School Improvement Plan
2017-18

Oak Grove Middle School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

School Profile

Principal: Barry Brown	SAC Chair:

School Vision	100% Student Success

School Mission	To prepare all students for high school, college, career, and life.

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
1142	2.8	14.1	35.7	4.7	42.6	0.1

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

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	37	39	46	50	44	45	60	56	56	56		
Learning Gains All	42	47	51	51								
Learning Gains L25%	38	40	41	46								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Barry	Brown		
Assistant Principal	Michael	Mustoe		
Assistant Principal	Christopher	Wolford		
Assistant Principal	Karen	Mallory		
Literacy Staff Developer	Desrine	Nation		
Dept. Head - ELA	Sharon	Wells-Ward		
Dept. Head - Reading	Kelly	O'Hare		
Dept. Head - Math	Karol	Talner		
Dept. Head - Science	Julie	Finley		
Dept. Head – Social Studies	Helen	Caros		
Dept. Head – ESOL				
MTSS	Anan	Smith		

Total Instructional Staff:		**Total Support Staff:**	

School Culture for Learning

School-wide Behavior Plan

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

Oak Grove Middle School has a school-wide behavior plan and teaches the guidelines for success during the first week of school. All students are given an in-class school-wide orientation which explicitly teaches the school-wide guidelines for success. The expectations are posted in hallways, in all classrooms, in all common areas, and they are listed in our student handbook. There is a Positive Behavior Support plan in place. The PBS plan was revised over the summer and teachers were provided professional development during pre-school sessions. Data is monitored by administration and discussed at weekly meetings. The MTSS/RTI team, SBLT, Child Study, and the administration, all monitor student discipline and intervention data, weekly and bi-monthly. The SBLT reviews data bi-monthly and adjustments are made as needed.

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

School-wide expectations are communicated with staff during pre-school. All students are given an in-class school-wide orientation which explicitly teaches the school-wide guidelines for success. The expectations are posted in hallways, in all classrooms, all common areas and they are listed in our student handbook. There is a Positive Behavior Support Plan in place. The PBS plan was revised over the summer and teachers were given professional development during pre-school. All teachers are required to submit their classroom guidelines for success to administration and those plans are expected to align to the school-wide guidelines for success and to the school-wide expectations. The main objective is to keep students in class and learning. Student discipline data is monitored and addressed. We are working to continue our restorative practices program and a team of teachers, counselors, and administration attended a three-day restorative practices professional development over the summer. We will continue utilizing our MTSS/RTI coordinator to meet with individual and groups of students who are in need and to give professional development to staff.

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

Oak Grove Middle School has a school-wide character education program. Different character traits are focused on each month through classroom lessons, school-wide announcements, and postings. We have developed a restorative practices process. Students needing Tier II and Tier III supports are addressed at the RTI meetings. Positive behavior support plans are developed for those students. All sixth-grade students go through the Second Step Violence Prevention curriculum. Mentors are utilized and the Check and Connect program in in place. The Check and Connect program continues to expand with more teachers and students participating. We have also piloted at mentor/mentee program with students from Clearwater High School. Topics, such as bullying and conflict resolution are covered weekly on the morning show. Restorative practices are utilized school-wide. Using restorative practices reduces the amount of time students are out of class on discipline issues, out of school suspensions, and in school suspensions, thus increasing their

academic time on task and in turn, their academic achievement. Teachers and staff use restorative practices as a means to teach students the impact their behavior has on those around them. This also builds relationships with students and reduces discipline issues.

Data-Based Problem Solving

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

Data is collected by the MTSS Coordinator to identify students in need of supplemental support. Data sources include discipline referrals, attendance data, academic data, and referrals from teachers. Student need is also discussed in grade level PLCs. All staff has been trained on the school's referral process, which brings students to the attention of the MTSS team. The MTSS Team then meets to discuss how to address the needs of identified students. Support plans are created for students and monitored to ensure effectiveness. The school social worker, psychologist, guidance counselors, Project AWARE System Navigator, Violence Prevention Specialist, and Hispanic Outreach Center Youth Specialist all provide supplemental and/or intensive interventions to meet student needs. They also serve as liaisons between the school and family, building relationships with students and parents, which breaks down barriers to our goals. Home visits are made as needed. Oak Grove Middle holds multiple events throughout the year which targets subgroups and invites parents into the school so we can work together as a team. Students needing academic support are placed in the appropriate classes, recommended for remediation services, and encouraged to attend tutoring and E.L.P. Evening meetings and parent conferences are scheduled to address student needs with parents. The MTSS coordinator and restorative practices team will continue implementation of our school-wide restorative practices plan and will deliver professional development for staff. The Project AWARE System Navigator also provides training and assistance to teachers and parents to educate them on mental health issues and equip them with tools needed to meet the social emotional needs of students.

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

Oak Grove Middle holds multiple events throughout the year which targets subgroups and invites parents into the school so we can work together as a team. Students are in multiple tiers and needs are addressed individually. The mental health counselor works with mental health needs students in small groups and individually, based on her assessment of the child and data analyzed by the team. She meets with teachers and parents to educate them on mental health issues. Students needing academic support are placed in the appropriate classes, recommended for remediation services, encouraged to attend tutoring and E.L.P. Evening meetings are scheduled to address student needs with parents. The MTSS coordinator and restorative practices team are going to continue implementation of our school-wide restorative practices and will continue professional development for staff. Students plans are in place and monitored daily. There is a referral process which all staff has been trained on and there is a data collection process in place for these students. Many small group sessions are held that address the students' many different needs. Teachers/departments monitor their data weekly and meet in PLCs to discuss gaps and interventions. Performance matters data is analyzed after each cycle assessment and adjustments are made to instruction. Students are encouraged and expected to attend tutoring as well as our Extended Learning Program. Students with failing grades are expected to attend our Course Recovery program as well. Quarterly evening meetings are held for parents so that they are aware of the expectations of students and the supports that are in place for our students. Multiple data resources are used- Performance Matters, Decision-Ed, Focus, FSA, SRI, Think Through Math, Carnegie, Edgenuity, grades, attendance, dashboard, etc. In addition,

teachers are encouraged and expected to attend professional development throughout the year in order to stay abreast of best instructional practices.

High Expectations for All

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

Administrators meet with departments at least once a week. Student data and walkthrough data are analyzed and discussed. Administrators meet with teachers after walkthroughs and observations for discussion and coaching purposes. Regular ISM visits are conducted and data is collected, analyzed, and shared with teachers. There is a shared focus on intentional lesson planning and plans are dissected by leadership weekly and feedback given to teachers. There is also a shared focus on 10-70-20 model of lesson delivery, literacy in all academic areas, utilization of AVID strategies and standards based instruction. Regular professional development is offered on many different subjects.

School Culture, Climate / SWBP / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
As a result of restorative practices, best teaching practices, and student engagement, Oak Grove Middle School will reduce the number of referrals by 35% during the 2017-2018 school year., therefore creating a culture of care and concern for all members of the Oak Grove Middle School Community.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Restorative practices, building relationships, utilization of the RTI/MTSS process and high levels of student engagement	Principal, Admin. Team, and SBLT.
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Decrease the academic and discipline gap, between white and non-white students, by 20%.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Restorative practices will be the main strategy used to decrease academic and discipline gaps. By using restorative practices, we will reduce the number of suspensions and referrals, thus students will spend more time in class focusing on standards based learning. There will also be a focus on literacy across all curriculums as a strategy to increase student achievement and reduce gaps.	Anan Smith Michael Mustoe Principal, Admin. Team, and SBLT.
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Standards-Based Instruction for Learning

Connections: **District Strategic Plan** ●**Goals 1,2,4,5**
Marzano Leadership ●**Domain 1,2,3,4**

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

Instructional Staff Members will utilize content specific curriculum guides to support their use of standards base instruction. Instructional common planning times will be utilized to support instructional collaboration, the review of assessment data, lesson planning, WICOR Strategies, and professional development. Oak Grove Middle School has seen a constant increase in the 2016-17 FSA proficiency in civics and Algebra I.

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

The key areas for improvement will be the utilization of common planning to support instructional collaboration, the review of assessment data, lesson planning, WICOR Strategies, and professional development. Therefore, improving our instructional delivery, the level of rigor, and the depth of knowledge questions employed by our instructors. The reduction of student performance in the FSA areas of LA/Reading and Math.

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

Instructors will use formative and summative assessment data to drive their daily instruction. Summative assessments: performance matters, FSA, SRI, Think Through Math, Edgenuity are used to confirm student achievement. Remediation plans will be employed and monitored to ensure standards and benchmarks expectations are achieved by all students. Special attention and support will be employed to reduce the Readiness Gap of 5.7%, 11.4% ELA Gap and the 14.6% Math gap of our black to nonblack students to ensure our academic proficiency rates meet or exceeds the academic proficiency rates of nonblack students.

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

Students below proficiency in reading and math will be assigned to intensives courses (reading and math) to support their area of deficiency. All content specific instructional staff will provide after school tutorials and remediation plans to support each student's academic progress. An Extended Learning Program will be utilized to support students with credit recovery, remediation, and enrichment. The Pinellas Youth Sponsored STEM Program will be utilized to provide students with various opportunities in manufacturing, design, and possible solid works certification. The AVID Program will work specifically with at risk students to support their enrollment in advance courses. Continual articulation will take place with feeder schools to identify preparatory points of focus to ensure students are prepared for high school curriculum.

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

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Increase Literacy Strategies across all content areas that focus on student interaction with complex text and appropriate language acquisition for all learners.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data will be collected during weekly Administrative walk throughs and monthly ISM visits with immediate instructional feedback to support understanding and growth.	Principal, Admin. Team, and SBLT.
Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	

The implementation of writing, inquiry, collaboration, organization, and reading (WICOR) across all content areas with and emphasize on:

- Reading and Writing: Quick Writes, page summarization, text marking
- Collaboration: Turn and talk accountable listening/talk, and collaborative structures
- Organization: Use of planners, Interactive Note Book, binders, graphic organizers and foldables.

How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data will be collected during weekly Administrative walk throughs and monthly ISM visits with immediate instructional feedback to support understanding and growth.	Principal, Admin. Team, and SBLT.

Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible

Collaboration for Professional Growth

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

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

Oak Grove will communicate school goals for high academic standards and cultivate collaboration among teachers, staff, and administrators through grade-level and content-area PLCs and common planning. This process will allow specific common planning time set aside for teacher discuss instructional best practice, but more importantly, it will support the development of a higher level of trust and comradery amongst colleagues.   Furthermore, OGMS Advance Ed results indicate an average 79.5% rating in the area of collaboration for professional growth staff feedback (standard 3.11)

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

Oak Grove's master schedule has built in common planning periods for departments and relevant sub-groups. During that time instructional staff members can plan, discuss students, discuss instructional strategies and analyze data. Administration and Department Heads will look at learning gaps and decide how they are going to approach the remediation and enrichment. Administration and teacher leaders provide data feedback and teacher leaders provide PD on instructional best practices.

Professional Development

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

Focus areas for instructional professional development will included Literacy Strategies, AVID, ESOL strategies and Restorative Practices. Teacher effectiveness and student learning has had a degree of

success. Next steps include professional development in the areas of content area literacy, AVID WICOR strategies, and Cultural Competency.

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

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Literacy Across all content areas	Summer and Pre-School	Instructional and support staff	Instructional staff will be proficient in employing literacy strategies across all content areas focusing on student interaction with complex text and appropriate language appropriate language acquisition for all learners.
AVID	Summer and Pre-School	Instructional and support staff	Instructional staff will be proficient in employing writing, inquiry, collaboration, organization, and reading across all content areas.
ESOL strategies	Pre-school and during the year	Instructional staff	Increase instructor's awareness of language objectives, writing, inquiry, collaboration, organization, and reading across all content areas.
Restorative Practice	Summer, Pre-School, and during the year.	Instructional and support staff	Reflective discipline resulting in fewer incidents
Cultural Competency	Summer and Pre-School	Instructional and support staff	Reflective instruction resulting in increased student engagement and achievement

Family and Community Engagement

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

> Oak Grove will reach out to all families through the following: 1) facilitating community outreach nights to share community and instructional resources with families, 2) developing and distributing a periodic family newsletter (English and Spanish), which identifies important areas of concern, shares strategies parents can use at home with their student, and highlights upcoming events, 3) scheduling flexible times for parent conferences, 4) facilitating Hispanic outreach events in the community, and 4) providing meaningful feedback to parents regarding expectations for learning and behavior.

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

> Oak Grove has periodic bilingual (English and Spanish) informational nights to discuss various topics of interest to parents, such as interpreting FSA data, learning and grades, the use of multiple assessments to measure student understanding, FOCUS/Portal, report cards, curriculum topics, discipline/behavior, Title I, and English language acquisition. Oak Grove also will utilize technology, such as video conferencing, mobile device applications, and an interactive website, to increase parent and family access to academic tools and two-way communication between families and the school.

Family Engagement / Planning Inventory

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

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

Families who report feeling welcome when visiting the campus or contacting the school.	☐	☐	☐	☐

*Note: Please use your own school data resources or best estimates in completing this inventory.
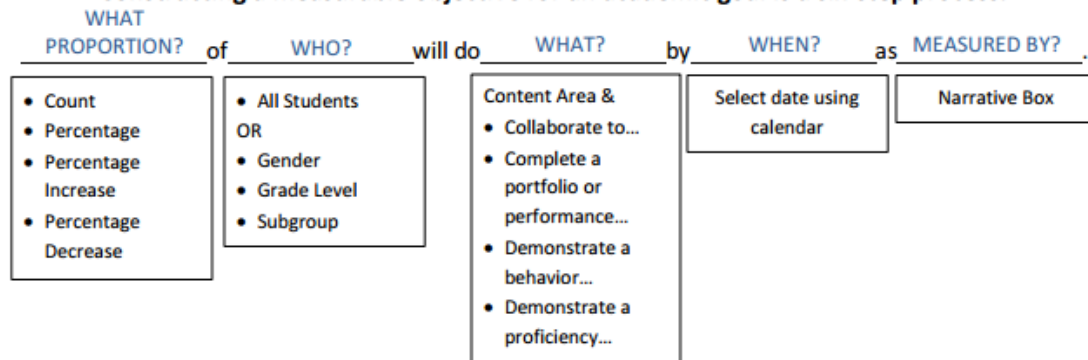
⬡ Family Engagement / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Oak Grove will build relationships with families through bilingual community outreach nights, newsletters, and technology so they will be better equipped with the academic resources necessary to help their student achieve academic goals.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Ongoing communication and feedback	Principal, Admin. Team, and SBLT.
Goal 2: What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Oak Grove will schedule various on campus and off campus events the school for the purpose of sharing academic and community resources with families from all subgroups (Black/NonBlack).	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Key school personnel facilitating and participating in community events	Principal, Admin. Team, and SBLT.
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

{Section 2}– Targeted School Goals / Action Steps

Academic Goal

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

WHAT PROPORTION? of	WHO? will do	WHAT? by	WHEN? as	MEASURED BY?
• Count • Percentage • Percentage Increase • Percentage Decrease	• All Students OR • Gender • Grade Level • Subgroup	Content Area & • Collaborate to… • Complete a portfolio or performance… • Demonstrate a behavior… • Demonstrate a proficiency…	Select date using calendar	Narrative Box

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

ELA / Reading Goal	**Goal Manager:** Principal, Assistant Principals, and Department Heads.
The percent in student's proficiency in ELA will increase from 37% to 50% by the end of the school year as measured by the FSA ELA Assessment. The percent of students demonstrating learning gains will increase from 42% to 52% by the end of the school year as measured by the FSA ELA Assessment.	
Actions / Activities in Support of ELA Goal	**Evidence to Measure Success**
Instructional Staff meets during common planning to review pacing, develop standards base activities, and increase literacy strategies across all content areas that focus on student interaction with complex text and appropriate language acquisition for all learners. Data based decisions will drive all instructional next steps (Assessment, Analysis, Action, and System)	Administrative walk-through data, attending PLC, formative assessments, Summative assessments, cycle assessments, and FSA Results.

The implementation of writing, inquiry, collaboration, organization, and reading (WICOR) across all content areas with and emphasize on: - Reading and Writing: Quick Writes, page summarization, text marking - Collaboration: Turn and talk accountable listening/talk, and collaborative structures - Organization: Use of planners, Interactive Note Book, binders, graphic organizers and foldables.	Administrative walk-through data, attending PLC, formative assessments, Summative assessments, cycle assessments, and FSA Results.

Mathematics Goal	**Goal Manager:** Principal, Assistant Principals, and Department Heads.

The percent in student's proficiency in Math will increase from 46% to 53% by the end of the school year as measured by the FSA Math Assessment. The percent of students demonstrating learning gains will increase from 41% to 50% by the end of the school year as measured by the FSA Math Assessment.

Actions / Activities in Support of Math Goal	**Evidence to Measure Success**
Instructional Staff meets during common planning to review pacing, develop standards base activities that requires each to student to employ real world application and opportunities to monitor their progress. Data based decisions will drive all instructional next steps (Assessment, Analysis, Action, and System)	Administrative walk-through data, attending PLC, formative assessments, Summative assessments, cycle assessments, and FSA Results.
The implementation of writing, inquiry, collaboration, organization, and reading (WICOR) across all content areas with and emphasize on: - Reading and Writing: Quick Writes, page summarization, text marking - Collaboration: Turn and talk accountable listening/talk, and collaborative structures - Organization: Use of planners, Interactive Note Book, binders, graphic organizers and foldables.	Administrative walk-through data, attending PLC, formative assessments, Summative assessments, cycle assessments, and FSA Results.

Science Goal	**Goal Manager:** Principal, Assistant Principals, and Department Heads.

The percent in student's proficiency in Science will increase from 44% to 52% by the end of the school year as measured by the FSA Science Assessment.

Actions / Activities in Support of Science Goal	**Evidence to Measure Success**
Instructional Staff meets during common planning to review pacing, develop standards base activities, and increase literacy strategies across all content areas that focus on student interaction with complex text and appropriate language	Administrative walk-through data, attending PLC, formative assessments, Summative assessments, cycle assessments, and FSA Results.

acquisition for all learners. Data based decisions will drive all instructional next steps (Assessment, Analysis, Action, and System)	
The implementation of writing, inquiry, collaboration, organization, and reading (WICOR) across all content areas with and emphasize on: • Reading and Writing: Quick Writes, page summarization, text marking • Collaboration: Turn and talk accountable listening/talk, and collaborative structures • Organization: Use of planners, Interactive Note Book, binders, graphic organizers and foldables.	Administrative walk-through data, attending PLC, formative assessments, Summative assessments, cycle assessments, and FSA Results.

⬡Other School Goals* / Use Only as Needed

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

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

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
Goal Name: Social Studies	**Goal Manager:** Principal, Assistant Principals, and Department Heads.
The percent in student's proficiency in Civics will increase from 60% to 65% by the end of the school year as measured by the FSA Civics Assessment.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
Instructional Staff meets during common planning to review pacing, develop standards base activities, and increase literacy strategies across all content areas that focus on student interaction with complex text and appropriate language acquisition for all learners. Data based decisions will drive all instructional next steps (Assessment, Analysis, Action, and System)	Administrative walk-through data, attending PLC, formative assessments, Summative assessments, cycle assessments, and FSA Results.
The implementation of writing, inquiry, collaboration, organization, and reading (WICOR) across all content areas with and emphasize on: • Reading and Writing: Quick Writes, page summarization, text marking • Collaboration: Turn and talk accountable listening/talk, and collaborative structures • Organization: Use of planners, Interactive Note Book, binders, graphic organizers and foldables.	Administrative walk-through data, attending PLC, formative assessments, Summative assessments, cycle assessments, and FSA Results.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy School	**Goal Manager:** Principal, Assistant Principals, and Department Heads.

: Healthy School Goal - Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
In 2016-17, school was eligible for national recognition in 1 out of 6 Alliance for a Healthier Generation's Healthy Schools Program Assessment modules. For 2017-18, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2017. Target for 2017-18, is to become eligible for national recognition in 1 out of 6 Alliance for a Healthier Generation's Healthy School Program Assessment Modules.	By April 1, 2018, the Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: STEM	**Goal Manager:**
Place goal statement	
Actions / Activities in Support of Goal	**Evidence to Measure Success**

🔷 Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	**Goal Manager:** Principal, Assistant Principals, and Department Heads.
Increase Black/African American student proficiency on FSA from 28% to 50% or above In ELA and from 29% to 50% in Math.	

Actions / Activities in Support of Black Goal	**Evidence to Measure Success**
• AA Students will participate in One Up Tutoring, this program is designed to target the level 1 and 2 students in FSA Reading and Math. • AA Outreach will work to provide students with in-depth cultural experiences, enrichment, and opportunity to meet and speak with successful AA Role Models from the community.	• Increase in number of students in advanced courses and the AVID Program, One Up Program, and AA Outreach Program. • Monitor to academic success of AA Students in all core courses • Quarterly Instructional Grading Reflections.

• African American students will be targeted for advanced classes and support in those advance courses by the AVID Program.
• Each core content instructor will provide individualized tutorial opportunities for AA –Students specific to their area of deficiency.
• Instructors will emphasize relationships over content to heighten the motivation of African American Students.
• Require all core content instructors to complete quarterly grading reflections to evaluate the impact their instruction has had on AA students.
• The implementation of writing, inquiry, collaboration, organization, and reading across all content areas with an emphasize on:
    Reading and Writing
    Collaboration
    Organization (binders/graphic organizers)
Data based decisions will drive all instructional next steps (Assessment, Analysis, Action, and System)
	• Measure each achievement gap at each cycle assessments
	• Cycle Assessment Data
	• Write Score Data
	• Lexile Score
	• PLCs to discuss classroom common assessments

All instructional staff members will participate in culture competency training and restorative practice training to ensure they have the tools necessary to differentiate their support for AA Students and establish a climate that's responsive to their cultural needs.	Reduced the number of AA Student Discipline Referrals and guidance referrals for instructional support. Monitor through the MTSS Process the academic and behavior data of AA Students.

Subgroup Goal (ELL)	**Goal Manager:** Principal, Assistant Principals, and Department Heads.
Increase English Language Student Proficiency in the FSA Reading and Math by 100%.	

Actions / Activities in Support of ELL Goal	**Evidence to Measure Success**
• All content instructors will employ opportunities for listening, speaking, reading and writing daily in their content. • Instructors will utilize complex text, culturally relevant text, and language objectives to guide the instructional support of their students. • Each core content instructor will provide individualized tutorial opportunities for ELS –Students specific to their area of deficiency. • Instructors will emphasize relationships over content to heighten the motivation of ELS Students. • Require all core content instructors to complete quarterly grading reflections to evaluate the impact their instruction has had on ELS Students.	• Measure each achievement gap at each cycle assessments • Increase in number of ELS students in advanced courses and the AVID Program. • Monitor to academic success of ELS Students in all core courses • Quarterly Instructional Grading Reflections.

• Data based decisions will drive all instructional next steps (Assessment, Analysis, Action, and System)	
The implementation of writing, inquiry, collaboration, organization, and reading (WICOR) across all content areas with and emphasize on: • Reading and Writing: Quick Writes, page summarization, text marking • Collaboration: Turn and talk accountable listening/talk, and collaborative structures • Organization: Use of planners, Interactive Note Book, binders, graphic organizers and foldables.	

Subgroup Goal (ESE)	Goal Manager:
Increase the proficiency of ESE Students by 20% in FSA Reading and Math.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
• ESE Instructors will work collaboratively with general education teachers to identify the needs and accommodations of students with disabilities in different content areas. • ESE Instructors will plan with content area teachers to adapt lessons and implement instructional strategies to differentiate instruction with the focus on demonstrating and increasing academic performance.	• Cycle Assessment Data • Write Score Data • Lexile Score • PLCs to discuss classroom common assessments
• ESE Instructors will provide learning support to ESE students in different content areas with emphasis on the three principles of Universal Design for Learning, which is curriculum, instruction and assessment. • ESE Instructors assist ESE students with understanding and utilizing their accommodations in instructional and assessment activities to demonstrate academic mastery.	• Increase in number of ESE students in advanced courses and the AVID Program. • Monitor to academic success of ESE Students in all core courses • Quarterly Instructional Grading Reflections.

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

Actions / Activities in Support of Goal	Evidence to Measure Success

 Early Warning Systems (EWS) -- Data and Goals

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

Early Warning Indicator (Number of students by grade level)	6th Grade Select	7th Grade Select	8th Grade Select	Grade Select	Grade Select	Grade Select	Grade Select	School Totals #	School Totals %*
Students scoring at FSA Level 1 (ELA or Math)	191	155	163					509	40%
Students with excessive absences / below 90 %	64	97	111					272	21%
Students with excessive behavior / discipline**	70	102	113					285	22%
Students with excessive course failures**	189	129	144					462	36%
Students exhibiting two or more Early Warning indicators	158	138	154					450	35%

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only

use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

⬡ **EWS - Attendance**

Attendance Goal	Please ensure that your goal is written as a SMART goal.
OGMS will reduce the number of students with below 90% attendance from 21% to 11%.	
Actions / Activities in Support of Attendance Goal	**Evidence to Measure Success**
• Maximize the use of the Child Study Team and the communication of student concerns to instructional staff.	• Child Student Team Data • Attendance data
• Maintain a high level of communication with parents and guardians of student with attendance concerns. • Provide attendance interventions for student experiences attendance issues.	

⬡ **EWS - Discipline**

Discipline Goal	Please ensure that your goal is written as a SMART goal.
OGMS will reduce office discipline referrals by 35% (from 1,680 to 1,092)	
Actions / Activities in Support of Discipline Goal	**Evidence to Measure Success**
• Restorative practices will be the main strategy used to decrease academic and discipline gaps. By using restorative practices, we will reduce the number of suspensions and referrals, thus students will spend more time in class focusing on standards based learning.	• Office Discipline referrals • MTSS Referrals for behavior
• Maximize the use of the MTSS Process and the communication of student concerns to instructional staff. • Maintain a high level of communication with parents and guardians of students with behavior concerns. • Provide behavioral support interventions (PBIP) for student experiences behavior issues.	

Discipline Goal – Other (as needed)	Please ensure that your goal is written as a SMART goal.
Specify	
OGMS will reduce the percentage of AA Students receiving office discipline referrals by 15% (from 33% to 18%)	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
• Restorative practices will be the main strategy used to decrease academic and discipline gaps. By using restorative practices, we will reduce the number of	• Office Discipline referrals • MTSS Referrals for behavior

suspensions and referrals, thus students will spend more time in class focusing on standards based learning.	
• Maximize the use of the MTSS Process and the communication of student concerns to instructional staff. • Maintain a high level of communication with parents and guardians of students with behavior concerns. • Provide behavioral support interventions (PBIP) for student experiences behavior issues.	

⬡ **EWS – Academic Intervention**

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

Decrease the percentage of students with one or more failing grade from 36% to 16% through the use of an Extended Learning Planned designed to support before/after school teacher tutorials, credit recovery, remediation and enrichment.

Early Intervention / Extended Learning Goal   Please ensure that your goal is written as a SMART goal.
Decrease the percentage of students with one or more failing grade from 36% to 16%.

Actions / Activities in Support of Goal	**Evidence to Measure Success**
Extended Learning Planned designed to support before/after school teacher tutorials, credit recovery, remediation and enrichment.	Student attendance at ELP Quarterly Assessment Grades Cycle Assessments

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	69	% with advanced degrees	22.6
% receiving effective rating or higher		% first-year teachers	1%
% highly qualified (HQT)*	100%	% with 1-5 years of experience	28%
% certified in-field**	100%	% with 6-14 years of experience	35%
% ESOL endorsed	21%	% with 15 or more years of experience	36%

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

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

Oak Grove Middle School will continue to exhaust all resources to recruit highly qualified instructors to ensure our mission of preparing our students for high school, college, career, and life is accomplished. Teachers new to the district and OGMS will participate in a four-tiered process for support that starts with the AP, core instructional partner/mentor, the department chair, and the OGMS New Teacher Committee Members. Great school retain quality instructors and work tirelessly to provide the best for support for their school community.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
		Select	

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⬡ **SAC Compliance**

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

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

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

☐ Yes	☐ No	Committee Approval Date:

⬡ SBLT / MTSS Leadership Team

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

		Chairperson: Anan Smith (MTSS) Barry Brown (SBLT)
☐ Yes	☐ No	

Please state the days / intervals that your team meets below.
SBLT: Meets second and fourth Thursdays, 8:05-8:50 a.m. MTSS: Meets second and fourth Thursdays, 10:00 a.m. - Noon

⬡ Budget / SIP Funds

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