Oslo Middle School

2019-20 School Improvement Plan

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Oslo Middle School

480 20TH AVE SW, Vero Beach, FL 32962

www.indianriverschools.org

Demographics

Principal: Beth Hofer
Start Date for this Principal: 7/13/2015

2019-20 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	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	74%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	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: C 2016-17: D 2015-16: C 2014-15: C 2013-14: C
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

ESSA Status	TS&I

* 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 Indian River 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

Provide a high-performing learning environment that fosters academic excellence, personal integrity, community action and encourages our students to become informed, engaged, and ethical global citizens.

Provide the school's vision statement

To provide personalized learning opportunities that create independent thinkers.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Hofer, Beth	Principal	Primary responsibility is to provide the leadership and vision necessary to develop and administer educational programs that optimize the human and material resources available for a successful and safe school program for students, staff, parents, and community. The principal is also responsible for providing instructional leadership and supervision for student achievement and managing and administering the development, implementation and assessment of the instructional program at the assigned school.
Reese, Marsha	Instructional Coach	To assist schools to provide an educational experience in which students move toward the fulfillment of their academic potential.
Roux, Joanna	Teacher, K-12	To provide an educational experience in which students move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation.
Kinsley, Craig	Assistant Principal	
Schwager, Heide	Teacher, K-12	To provide an educational experience in which students move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation.
Cummings, Chris	Assistant Principal	
Byrd, Brandi	Instructional Coach	To assist schools to provide an educational experience in which students move toward the fulfillment of their academic potential.
Cairl, Cole	Teacher, K-12	To provide an educational experience in which students move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation.
Cuddeback, Robert	Teacher, K-12	To provide an educational experience in which students move toward the fulfillment of their potential for intellectual, emotional, physical, and

Name	Title	Job Duties and Responsibilities
		psychological growth and maturation.
Pennell, Shawna	Teacher, K-12	To provide an educational experience in which students move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation.
Smith, Lyn	Teacher, K-12	To provide an educational experience in which students move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation.
White, Sherry	Teacher, K-12	To ensure that students and staff are effective users of ideas and information by providing instruction to foster competence and by working with other educators to design learning strategies to meet the needs of individual students.

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	291	314	313	0	0	0	0	918
Attendance below 90 percent	0	0	0	0	0	0	7	12	17	0	0	0	0	36
One or more suspensions	0	0	0	0	0	0	4	3	6	0	0	0	0	13
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	25	30	75	0	0	0	0	130

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	2	3	1	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	2	5	3	0	0	0	0	10

FTE units allocated to school (total number of teacher units)
48

Date this data was collected or last updated
Tuesday 8/13/2019

Prior Year - As Reported

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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	

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	48	66	55	0	0	0	0	169
One or more suspensions	0	0	0	0	0	0	13	30	32	0	0	0	0	75
Course failure in ELA or Math	0	0	0	0	0	0	25	75	80	0	0	0	0	180
Level 1 on statewide assessment	0	0	0	0	0	0	78	122	119	0	0	0	0	319

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	32	90	73	0	0	0	0	195

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	44%	54%	54%	40%	51%	53%
ELA Learning Gains	54%	55%	54%	50%	51%	54%
ELA Lowest 25th Percentile	43%	42%	47%	44%	39%	47%
Math Achievement	48%	60%	58%	47%	59%	58%
Math Learning Gains	52%	59%	57%	57%	62%	57%
Math Lowest 25th Percentile	49%	50%	51%	49%	49%	51%
Science Achievement	45%	53%	51%	42%	57%	52%
Social Studies Achievement	62%	72%	72%	48%	68%	72%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	291 (0)	314 (0)	313 (0)	918 (0)
Attendance below 90 percent	7 (0)	12 (0)	17 (0)	36 (0)
One or more suspensions	4 (0)	3 (0)	6 (0)	13 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (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	46%	52%	-6%	54%	-8%
	2018	36%	48%	-12%	52%	-16%
Same Grade Comparison		10%				
Cohort Comparison						
07	2019	38%	51%	-13%	52%	-14%
	2018	33%	44%	-11%	51%	-18%
Same Grade Comparison		5%				
Cohort Comparison		2%				
08	2019	45%	53%	-8%	56%	-11%
	2018	50%	55%	-5%	58%	-8%
Same Grade Comparison		-5%				
Cohort Comparison		12%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	39%	53%	-14%	55%	-16%
	2018	35%	51%	-16%	52%	-17%
Same Grade Comparison		4%				
Cohort Comparison						
07	2019	42%	53%	-11%	54%	-12%
	2018	42%	52%	-10%	54%	-12%
Same Grade Comparison		0%				
Cohort Comparison		7%				
08	2019	46%	47%	-1%	46%	0%
	2018	51%	51%	0%	45%	6%
Same Grade Comparison		-5%				
Cohort Comparison		4%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	43%	49%	-6%	48%	-5%
	2018	41%	53%	-12%	50%	-9%
Same Grade Comparison		2%				
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	61%	69%	-8%	71%	-10%
2018	47%	65%	-18%	71%	-24%
Compare		14%			
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	79%	58%	21%	61%	18%
2018	92%	61%	31%	62%	30%
Compare		-13%			
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	95%	53%	42%	57%	38%
2018	0%	50%	-50%	56%	-56%
Compare		95%			

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	14	42	41	16	45	51	15	24			
ELL	29	49	42	27	46	56	25	53			
BLK	29	47	39	27	44	42	24	53	63		
HSP	49	58	37	50	56	53	47	67	70		
MUL	43	51	36	49	41	30	31				
WHT	49	56	51	57	55	55	57	64	58		
FRL	39	53	43	43	50	48	43	57	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	16	32	30	19	45	40	19	19			
ELL	22	46	43	24	51	61		23			
ASN	60	80									
BLK	28	46	43	35	48	46	24	37	47		
HSP	40	51	51	46	60	51	32	51	70		
MUL	41	49		58	71		30	50			
WHT	46	51	38	52	58	49	54	51	66		
FRL	35	48	44	41	54	50	34	45	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)	TS&I
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	499
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	41
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
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
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52
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	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	56
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	47
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

ELA learning gains for the lowest quartile. This percentage is 1% higher than the district, but also 1% lower than previous year. Overall learning gains increased from previous year and matched the state average. The trend is that we are seeing a steady increase overall in ELA-which is our focus area.

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

MATH learning gains dropped by 5%. This is due to an increase in student placement in Algebra. Inconsistency in instructional staff in 6th grade also contributed to decline. Overall math achievement increased. We will be sure to address the needs of all math students for increased learning gains.

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

The biggest gaps are across three different components. ELA and MATH achievement overall has a gap of 10%. We are increasing our ELA and MATH achievement each year and hope to decrease this gap with specialized instruction. The third gap was in CIVICS. We actually increased our CIVICS scores by 14%, so we hope to see a closing of this gap this year due to some instructional changes made for this year.

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

The area of biggest gains was CIVICS. We took a different instructional approach to teaching the concepts and we provided students opportunities to attend boot camps to dive deeper into specific topics.

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

Attendance is a potential area of concern. We are aiming for an overall attendance rate of 95% or higher. We will be implemented some PBIS motivators. Another area of concern is the number of level 1 students in reading and math. We have added intensive math sections to our master schedule and streamlined instruction in our intensive reading classes.

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

1. Math learning gains
2. Acceleration across all subgroups
3. ESE student achievement and learning gains
4. Attendance
5. Focus on CIVICS and SCIENCE instruction

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Academic Achievement through rigorous Standards-Based Instruction (SBI)
Rationale	A focus on academic achievement for ALL students is required by ALL staff. Personalized instruction for all subgroups and standards-based instruction with rigor will make the difference. Specific and targeted instruction for ESE and Multiracial subgroups.

State the measureable outcome the school plans to achieve	OMS plans to move the school achievement to a school grade of B. For the past three years, the school has been on a steady incline. We will move from 51% to 54%. Move subgroups over 45%.
Person responsible for monitoring outcome	Beth Hofer (beth.hofer@indianriverschools.org)
Evidence-based Strategy	Rigorous Standards-based instruction in every classroom with teacher-led small group instruction. Intensive Math and Reading for select students. Professional development aligned with our goals with emphasis on rigor and social emotional skills and strategies. Specific PD for ESE teachers and general education teachers on collaboration to ensure student success. PD will be a partnership with FINS in late September and October. Cultural awareness training for all staff will be implemented by our Multicultural Coordinator in coordination with district staff. This will ensure cultural sensitivity and positive relationship building which will allow for more targeted teaching for multi-racial students.
Rationale for Evidence-based Strategy	Social-emotional learning (SEL) skills will be taught through ROAR and in some content area classes to ensure that all students understand what it means to BELIEVE in BLUE. Professional development is needed to continue the growth of instructional to the rigor of the standard. OMS participates in the Kindness Challenge each year as well as uses the Sanford Harmony SEL lessons.

Action Step	
Description	1. Standards-based instruction with rigor 2. Focus on collaboration in lesson planning 3. Intensive Math instruction with progress monitoring 4. SEL skills taught in ROAR to increase confidence and teach goal-setting 5. Increased implementation of Springboard
Person Responsible	Beth Hofer (beth.hofer@indianriverschools.org)

#2	
Title	BELIEVE IN BLUE- increase climate and decrease suspensions
Rationale	Through a strong culture and positive climate at OMS, students will feel confident to achieve and become kind independent thinkers.

State the measureable outcome the school plans to achieve	Believing in Blue along with our schoolwide PBIS plan, will increase student achievement and decrease in-school and out-of-school suspensions. By addressing social-emotional learning and promoting positive behaviors, student achievement will increase by 5% or more and suspensions will decrease by 5% or more.
Person responsible for monitoring outcome	Beth Hofer (beth.hofer@indianriverschools.org)
Evidence-based Strategy	Following the guidelines for PBIS which includes all stakeholders- students will build instrinsic motivation to do what is right and focus on learning.
Rationale for Evidence-based Strategy	SEL skills are necessary to build confidence and independent thinkers. By building these SEL skills, students will have a more positive outlook on academics and goal-setting which in turn will decrease the incidents of suspensions.
Action Step	
Description	1. Strong school-wide PBIS Tier 1 program 2. SEL skills explicitly taught and modeled for students and staff 3. Build student leaders through NJHS and Student Council 4. 5.
Person Responsible	[no one identified]

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)

A strong TIER 1 Behavior Plan- BELIEVE IN BLUE will be explicitly taught and modeled for ALL students.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Oslo Middle presents the Wildcat Parent Academy. Parents, grandparents, and guardians will have the opportunity to participate and partner with OMS to create a high-performing school learning environment. Each parent/guardian will have the opportunity to be rewarded for their participation and time spent toward the success of their Wildcat student. Monthly events will be available on a menu. Each parent must earn at least 5 points to get a Bachelors Degree.

> **PFEP Link**
> The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

One of the strategies to insure a smoother transition include the ESE Resource Compliance Specialist attendance at elementary IEP meetings. In addition, this person provides administration and select teacher leaders and the Behavior Intervention Specialist with lists of all incoming ESE students and a review of their needs and strengths. Another strategy the school employs is the transition of the ELL students to and from the school. Our ESOL assistant is an essential staff member that ensures the transition to OMS.

Summer School was offered to students failing 3 or fewer semesters the previous year, to give them the opportunity to progress to the next grade level, and in the case of the 8th grade students, giving them the opportunity to progress to high school.

The AP+ program at VBHS is advertised and explained throughout the years at OMS. Students are encouraged to take the most rigorous classes so that they will qualify for participation in this program in 9th grade.

There is also and Oslo Alumni Project on the school website encouraging previous students and teachers and staff to list their current job description, family situation (if they choose) and hopes and dreams for the future.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Departments and grade levels meet bi-weekly to plan instruction, discuss learning framework implementation, instructional delivery, and problem-solve. Each Thursday grade level teams will meet to review student data, make adjustments where needed and complete MTSS referral sheets if needed. In these meetings, teachers focus on academic performance data, behavior needs, attendance, tardies, etc. During this collaboration, it is determined what will need to be progress monitored and what initial supports need to be in place for the student to begin to show success. These weekly data chats will include an administrator to assist in problem-solving and offer suggestions.

Administration meets weekly to discuss budget needs and make decisions about resource expenditures. Title I monies are monitored and aligned with School Improvement Goals. Regular monthly meetings occur with Title I resource teacher, principal and Title I liasion to ensure that all expenditures are aligned and monitor the effectiveness of these

expenditures.

The MTSS team meets weekly to follow up on student academic and behavioral performance. Student data sheets are reviewed, as well as progress monitoring data. The MTSS Team provides the grade level teams and departments with additional support services for the students needing additional services outside the core curriculum, including after school tutoring services, content specific online resources, and after school social skills programming. MTSS team members are assigned to follow up and track student progress.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Oslo has two Guidance Counselors on staff that work with students to ensure that they meet all academic requirements. The career component is implemented through the 8th grade US History curriculum. Guidance counselor use NAVIANCE to create awareness of colleges and careers. Each guidance counselor visits each grade level class of students to explain Naviance and all of its features. Each student participates in an interactive session on Naviance. Interest inventories are completed and guidance counselor assign two assignments for each student to complete.
OMS also encourages participation in NJHS and Student Council. Both of these organizations encourage community and civic involvement.
This year, OMS is continuing to partner with VBE to work exclusively with the JDO foundation and their Education Grant which partners two classrooms with classrooms in another country. This added awareness of different cultures provides students with awareness of college and careers around the world.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The school wide use of NAVIANCE will increase awareness of college and career opportunities. Family nights will include information for parents about NAVIANCE and resources. NJHS and Student Council will invite guest speakers to visit OMS and present information from across various careers.

Part V: Budget

1	III.A	**Areas of Focus: Academic Achievement through rigorous Standards-Based Instruction (SBI)**				**$14,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	120-Classroom Teachers	0271 - Oslo Middle School	Title, I Part A		$3,000.00
			Notes: Algebra and Engineers consultant			
	6400	120-Classroom Teachers	0271 - Oslo Middle School	Title, I Part A		$2,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			Notes: College Board Springboard training to increase rigor across all subgroups with specific attention to ESE instruction and multi-racial subgroup.			
	6300	120-Classroom Teachers	0271 - Oslo Middle School	Title, I Part A		$4,000.00
			Notes: iReady books and College Board supplies for Springboard			
	6400	120-Classroom Teachers	0271 - Oslo Middle School	Title, I Part A		$2,000.00
			Notes: Instructional staff will be paid to attend optional Marzano and instructional best practices (FEAPS) trainings offered throughout the year. Special emphasis on differentiated instruction for ESE students.			
	6400	130-Other Certified Instructional Personnel	0271 - Oslo Middle School	Title, I Part A		$1,500.00
			Notes: Collaborative planning for ESE teachers and General Education teachers through FINS (Florida Inclusion Network Services). Teachers will plan collaboratively after training and be paid for after hours planning. This PD specifically targets ESE students (ESSA subgroup).			
	6400	160-Other Support Personnel	0271 - Oslo Middle School	Title, I Part A		$1,500.00
			Notes: Collaborative planning and training on best instructional practices for differentiating instruction will be offered to all teacher assistants. With better lesson-plans, focus on targeted subgroups (ESE and multi-racial) will allow for student achievement.			
2	III.A	**Areas of Focus: BELIEVE IN BLUE- increase climate and decrease suspensions**				**$3,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	120-Classroom Teachers	0271 - Oslo Middle School	Title, I Part A		$1,500.00
			Notes: Training on Trauma Informed Care through the use of the SSET program as well as Teens for Tykes will be offered to instructional staff after hours.			
	6400	160-Other Support Personnel	0271 - Oslo Middle School	Title, I Part A		$1,500.00
			Notes: Training on Trauma Informed Care through the use of the SSET program as well as Teens for Tykes will be offered to support staff after hours.			
					Total:	**$17,000.00**