

**School Improvement Plan Executive Summary**  
**Osceola Middle School**  
**2016-2017**

**Goals:**

1. Reading instruction will be rigorous and standards based.
  - A. The number of students scoring proficient on ELA will increase.
    1. 2015: 40% of all students scored proficient on FSA ELA Assessment.
    2. 2016: 39% of all students scored proficient on FSA ELA Assessment.
    3. 2017: 50% of all students will be proficient on FSA ELA Assessment.
  - B. The number of students making a learning gain on ELA will increase.
    1. 2015: Baseline test... NO GROWTH SCORE AVAILABLE
    2. 2016: 47% of all students in the bottom quartile made a learning gain on the FSA ELA Assessment.
    3. 2017: 60% of all students in the BQ will make learning gains on the FSA ELA Assessment.
2. Math instruction will be rigorous and standards-based.
  - A. The number of students scoring proficient on FSA Math will increase.
    1. 2015: 51% of all students scored proficient on FSA Math Assessment.
    2. 2016: 57% of all students scored proficient on FSA Math Assessment.
    3. 2017: 57% of all students will be proficient on FSA Math Assessment.
3. Science instruction will be rigorous and standards based.
  - A. Students achieving proficiency (FCAT Level 3) in NGSS Science will increase.
    1. 2015: 28% of all students scored proficient on FCAT Science Assessment.
    2. 2016: 41% of all students scored proficient on FCAT Science Assessment.
    3. 2017: 50% of all students will be proficient on FCAT Science Assessment.
4. The number of students demonstrating chronic absences will decrease.
  - A. The number of students with attendance rate less than 90% will decrease.
    1. 2015: 104 students (out of 656 total) had 19 or more absences in 2015.
    2. 2016: 145 students (out of 652 total) had 19 or more absences in 2016.
    3. 2017: Less than 145 students (out of 683 total) will have 19 or more absences in 2017.

**Strategies:**

- OMS is also participating in its second year of a three year commitment to train all faculty in Literacy First. LF content area training focuses on anatomy of a lesson, academic vocabulary, reading in the content area, summarizing and reading foundational skills.
- Our master schedule has been designed so grade-alike, subject alike teachers have common planning periods to encourage collaborative planning. Many teachers meet more frequently (some even meet multiple times per week to plan together).
- Students scoring in the bottom quartile for ELA are given a diagnostic reading assessment and are scheduled in to classes with inclusion support based on additional phonics needs.
- Courses are differentiated and pacing is unique based on the characteristics of the classroom to provide the teacher the ability to move through the content as the students master the content rather than based on a district-established pacing guide (when possible).
- Students identified as having needs according to MTSS/EWS are eligible to participate in additional reading instruction consisting of 90 additional minutes per week. That population of students rotates every nine weeks.
- As a part of the OMS MTSS/EWS Monitoring Process, data will be reviewed at least monthly. Evidence will be collected and reported out during MTSS/EWS Meetings with teachers and parents (when appropriate).
- OMS Administrative Team meets regularly to ensure fidelity of all planned school improvement activities.