The School Board of Okeechobee County

Osceola Middle School
School Improvement Plan

2015-2016

School Improvement Plan

Part I: Data Analysis

- **Percent of Students Scoring On or Above Level on iReady Diagnostic Assessment 3.**

Grade	Reading	Math
6th	39%	22%
7th	34%	9%
8th	41%	2%
Total	**38%**	**13%**

- **Percent of Students Scoring at or Above Achievement Level 3 on FCAT 2.0 Science.**

Grade	Science
8th	25%

- **Percent of Students Passing End of Course Exams in Biology, US History, and Civics**

Grade	Biology	US History	Civics
7th	N/A	N/A	56%

- **Percent of Students Scoring at the College Ready Level on the PERT (High School Only)** N/A

- **Percent of Students Scoring at Level 3 or Higher on Advanced Placement Exams (High School Only)** N/A

- **Percent of Students Earning CTE Industry Certification (High School Only)** N/A

- **Graduation Rate (High School Only)** N/A

- **Drop Out Rate (High School Only)** N/A

Success of Subgroups:

- **Percent of Students Scoring On or Above Level in Reading and Math (Based Upon iReady Diagnostic Assessment 3), and At or Above Level 3 on FCAT 2.0 Science.**

White

Grade	Reading	Math	Science
6th	30%	23%	N/A
7th	26%	11%	N/A
8th	33%	4%	31%

Hispanic

Grade	Reading	Math	Science
6th	14%	10%	N/A
7th	11%	3%	N/A
8th	12%	3%	15%

Black

Grade	Reading	Math	Science
6th	11%	0%	N/A
7th	15%	10%	N/A
8th	33%	0%	13%

SWD

Grade	Reading	Math	Science
6th	6%	3%	N/A
7th	0%	0%	N/A
8th	9%	14%	7%

LSES

Grade	Reading	Math	Science
6th	19%	14%	N/A
7th	16%	9%	N/A
8th	18%	3%	21%

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ELL

Grade	Reading	Math	Science
6th	0%	0%	N/A
7th	0%	0%	N/A
8th	0%	0%	0%

- **% Scoring at Each Proficiency Level on the CELLA Test**

Proficiency Level	Listening/Speaking		Reading		Writing		Total
	Students	Proficiency	Students	Proficiency	Students	Proficiency	
Beginning	1	6%	2	13%	1	6%	
Low Intermediate	4	25%	5	31%	1	6%	
High Intermediate	5	31%	5	31%	9	56%	16
Proficient	6	38%	4	25%	5	31%	
TOTALS	16	100%	16	100%	16	100%	

- **% Scoring at Each Proficiency Level on the Florida Alternative Assessment (FAA) in Reading, Math, Writing, and Science**

	Reading	Writing	Math	Science
Basic	N/A	N/A	N/A	N/A
Proficient	N/A	N/A	N/A	N/A
Advanced	N/A	N/A	N/A	N/A

X   No students at the school site qualified for the FAA

2015-2016 SCHOOL IMPROVEMENT PLAN

PART II: CURRENT SCHOOL STATUS

School Information

School Name: Osceola Middle School	District Name: Okeechobee
Principal: Sean Downing	Superintendent: Ken Kenworthy
SAC Chair: Denise Whitehead	Date of School Board Approval: December 8, 2015

Additional Requirements

*Coordination and Integration-*Title I Schools Only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A - partially or totally funds reading coaches (academic coaches) at seven Title I school-wide projects. Reading/academic coaches provide professional development in scientifically based methods and strategies designed to improve student achievement. Title I, Part A partially funds migrant advocates at seven schools to assist migrant students and provide an additional home-school connection.
Title I, Part C Migrant - partially or totally funds migrant advocates which serve all ten schools. Migrant advocates provide academic and other support necessary to meet the needs of migrant students and families.
Title I, Part D - funds supplemental educational materials for four DJJ within the county.
Title II, Part A - funds professional development for new and experienced teachers in scientifically based strategies and methods designed to increase student achievement. Title II, Part A also funds the add-on Reading endorsement and partially funds secondary reading/academic coaches.
Title VI – funds a certified elementary teacher to operate the iReady Lab at all Title I elementary schools.
Title X- Homeless students are identified at the school and district level. The district works with food service to make sure these students are coded as participating in the free lunch program and the district works to meet their educational needs. Homeless students residing at a local facility are also identified as homeless if awaiting foster placement.
Nutrition Programs: School sites work cooperatively with the Food Service Department to promote good nutrition and wellness.
Housing Programs: The District solicits referrals through the Shared Services Council and provides a district social worker to assist students and families.
Head Start: The District assists in the transition from Head Start programs to the K12 program. Migrant advocates attend all Head Start evening activities.
Adult Education: The District works cooperatively with Indian River State College and opens facilities for adult ELL classes.
Career and Technical Education: All students have access to Career and Technical programs at the secondary level.

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Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)
Describe the MTSS process at your school site.

The focus of the Okeechobee County School System's MTSS is to disaggregate student data looking for trends for both behavioral and academic concerns. Each school has appointed an MTSS team to chart progress for Tier 1, Tier 2 and Tier 3 students and strategies. The individual school's teams will make appropriate recommendations to students, parents, teachers and administration based on calculated and reliable data. The outcome will result in better school-wide behavior and improved student achievement.

Elementary Title I Schools Only: Pre-School Transition
Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

The District is a VPK provider serving students that are 4 years-old during the school year. The district also contracts with private providers that provide summer VPK services. Migrant funds will cover the cost of wrap-around care for migrant students to attend VPK during the school year.

Postsecondary Transition – **High School Only**
Describe strategies to improve student readiness for the public postsecondary level based on an annual analysis of the feedback report data (see link on Page 7).

Postsecondary Readiness: Students will prepare for postsecondary opportunities by pursuing the most rigorous curriculum that is appropriate for each student. The number of students that are College Ready as measured by the PERT, SAT or ACT will increase by 2%.

Dropout Prevention Program

At the school level, students who are at risk of dropping out are identified using the Early Warning System and placed on a Watch List as directed by SB 850. Students are placed on the Watch List if they have met two of the following criteria: Attendance below 90%, failing ELA or math courses, scoring Level 1 on statewide, standardized assessments, or having one day or more of ISS or OSS. Students who are on the Watch List have a 25% more chance of dropping out than their peers who are not on the Watch List. In order to prevent these students from dropping out, specific interventions are used and then monitored monthly, quarterly, and annually in order to document their response to the intervention. If students are not responding to the intervention, a new intervention is used. At the end of the year, a recommendation is made to continue with remediation or discontinue the remediation based on documented progress monitoring.

At the district level, the Director of Student Services oversees the Drop Out Prevention program by assisting with the Early Warning System and auditing compliance throughout the school year. The Director of Student Services also contacts all students who have withdrawn from school and have a drop out code assigned to them. Home visits are made and drop outs are offered the option of coming back to school, signing up for virtual school, enrolling in night school and seeking a high school diploma, or taking their GED.

Student Support Programs
As part of the Florida Healthy Schools Recognition Program, schools are required to describe how student support services professionals support student achievement by assisting schools in identifying barriers to learning, developing programs to promote healthy social and emotional adjustment, and designing and implementing programs that address social, mental health, and academic issues. Please describe the school's program below:

Our district is a Florida Healthy School District and has a substantial program designed to identify barriers to learning and promote social and emotional health all while implementing programs that address mental health so that our students are academically successful. Our school guidance counselors are trained to do identify students who may need student support services. Often times, our guidance counselors, with open communication with families, can provide the support needed. In some cases Threat Assessments are conducted to determine if students are a danger to themselves or others. This Threat Assessment is done by a team that includes law enforcement and a trained crisis counselor. If a threat exists, counseling is recommended to the parents and parenting classes can be offered as well.

In addition to the services provided by our school personnel, students who are identified as needing services have access to services provided through our Community Collaborative Council. This community council partnerships with organizations that can provide food for families, money to pay for electric bills, money to pay for doctor visits, school supplies, parenting classes, mental health counseling, and clothes.

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Violence & Bullying Programs

As part of the Florida Healthy Schools Recognition Program, schools are required to describe their efforts to address and, as a result, reduce violence and bullying in schools. Please describe the school's program below:

Our district has a zero tolerance for bullying and violence in schools. Our policy and the procedures for handling bullying and violence is clearly defined in our Code of Student Conduct. We are required to address these issues at our SAC committee meetings, during PTOs, at Town Hall Meetings, with our students, and with our parents. Bullying and violence can be reported anonymously or directly. Each report, adhering to a strict time line, must be investigated and findings reported to the victim, the accused, the parents of all parties, and to the district office at the end of the year. All founded and unfounded cases are documented in our student database, Skyward.

Students in our school have access to bullying and harassment and violence prevention instruction. Our guidance counselors, in collaboration with Martha's House (an organization affiliated with violence prevention and domestic abuse), using bullying and harassment curriculum, go in to classes and conduct lessons. All students participate in an online course in cyber-bullying and online safety.

PART III: EXPECTED IMPROVEMENTS

Goal #1: Reading Goal: *Reading instruction will be rigorous and standards based.*

Expected Outcome: Florida Standards Assessment: We will increase the number of students scoring proficient (or above) in Reading.
Strategies:
- *Teachers will meet regularly to collaboratively plan assessment and instruction based on the Florida State Standards.*
- *Professional development and coaching in reading will be provided on a quarterly basis and through the collaborative planning process.*
- *Administrators will engage in classroom observations and provide teachers with feedback based on instructional practice and standard of focus.*

Who will monitor: Principal, Assistant Principal, Reading Coach/Department Heads will monitor via classroom observation and collaborative planning. Teachers will monitor their instruction and student progress using formative assessment.
Evaluation of success: Success will be determined by student growth and proficiency during progress monitoring and by FSA Results.
Timeline: Quarterly/As results become available

Goal #2: Mathematics Goal: *Mathematics instruction will be rigorous and standards based.*

Expected Outcome: Florida Standards Assessment: We will increase the number of students scoring proficient (or above) in Math.
Strategies:
- *Teachers will meet regularly to collaboratively plan assessment and instruction based on the Florida State Standards.*
- *Professional development and coaching in reading will be provided on a quarterly basis and through the collaborative planning process.*
- *Administrators will engage in classroom observations and provide teachers with feedback based on instructional practice and standard of focus.*

Who will monitor: Principal, Assistant Principal, Reading Coach/Department Heads will monitor via classroom observation and collaborative planning. Teachers will monitor their instruction and student progress using formative assessment.

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Evaluation of success: Success will be determined by student growth and proficiency during progress monitoring and by FSA Results.
Timeline: Quarterly/As results become available

Goal #3: Science Goal: *Science instruction will be rigorous and standards based.*

Expected Outcome: FCAT 2.0: Increase the number of students scoring proficient (or above) in Science.
Strategies:
- *Teachers will meet regularly to collaboratively plan assessment and instruction based on the Florida State Standards.*
- *Professional development and coaching in reading will be provided on a quarterly basis and through the collaborative planning process.*
- *Administrators will engage in classroom observations and provide teachers with feedback based on instructional practice and standard of focus.*

Who will monitor: Principal, Assistant Principal, Reading Coach/Department Heads will monitor via classroom observation and collaborative planning. Teachers will monitor their instruction and student progress using formative assessment.
Evaluation of success: Success will be determined by student proficiency during progress monitoring and by FCAT 2.0 Science Results.
Timeline: Quarterly/As results become available

Goal #4: (Selected by Leadership Committee): *Students will recognize a safe, comfortable, student-centered learning environment.*

Expected Outcome: Average Daily Attendance will increase.
Strategies:
- *Implementation of the District Attendance Policy*
- *Tier 2 interventions will be utilized, including, but not limited to Check In/Check Out; Guidance Intervention; Referral to Agencies for Counseling; Referrals to community agencies to meet student basic needs (food, housing, clothing); etc.*
- *Parental Involvement Nights*
- *Focus on Standards Based Instruction; Increasing Student Engagement; Increasing Rigor*
- *Focus on Bullying and Harassment/Decreasing threat of Bullying and Harassment on campus*

Who will monitor: Principal, Assistant Principal, Dean, Guidance, Teachers
Evaluation of success: Comparison of performance versus previous year twice per semester.
Timeline: Data will be checked weekly by guidance to identify students in need of possible intervention, rates checked at semester break

Goal #5: (Selected by Leadership Committee): *Students will recognize a safe, comfortable, student-centered learning environment.*

Expected Outcome: Suspensions (events leading to ISS and OSS; students with an ISS and OSS) Rate will decrease.
Strategies:
- *PD, including (but not limited to) CHAMPS Training for establishing routines and procedures; use of deescalating strategies*

- *ID students more rapidly for Tier 2 interventions*
- *Use of conflict resolution groups by guidance*

<u>*Who will monitor*</u>*: Principal, Assistant Principal, dean, PBS Team*
<u>*Evaluation of success*</u>*: Comparison of performance versus previous year at least monthly.*
<u>*Timeline*</u>*: Data will be checked at least monthly.*

Goals to Meet Florida Healthy School District Recognition Requirements

School Health Goal
Our school will have a school wellness committee that implements procedures for ensuring our faculty, staff, and students are physically, mentally, and socially healthy. We will do away with fund raisers that are not in compliance with the Smart Snack Initiative. We will promote wellness by promoting exercise and offering activities to students that promote physical health. We will serve nutritious meals, and we will continue with our garden that grows vegetables for consumption.

Staff Wellness Goal
We will encourage our staff to participate in our school wellness committee so that they can give their input in to the types of activities we can implement to stay physically, mentally, and socially healthy. We will have four staff get together throughout the year so that we can promote social interactions. We will encourage the use of our Wellness Clinic that is available to all faculty and staff free of charge for those who have our school insurance.

PART IV: Professional Development

PLC Vision Statement: The focus of The Okeechobee County School System's PLCs is on expert knowledge in which teachers work and study together as they perpetually appraise the effectiveness of their practices and the requirements, interests, and abilities of their students. The PLCs will be conducted both vertically and horizontally to ensure efficiency and effectiveness across the curriculum.

Activity	Goal Focus	Target Group
Collaborative Planning	Increase the quality of instruction thus improving the percentage of students scoring proficient	All instructional Staff
Think Tanks (teacher-led)	Provide opportunities for teachers to lead professional development in areas of their interest/choosing	Any
Data Chats	Review performance data with individual teachers; allow teachers practice in manipulating data	Core Content Teachers
Vertical Teaming	Increase Algebra 1 scores in Okeechobee County Schools; develop/implement common assessments	Math Teachers (6-Algebra)
Horizontal Alignment	Develop common curriculum maps/assessments between the two middle schools	OMS/YMS Departments (ELA/Science/Math/SS)

PART V: Budget

Primary source of the budget to implement this School Improvement Plan comes from FEFP and (supplemental) Title 1 funds.

Goal/Strategy	Resource	Funding Source	Amount
Goals 1-3	Literacy First Content Area Training	Title 1, Part A	$35,000
Goal 1 and 2 (FSA Math and ELA)	iReady (online program)	Title 1, Part A	$16,110
Goal 1 and 2 (FSA Math and ELA)	iReady (print materials)	Title 1, Part A	$18,100

School Advisory Council (SAC)

SAC Membership Compliance
The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting *Yes* or *No* below.

X Yes   ☐ No

If No, describe the measures being taken to comply with SAC requirements.
N/A

Describe the activities of the SAC for the upcoming school year.
The SAC will help develop the School Improvement Plan, Review the Parental Involvement Plan (including the parent/student/teacher compact) and then check with the monitoring of that plan. The SAC will help provide recognitions for students in order to positively impact student achievement according to the goals listed above.

Describe the projected use of SAC funds.	Amount
TBD	TBD

PART VI: EARLY WARNING SYSTEMS (Only to Be Completed by Schools Serving Grades 6, 7, or 8)

Describe the school's early warning system and provide a list of the early warning indicators used in the system. At a minimum, this list must include the following:

i. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
    ii. One or more suspensions, whether in school or out of school
    iii. Course failure in English Language Arts or mathematics
    iv. Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Provide the following data related to the school's early warning system: i. The number of students by grade level that exhibit each early warning indicator listed above

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ii. The number of students identified by the system as exhibiting two or more early warning indicators				
Indicator	**Grade 6**	**Grade 7**	**Grade 8**	**Total**
Attendance below 90 percent	22	44	40	106
One or more suspensions	9	24	31	64
Course failure in ELA or math	54	84	41	179
Level 1 score on the statewide assessments in ELA or math	53	67	69	189
Students exhibiting two or more indicators	35	62	37	134

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

1. Implementing the Attendance/Truancy policy with fidelity.
2. Using a progressive discipline system that reduces the number of OSS and ISS consequences in an effort to keep students in school.
3. Using research based instructional practices and differentiating instruction to meet the individual needs of students will decrease course failures in ELA and Math.
4. Teaching to the full intent of the standard, progress monitoring student performance, and adjusting teaching methods will ensure passing scores on statewide assessments.

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative, interdisciplinary planning and instruction.

All teachers will participate in Professional Learning Communities/Collaborative Planning. All teachers will meet with their teams and administration regularly (at least monthly).

Describe how the school ensures its core instructional programs and materials are aligned to the Florida Standards.

Each year teachers and administrators participate in curriculum mapping where our Florida Standards are mapped using all available resources which include the core curriculum. At our school, the standards are our curriculum and we use all books and materials and resources to teach them. We will use our item specs to ensure our student, after having been taught the standard, has mastered the standard. OCSD Secondary Principals will visit our school throughout the year, and the district has an instructional team that will be making visits to the school each quarter to ensure our core instructional program and materials are aligned to the Florida Standards.

Describe how the school uses data-based problem solving to provide and differentiate instruction to meet the diverse needs of students, including the use of small learning communities, competency-based instruction, integrated digital instruction, and project-based instruction.

All students will be assessed in reading and math throughout the year using standards-based diagnostic assessments. The results of these assessments will identify the strengths and weaknesses of students in each of these subject areas. Teachers will then use this data to form differentiated groups within their reading and math classrooms to meet the unique needs of all students. To further support differentiated instruction each reading and math classroom is equipped with computer centers, interactive whiteboards, and access to a bring your own device network. Students will also have access to computer labs before school to work on individualized lessons based on their needs in reading and math. Additionally, all teachers will take part in ongoing professional learning communities focused on collaborative planning/standards-based instruction and tracking students' progress toward mastery of grade level standards. Throughout the year teachers will learn how to scaffold lessons so that all students are capable of mastering rigorous standards that requires critical thinking and problem solving. Finally, eighth grade science students will be given an assessment to measure understanding/mastery of 6th and 7th grade science standards in order to remediate/enrich students in areas covered on the eighth grade FCAT Science Assessment which are not a part of the course content (but are assessed on the test).