)
Evidence-based Strategy	Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
Rationale for Evidence-based Strategy	
Action Step	
Description	1. All staff members are receiving training and support in Restorative Practices and Equity. 2. Healthy choice components are blended into our Physical Education Classes. 3. 4. 5.
Person Responsible	Suzanne Becker (beckers@pcsb.org)

#9	
Title	Career & College Readiness
Rationale	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 2020. 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%.
State the measureable outcome the school plans to achieve	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.
Person responsible for monitoring outcome	Solomon Lowery (lowerys@pcsb.org)
Evidence-based Strategy	Cohort progression to provide greater access to rigorous coursework. Expansion of current AVID program to include increases student participation. Expansion of OMS AVID Team. Expansion of Industry Certification Courses
Rationale for Evidence-based Strategy	We see a need to provide greater access to rigorous coursework and industry certification as evident of course offerings, AVID enrollment, and review of active AVID Site Team members.
Action Step	
Description	1. Regular staff recruitment to AVID site-based team 2. College Fairs and Career days for all OMS Students 3. Teacher training on best practice through WICOR strategies -6th Grade Students will engage in Learning Styles Activity on Career Cruiser -Career Exploration Activity via Career Cruiser -Selected 7th Graders will participate in the PCS-TIPS initiative -8th Grade Students will create a 4yr. High School Plan -8th Grade Students will participate in the PSAT 8/9 and link scores on satpractice.org 4. Realignment and expansion of Industry Certification Courses.
Person Responsible	Solomon Lowery (lowerys@pcsb.org)

#10	
Title	STEM
Rationale	1. Our current level of performance is one teacher assigned to PLTW STEM class , as evidenced in our 2018 Master Schedule. 2. We expect our performance level to be four research based Project Lead The Way (PLTW) courses tor the 2019 School Year. 3. If we continue to build upon the sections we roll out this year, the problem would be reduced as a result of 2 PLTW Credentialed Teachers expanding our PLTW Course offerings.
State the measureable outcome the school plans to achieve	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.
Person responsible for monitoring outcome	Solomon Lowery (lowerys@pcsb.org)
Evidence-based Strategy	Increase STEM Courses and enrollment reflected on OMS Master Schedule. Expand and promote STEM Academies.
Rationale for Evidence-based Strategy	This strategy was selected as a result of under-representation of STEM courses in our Master Schedule.
Action Step	
Description	1. Expand and Promote STEM Academy 2. Increase STEM Courses reflected on OMS Master Schedule 3. 4. 5.
Person Responsible	Solomon Lowery (lowerys@pcsb.org)

#11	
Title	Subgroup Goals - Bridging the Gap
Rationale	1. Our current level of performance is 55% proficiency in ELA, as evidenced in OMS School Profile Report. 2. We expect our performance level to increase by 10% in alignment with our non-black students. 3. The problem/gap is occurring because we have not demonstrated sustainable learning gains with our L25% students.
State the measureable outcome the school plans to achieve	The percent of black students scoring at ELA proficiency school wide will increase from 45% to 55%, as measured by their performance on standardized assessments.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	If OMS implements school wide WICOR Strategies and equitable practices; the gap between black and non-black student proficiency problem would decline by 10%. Additionally, OMS will implement remediation plans for students who struggle as evident of cycle assessment data.
Rationale for Evidence-based Strategy	The percent of black students scoring at proficiency school wide is currently 45%. There's clearly a gap in comparison to white students enrolled who's proficiency is 54%, as measured by their performance on standardized assessments.
Action Step	
Description	1. Equitable course scheduling practices to afford access to rigorous/ advanced coursework. 2. Focused plan to recruit/retain employees who are credentialed and work to diversify staff members. 3. School wide restorative Practices implementation in all content areas to supplement SIP Goals 4. Provide Extended Learning Opportunities to each subgoup as an additional remediation. 5.
Person Responsible	[no one identified]

#12	
Title	Subgroup - ESE
Rationale	1. Our current level of performance is 42%, as evidenced in the 2019 school profile report. 2. We expect our performance level to be 52% by May 2020. 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, their level of performance would be increased the by 10%.
State the measureable outcome the school plans to achieve	The percent of ESE students impacted by research-based strategies listed below will increase from to 42% to 52%, as measured by FSA and FSAA.
Person responsible for monitoring outcome	Dustin Adams (adamsdu@pcsb.org)
Evidence-based Strategy	Increased days/opportunities for effective support facilitation Increased opportunities to interact with decoding higher order text in all content areas.
Rationale for Evidence-based Strategy	2019 ESSA predictions reflected a need to focus on this subgroup. We initiated a plan that vetted improved results. However, the continuation of this plan will be expanded for greater focus and progress for our students.
Action Step	
Description	1. Increased time in classroom for support facilitators 2. Thinking Maps Training for ASD Teachers 3. Regularly scheduled 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. 4. Structure Team Teaching PD to supplement new school wide ESE Structure(s) in content area courses. 5. Full faculty training on Disability Awareness and Accommodating students with disabilities.
Person Responsible	Dustin Adams (adamsdu@pcsb.org)

#13	
Title	Subgroup - ELL
Rationale	1. Our current level of performance is 39%, as evidenced in FSA ELA Scores. 2. We expect our performance level to be 49% or greater by May 2020. 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 10%.
State the measureable outcome the school plans to achieve	The percent of ELL students achieving ELA proficiency will increase from 39% to 49%, as measured by FSA.
Person responsible for monitoring outcome	Suzanne Becker (beckers@pcsb.org)
Evidence-based Strategy	Enhance ELA Teachers capacity to strategically plan and implement lessons that meet the needs of English Learners. Enhance ELA Teachers capacity to support students through purposeful activation and transfer strategies.
Rationale for Evidence-based Strategy	
Action Step	
Description	1. All staff members are receiving training and support in Restorative Practices and Equity, Teachers will include culturally relevant text when planning lessons. 2. Parent Universities to connect families with school. 3. ESOL IDS Teacher to support Teachers during planning time 4. Bi-lingual Asst. training to support with standards based 5. ESLOL Support focused in ELA Classes.
Person Responsible	Suzanne Becker (beckers@pcsb.org)

#14	
Title	Subgroup - Gifted
Rationale	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 2020. 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%.
State the measureable outcome the school plans to achieve	The percent of gifted students achieving level 4 or 5 will increase from 75% to 85%, as measured by FSA/SSA.
Person responsible for monitoring outcome	Lori Moore (moorel@pcsb.org)
Evidence-based Strategy	Enhance staff capacity to support students through purposeful activation and transfer strategies.
Rationale for Evidence-based Strategy	

Action Step	
Description	1. Ensure appropriate academic scheduling 2. Monthly data chats 3. 4. 5.
Person Responsible	Suzanne Becker (beckers@pcsb.org)

#15	
Title	Fine Arts
Rationale	Participating in county wide evaluative opportunities increases the skill level of examples of achievable peer products. 1.) OMS has a highly engaged Fine Arts program 2.) We expect art students to participate in 80% of county wide exhibitions. 3.) Chorus, band and orchestra students will participate in county wide music performance assessments.
State the measureable outcome the school plans to achieve	Students in visual arts will participate in 80% of the county wide art exhibitions. Students in chorus, band and orchestra programs will participate in county wide music participation assessments.
Person responsible for monitoring outcome	Dustin Adams (adamsdu@pcsb.org)
Evidence-based Strategy	Ensure participation in performance competitions was chosen as a way to raise the expectations and motivation.
Rationale for Evidence-based Strategy	OMS is currently working to expand the Fine Arts Program and provide a diverse menu of opportunities to reach each Student within the Fine Arts Program.
Action Step	
Description	1. Fine arts teachers select students and ensembles to participate in the competitions. 2. The high expectations of the competitions are exemplified in the classroom to prepare for it. 3. 4. 5.
Person Responsible	Dustin Adams (adamsdu@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

N/A