FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: OSCEOLA CREEK MIDDLE SCHOOL

District Name: Palm Beach

Principal: Dan Frank

SAC Chair: Corey Ferrera

Superintendent: Wayne Gent

Date of School Board Approval: December 2011

Last Modified on: 10/10/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dan Frank	B.S. Degree in Science M.S. Degree in Educational Leadership from Nova Southeastern University	1	1	FY 11 % meeting high standards in Reading - 83% % meeting high standards in Math – 86% % meeting high standards in Writing – 95% % meeting high standards in Science – 79% % making learning gains in Reading –78% % making learning gains in Math – 72% % of lowest 25% learning gains in Reading – 73% % of lowest 25% learning gains in Math – 74% AYP was not met for all subgroups. FY12 % meeting high standards in Reading - 70% % metting high standards in Math - 70% % meeting high standards in Writing - 90% % meeting high standards in Science - 67% % making learning gains in Reading - 76% % making learning gains in Math - 76%

					% of lowest 25% making learning gains in Reading - 77% % of lowest 25% making learning gains in Math - 65%
Assis Principal	Michelle McCoy	Masters Degree in Educational Leadership Bachelors of Arts Degree in Spanish Education Endorsement in ESOL Certifications: Spanish K-12 ESOL K-12 Educational Leadership K-12	6	6	FY07 % meeting high standards in Reading - 74% % meeting high standards in Math – 74% % meeting high standards in Writing – 95% % meeting high standards in Science – 59% % making learning gains in Reading – 64% % making learning gains in Math – 71% Lowest 25% learning gains in Reading – 63% Lowest 25% learning gains in Math – 61% FY 08 % meeting high standards in Reading - 81% % meeting high standards in Math – 79% % meeting high standards in Writing – 95% % meeting high standards in Science – 58% % making learning gains in Reading – 69% % making learning gains in Math – 79% Lowest 25% learning gains in Reading – 73% Lowest 25% learning gains in Math – 72% FY 09 % meeting high standards in Reading - 81% % meeting high standards in Math – 82% % meeting high standards in Writing – 98% % meeting high standards in Science – 77% % making learning gains in Reading – 71% % making learning gains in Math – 79% Lowest 25% learning gains in Reading – 71% Lowest 25% learning gains in Math – 70% FY 10 % meeting high standards in Reading - 78% % meeting high standards in Math – 81% % meeting high standards in Writing – 99% % meeting high standards in Science – 69% % making learning gains in Reading –67% % making learning gains in Math – 74% % of lowest 25% learning gains in Reading –60 % % of lowest 25% learning gains in Math – 69% AYP was not met for all subgroups. FY 11 % meeting high standards in Reading - 83% % meeting high standards in Math – 86% % meeting high standards in Writing – 95% % meeting high standards in Science – 79% % making learning gains in Reading –78% % making learning gains in Math – 72% % of lowest 25% learning gains in Reading – 73% % of lowest 25% learning gains in Math – 74% AYP was not met for all subgroups. FY12 % meeting high standards in Reading - 70% % metting high standards in Math - 70% % meeting high standards in Writing - 90% % meeting high standards in Science - 67% % making learning gains in Reading - 76% % making learning gains in Math - 76% % of lowest 25% making learning gains in Reading - 77% % of lowest 25% making learning gains in Math - 65%
		Bachelor's of Arts Degree in Religion and			

| Assis Principal | Brian Fitzpatrick | Philosophy Master's of Science Degree in Information Technology Master's Degree in Educaional Leadership

Computer Science K-12 General Science 5-9 Mathematics 5-9 Reading Endorsement K-12 Educational Leadership K-12 School Principal K-12 | | 6 | FY12 from previous school, Bear Lakes Middle School
% meeting high standards in Reading - 37%
% meeting high standards in Math - 36%
% meeting high standards in Writing - 74%

% meeting high standards in Science - 27%
% making learning gains in Reading - 65 %

% making learing gains in Math - 64%
% of lowest 25% making learning gains in Reading - 74%
% of lowest 25% making learning gains in Math - 74% |

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
No Internal Coaches	N/A	N/A			N/A

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Professional Development for all instructional staff.	Professional Development team, Department Chair	May 2013	
2	Technology Training for all instructional and non-intructional staff.(Edline, Gradequick, core K-12, UnitedStreaming, Learning Village, Gysmos, Reading Plus, etc.)	District Websites, Technology instructor, Professional development team	May 2013	
3	Opportunities for instructional staff to sponsor Clubs and be a part of various committees to enhance Student Achievement and Enrichment.	Principal, Assistant Principals, and Athletic Director	May 2013	
4	Adminstration will provide substitutes for instructional staff that want to observe another instructor's class as well as shadow administrators for those teachers interested in becoming administrators.	Principal, Assistant Principal	May 2013	
5	Adminstration will continue to offer Mentoring to Educational Leadership Interns	Principal, Assistant Principal	June 2013	
6	Common Planning, Bi-Weekly Professional Learning Communities (PLC's)	Principal, Assistant Principal	June 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	N/A

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
46	0.0%(0)	32.6%(15)	43.5%(20)	41.3%(19)	28.3%(13)	100.0%(46)	19.6%(9)	0.0%(0)	26.1%(12)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Judy Nosworthy	Yolanda Gordon	New to school, in the same department and teach the same grade, common planning	common planning, PLC's, same subject

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For 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

Provide tutorial programs, purchase online subscription for a Reading Enrichment program, staff development and training, enrichment programs, add additionl supplemntal technology.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Required Instruction Listed in FL Statute 1003.42(2), as applicable to appropriate grade levels.

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based RtI Leadership Team is comprised of the following members: Principal, Assistant Principal, ESE contact, ELL contact, school psychologist, classroom teacher, and guidance staff.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.
The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the interventions are implemented with fidelity. Each student will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

Members of the school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY13 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.
Topics for discussion include, but are not limited to, the following:
FCAT scores and the lowest 25%
AMO's and subgroups
strengths and weaknesses of intensive programs
mentoring, tutoring, and other services.
The RtI/Inclusion Facilitator will provide professional development for the SAC members on the RtI process.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline data:
Florida Comprehensive Assessment Test (FCAT)
Curriculum Based Measurement
Florida Assessment for Instruction in Reading (FAIR)
Palm Beach County Fall Diagnostics
Palm Beach Writes
Diagnostic Assessment for Reading (DAR)
Progress Monitoring and Reporting Network (PMRN)
Comprehensive English Language Learning Assessment (CELLA)
Core K-12
SRI
Single School Culture - Chapter assessments
Office Discipline Referrals
Retentions
Absences

Midyear data:
Florida Assessment for Instruction in Reading (FAIR)
Diagnostic Assessment for Reading (DAR)
Palm Beach County Winter Diagnostics
Palm Beach Writes
Progress Monitoring and Reporting Network (PMRN)
SRI
EOC diagnostics

End of year data:
Florida Assessment for Instruction in Reading (FAIR)
Florida Comprehensive Assessment Test (FCAT)
FCAT Writes
ACT/SAT/CPT
SRI
EOC's
Frequency of required Data Analysis and Action Planning Days:
Once within a cycle of instruction (refer to appropriate focus calendar)

Describe the plan to train staff on MTSS.

Professional development will be offered to RtI/Inclusion Facilitator by district staff during SY12.
The school-based RtI/Inclusion Facilitator will provide in-service to the faculty on designated professional development days (PDD). These in-service opportunities will include, but are not limited to, the following:
Problem Solving Model
consensus building
Positive Behavioral Intervention and Support (PBIS)
data-based decision-making to drive instruction
progress monitoring
selection and availability of research-based interventions
tools utilized to identify specific discrepancies in reading.

Individual professional development will be provided to classroom teachers as needed.

Describe the plan to support MTSS.

> The LLT will meet bi-weekly to discuss curriculum, data, integrated reading into content area, provide professional development for social studies, reading, and Language Arts teachers. The professional development will be based upon data and leadership.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

> Dan Frank
> Brian Fitzpatrick
> Michelle McCoy
> Suzanne Grady
> Delores Mayes
> Sabrina Poole-Wilkerson
> Leann Davis
> Ruby Alcazar
> Carn Aldoretta
> Becky Lucas
> Sharon Hubbard

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

> The LLT will meet bi-weekly to discuss curriculum, data, integrating reading into content area, provide professional development for social studies, reading, Language Arts teachers. The professional development will be based upon data and leadership.

What will be the major initiatives of the LLT this year?

> -Social Studies will meet during PDDays with reading and Language Arts teachers
> -Novels in critical thinking/ Language Arts/ Social studies with e-notes
> -Persuasive/Expository writing inservice
> -Test spec and reporting categories
> -Lowest 25% of students are enrolled in reading
> -Reading Plus
> -Gizmos
> -Reading support in Research, Health and Critical Thinking classes

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/10/2012)

*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.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

> During bi-weekly planning meetings (PLCs) teachers meet to discuss cross curricular planning. Teachers are assigned responsibilities in terms of specific content area and usage and application of testing specifications. All reporting categories are addressed and teachers and administration brainstorm to select reading strategies that can be added or built upon based

on specific curriculum for content area subjects.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

PART II: EXPECTED IMPROVEMENTS

Reading Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By June 2013, at least 80% of all students will meet high standards on the FCAT reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the FY12 FCAT data, students achieving high standards in Reading decreased 13 percent to 70%.	By June 2013 our school wide goal is that 80% of our students will be proficient on the FCAT.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all students are enrolled in a reading class	-Teachers Reinforce reading stategies through science and social studies. -Adv. Vocab. taught in science and social studies. School-wide incentive reading program -reading plus	Science and social studies teachers, media specialist	Classroom walkthroughs, Bi-weekly PLC's, Common Planning	Reading Plus, Diagnostic Tests, Core K-12, SRI
2	Our 40 min. Study Hall has been eliminated from our schedule, making it very difficult to provide in school tutoring.	1. Some teachers will tutor on their planning periods. 2. Schedule modifications, if necessary, to allow for tutoring.	1. Administration 2. Language Arts and Social Studies teachers	Teachers will track student's progress to ensure they are reaching goals.	Reading Plus, Diagnostic Tests, Core K-12, SRI
3	We continue to be one school with three distinct cultures. As an NCLB opt out school we receive students from the West Palm Beach area and Belle Glade, Pahokee, South Bay and Canal Point in addition to the students from the community of Loxahatchee. Our NCLB students don't have an activity bus, despite repeated efforts on our part to obtain one. This makes it nearly impossible for the NCLB students to attend before and after school tutorials and homework help in aftercare.	1. All students in 6th, 7th, and 8th grades will take one semester of critical thinking which will incoporate reading strategies through the class. 2. All level 1 and disfluent level 2 students will be enrolled in a 90 minute intensive reading class. Read 180, Scholastic's researched based reading program, will be used. 3. Critical thinking courses will use the following resources: District approved Curriculum Frameworks and Instructional Focus Calendar,and ancillary materials for grades 6-8, Read 180 Reading Book, Reading Plus - a computer program that	1. Principal, Assistant Principal, Guidance Counselor 2. Teachers, Principal, Assistant Principal 3. Guidance Counselors, Teachers, Principal, Assistant Principal 4. Teacher, Principal, Assistant Principal	1. Terms reports and EDW reports 2. Terms reports and EDW reports 3. Lesson Plans, classroom walk-through, Professional Learning Communities, Read 180 software reports and EDW reports. 4.Online assessmets 5. Commom Planning	1. Assessment data

	allows students to work at their performance level to raise reading skills to be proficient at grade level, FCAT Explorer, EBSCO (non-fiction Lexile appropriate articles) and Cooperative Learning. Students will read a minimum of two novels per quarter. 4. Weekly Professional Learning Community meetings by departments. 5. All 6th grade students not enrolled in intensive reading will have a year long computer class in preparation for the PARCC 6. Teacher's wll use Anchor Charts in class			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By June 2013, at least 42% of all students will be above profeciency in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the FY12 FCAT, 39% of all students achieved above proficiency in reading.	By June 2013,our school wide goal is that 42% of our students will be above proficiency on the FCAT.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	1. Not all students are in reading for a full year.	1. Teachers will reinforce reading stratgies through science and social studies. 2. Advanced vocabulary taught in science and social studies 3. There will be a school wide incentive program using Reading Plus.	1 & 2 Science and Social Studies teachers 3. Media Specialist	Classroom Walkthroughs, Bi - weekly PLC's	Reading Plus, Core k-12 Diagnostic tests FCAT 2012, SRI
2	1. Student complacency at level 4 and 5. which requires motivation to maintain or increase proficiency.	1. More in-depth at home projects relating to topics covered in class. 2. Higher level, engaging classroom instruction.	1. Classroom teacher	1. After projects conduct class discussion and evaluation to see if students not only understand but can apply concepts.	1. Rubrics for projects.
3	The rigor in the classrrooms must be intensified. Teachers must incorporate higher standards of learners and increase expectations.	1. Lowest 25% students in 6th, 7th, and 8th grades will take a reading class. 2. Morning /afternoon reading assistance by a certified reading teacher (Morning care/Aftercare)	1. Principal, Assistant Principal, Guidance Counselor 2. Guidance Counselor, Principal, Assistant Principals, Teachers 3. Teacher, Principal, Assistant Principal	1. Terms reports and EDW reports class schedule. 2. Course registration cards and EDW and TERMS reports 3. Sign- in sheets	1. Report Card, Assessment Data Class portfolios 2. Report Card, Assessment Data 3. Report Card, Teacher feedback Pre/Post tests 4. FAIR Assessment
4					
5					
6					
7					
8					
9					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By June 2013, 82% of all students will make a learning gain in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the FY12 FCAT, 76% of all students made a learning gain in reading.	By June 2013,our school wide goal is that 82% of our students will be making a learning gain on the FCAT.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Not all students are in reading classes.	1. Worldly Wise in Language Arts. 2. Language Arts will focus on Greek and Latin roots. 3. Morning/After care or tutorial for Reading, and Reading Plus	1. Language Arts Teachers 2. Language Arts and reading teachers 3. morning/after care director& Reading Plus teacher	Classroom walkthroughs, Bi-weekly PLC's	Diagnostic Tests, Core K-12 FCAT 2013, SRI
2	1. Transportation to Morning/ Afternoon tutorials for students that live out of the area.	1. Provide incentives to increase attendance. 2. Plan tutorials on Saturdays, so that parents are able to provide transportation for their students.	1. Administration 2. Department Chair 3. Classroom Teachers	1. Attendance to tutorials. 2. Evaluate student work.	1. Comprehension checks 2. FCAT 2013
3	High level students assume that they will continue to make gains.	1. Provide high-level, engaing instruction. 2. Provide projects that will facilitate meaningful enrichment outside the classroom setting.	1. Classroom Teachers 2. Administration	1. Bi-Weekly PLC's 2. Evaluate student work 3. In class assessments	Diagnostic Tests, Core K-12 FCAT 2013, SRI
4	We continue to be one school with three distinct cultures. As an NCLB opt out school we receive students from West Palm Beach and Belle Glade in addition to the students from the community of Loxahatchee. We will need to place students apropriately by FCAT developmental score. Our NCLB students don't have an activity bus, despite repeated efforts on our part to obtain one. This makes it nearly impossible for the NCLB students to attend before and after school tutorials and homework help in aftercare.	1. Level 1 and disfluent level 2 students in all subgroups will be enrolled in a 90 minute intensive reading class. Read 180, Scholastic's researched based reading program, will be used. 2. Students will be placed and given remediation in specific skill groups/ tutorials based on individual student needs as measured by testing. 3. Students who score a level 1 or 2 on the Fall Diagnostic test will be referred to the School Based RtI Team for further evaluation and assistance. 4. Activity bus for students who live outside the SAC area.	1. Principal, Assistant Principal, Guidance Counselor 2. Teacher, Reading Coach, Principal, Assistant Principal 3. Reading Coach, Guidance Counselors, Teachers, Principal, Assistant Principal 4. Assistant principal	1. TERMS reports and EDW reports 2. Results of all Diagnostic Tests, Tutorial attendance sheets, pre/post tutorial/skill group tests 3. RtI team agendas, diagnostic results, grade books and lesson plans 4. Monitoring student progress in tutorials.	1. Assessment data 2. Diagnostic test results, pre/post tutorial/skill group test results 3. Assessment Data 4. Attendance for students enrolled in tutorial after school.

5					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By June 2013, 80% of the bottom 25% in reading will make a learning gain on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the FY12 FCAT results, 77% of the bottom 25% made learning gains in reading.	By June 2013, our school wide goal is that 80% of our students will make a learning gain on 2012 FCAT.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>1. We no longer have an after school bus for our NCLB students.
2. Only disfluent level 2's are in intensive reading.</td><td>1. Read 180 Computer technology to build vocabulary with rotation model (Word Zone and Spelling Zone.
2. Cooperative learning
3. Differentiated Instruction.
4. 100 minute reading log.
5. Rotational model
6. Reading, (quiet, guided, read alouds, etc)

7. use of picture books to young adult novels.
8. reading/writing/reflecting
9. Three young adult novels a 9 weeks</td><td>1-13 Reading teachers
14. Administration and guidance</td><td>Comprehensive checks for read 180</td><td>Read 180 tests
Reading counts
Diagnostic tests</td></tr>
</table>

		a, book in 3-4 days via group b) book report (independent, c) read aloud (class 11. National Geographic and Extreme Explorer magazines. 12. Field Trip incentives. 13. Adm/guidance meetings with students.			
2	1. NCLB students need to be placed by developmental score - Depending on how many sections need to be created for level 1 and 2 students. 2. Creating tutorials by FCAT level/ development score. 3. RtI can be only one of many services. It is a long and involved complex process. The RtI process is a timley intervention.	1. Level 1 and disfluent level 2 students in all subgroups will be enrolled in a 90 minute intensive reading class. Read 180, Scholastic's researched based reading program, will be used. 2. Students will be placed and given remediation in specific skill groups and differentiated instruction based on individual student needs as measured by testing. 3. Students who score a level 1 or 2 on the Fall Diagnostic test will be referred to the School Based RtI Team for further evaluation and assistance.	1. Principal, Assistant Principal, Guidance Counselors 2. Teacher, Reading Coach, Principal, Assistant Principal 3. Reading Coach, Guidance Counselors, Teachers, Principal, Assistant Principal	1. Terms reports and EDW reports 2. Results of all Diagnostic Tests, Tutorial attendance sheets, pre/post tutorial/skill group tests 3. RtI team agendas, diagnostic results, grade books and lesson plans	1. Assessment data 2. Diagnostic test results, pre/post tutorial/skill group test results 3. SBT meetings
3					

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Our percentage of students meeting high standards in reading will increase by 10% each year. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	By June 2013, 80% of the ethnicity subgroup will meet high standards on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
AMO was met due to all subgroups of ethnicity meeting 77% proficiency in Reading.	By June 2013 our school wide goal is that 80% the subgroup of ethnicity will meet high standards on 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. NCLB students need to be placed accordingly by developmental score - Depending on how many sections need to be created for level 1 and 2 students. 2. Creating tutorials by FCAT level/ development score. 3. RtI can be only one of many services. It is a long and involved complex process. The RtI process is a timley intervention.	1. Level 1 and disfluent level 2 students in all subgroups will be enrolled in a 90 minute intensive reading class. Read 180, Scholastic's researched based reading program, will be used. 2. Students will be placed and given remediation in specific skill groups based on individual student needs as measured by diagnostic testing. 3. Students who score a level 1 or 2 on the Fall Diagnostic test will be referred to the School Based RtI Team for further evaluation and assistance.	1. Principal, Assistant Principal, Guidance Counselors 2. Teacher, Principal, Assistant Principal 3. Guidance Counselors, Teachers, Principal, Assistant Principal	1. Terms reports and EDW reports 2. Results of all Diagnostic Tests, Tutorial attendance sheets, pre/post tutorial/skill group tests 3. RtI team agendas, diagnostic results, grade books and lesson plans	1. Assessment data 2. Diagnostic test results, pre/post tutorial/skill group test results 3. Assessment Data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is not a lot of support for ELL students due to the # of students at OCMS - three students.	CELLA testing will help place students accordingly. ELL support throught the district.	Guidance Counselor	Monitoring student progress with teachers and tutorials.	Test results and weekly monitoring.
2					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By June 2013, our school wide goal is that 50% of students with disabilities will meet AYP on 2011 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	AYP was not met due to SWD subgroup 46% proficient in Reading.	By June 2013, our school wide goal is that 50% of students with disabilities will meet AYP on 2013 FCAT.		

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Support Facilitators with teacher communication	Meet with teachers during PLC meetings. Discuss goals and data for each student.	Support Facilitators and Teachers	Analyze data through EDW and weekly PLC update meetings.	Students data, classroom assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By June 2013, 65% of economically disadvantaged students will meet AMO.
2012 Current Level of Performance:	2013 Expected Level of Performance:
AMO was met for this subgroup receiving 62% meeting high standards in Reading.	By June 2013, 65% of economically disadvantaged studnets will meet AMO.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Students are unable to buy needed materials. 2. Students may not feel comfortable expressing their needs. 3.Morning /afternoon care for tutorial. Reading assistance by a certified reading teacher (Breakfast Club/Aftercare)	1. All students in 6th, 7th, and 8th grades will take a reading class and they will need wordly wise workbooks. 2. Monthly updates with guidance counselors 3. Reading assistance by a certified reading teacher (Breakfast Club/Aftercare)	1. Principal, Assistant Principal, Guidance Counselor 2. Guidance Counselor, Principal, Assistant Principals, Teachers 3. Teacher, Principal, Assistant Principal	1. Terms reports and EDW reports class schedule. 2. Course registration cards and EDW and TERMS reports 3. Sign- in sheets	1. Report Card, Assessment Data Class portfolios 2. Report Card, Assessment Data 3. Report Card, Teacher feedback Pre/Post tests
2					

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
1 Item Specs Trainig 2. Writing Training	all grades and subjects	Principal, Assistant Principal	All staff	Sept. 21, 2012 Nov. 26, 2012 Feb.13, 2013 May 13, 2013	Data analysis	Principal, Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Wordly Wise	Vocabulary/ Grammar Enrichment	Student Funded	$5,700.00
			Subtotal: $5,700.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Plus Subscription	Reading support	Title I	$9,300.00
Adding 30 computers	student use	Title I	$18,760.00
			Subtotal: $28,060.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher training	Provide support and resources	Title I	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Student Tutorials	Reading Enrichment/ Remediation	Title I	$1,500.00
Classroom Supplies	student resources	Title I	$2,000.00
			Subtotal: $3,500.00
			Grand Total: $38,260.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking. CELLA Goal #1:				
2012 Current Percent of Students Proficient in listening/speaking:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	
2012 Current Percent of Students Proficient in reading:	

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	
2012 Current Percent of Students Proficient in writing:	

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Middle School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	By June 2013, at least 80% of all students will meet proficiency on the FCAT math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the FY12 FCAT data, 70% of students achieved high standards in math.	By June 2013, at least 80% of all students will meet proficiency on the FCAT math test.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Students will meet to learn various skills outside of math class.	1. Math courses will use the following resources: Florida Achieves, FCAT Explorer, Curriculum Frameworks and Instructional Focus Calendar, FCAT question of the day, Kagan Cooperative Learning Structures, and nightly homework assignments to reinforce benchmarks taught.	1. Principal, Assistant Principal, Guidance Counselor 2. Teacher, Department Chair, Principal, Assistant Principal	1. Terms reports and EDW reports 2. Lesson Plans, classroom walk –through, Professional Learning Communities, V-Math software reports and EDW reports. 3. Terms reports and EDW reports	1. Assessment data 2. Diagnostic test results, pre/post tutorial/skill group test results 3. Diagnostic test results, pre/post tutorial/skill group test results Report Card Teacher observations
2	Increase in Levels 1 and 2 on the FCAT due to th increase in the scale score	add intensive math classes	Principal, Assistant Principal, Department Chair	EDW Terms student work classroom walk-throughs data assessmnt	Core K-12 Fall/ Winter diagnostics FCAT 2013

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By June 2013, at least 40% of all students will achieve high standards on the FCAT math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the FY12 FCAT data, 37% of students achieved high standards in math.	By June 2013, at least 40% of all students will achieve high standards on the FCAT math test.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A significant lower level of computation skills by students entering the new grade level, especially 6th grade. Transition from elementary to middle school may be key factor.	1 Direct instruction. Teachers must model/explain actual FCAT type questions more than once - FCAT practice every Friday for Semester 1.	Math Teachers	Data analysis	Common Assessments/Diagnostic Testing and FCAT 2012
2	NGSSS's objectives/standards require higher level thinking skills based on Webb's DOK. Teachers and students will need time to adjust to these objectives/standards.	Direct instruction. Teachers must model/explain actual FCAT type questions more than once - FCAT practice every Friday for Semester One.	Math Teachers	Data analysis	Common Assessments/Diagnostic Testing and FCAT 2012
3	Students not completing their reteach packets.	1. Forida Achieves 2. Florida Ready 3. Comprehension Checks 4. Benchmark reteach	1. Mr. Fitzpatrick 2. Mr. Frank	1. Implement FCAT type questions during instruction.	1. Chapter tests 2. Comprehension Checks 3. Core K-12

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

		No Data Submitted			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By June 2013, at least 82% of all students will make learning gains in mathematics on the FCAT math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the FY12 FCAT data, 76% of students made learning gain in mathematics.	By June 2013, at least 82% of all students will make learning gains in mathematics on the FCAT math test.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Transportation to Morning/ Afternoon tutorials for students that live out of the area.	1. Provide incentives to increase attendance. 2. Plan tutorials on Saturdays, so that parents are able to provide transportation for their students.	1. Administration 2. Department Chair 3. Classroom Teachers	1. Attendance to tutorials. 2. Evaluate student work.	1. Comprehension checks 2. FCAT 2013
2	A significant lower level of computation skills by students entering the new grade level, especially 6th grade. Transition from elementary to middle school may be key factor.	Direct instruction. Teachers must model/explain actual FCAT type questions more than once - FCAT practice every Friday for Semester 1.	Math Teachers	Data Analysis	Common Assessments/Diagnostic Testing and FCAT 2013
3	NGSSS's objectives/standards require higher level thinking skills based on Webb's DOK. Teachers and students will need time to adjust to these objectives/standards.	1. Direct instruction. 2. Teachers must model/explain actual FCAT type questions more than once. 3. FCAT practice every Friday for Semester One. 4. Implmentation of Item Test Specs 5. Reteach benchmarks	Math teachers	Data analysis	Common Assessments/Diagnostic Testing and FCAT 2013
4	1. AM/PM tutoring.	1. Direct Instruction 2. Florida Achieves	1. Mr. Fitzpatrick 2. Mr. Frank 3. Department Chair	1. Evaluate Students' work.	1. Comprehension Checks

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A			N/A	

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By June 2013, at least 80% of all students in the lowest 25% will make learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the FY12 FCAT data, 65% of students in the lowest 25% made a learning gain.	By June 2013, at least 80% of all students in the lowest 25% will make learning gains in mathematics.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.Morning and afternoon tutoring	1. Direct Instruction 2. Use of computer labs 3. Florida Achieves	1. Principal 2. Assistant principal 3. Classroom teachers	1. Evaluate student work	1. Comprehension checks
2	A significantly lower level of computation skills by students entering the new grade level, especially 6th grade. Transition from elementary to middle school may be key factor.	Direct instruction. Teachers must model/explain actual FCAT type questions more than once - FCAT practice every Friday for Semester 1.	Math Teachers	Data Analysis	Common Assessments/Diagnostic Testing and FCAT 2013
3	Students will meet to learn various skills outside of math class.	Math courses will use the following resources: Florida Achieves, FCAT Explorer, Curriculum Frameworks and Instructional Focus Calendar, FCAT question of the day, Kagan Cooperative Learning Structures, and nightly homework assignments to reinforce standards taught.	Teachers, Department Chair, Assistant Principal and Principal	Lesson Plans, classroom walk –through, Professional Learning Communities, V-Math software reports and EDW reports.	Diagnostic test results, pre/post tutorial/skill group test results Report Card Teacher observations
4	1. AM/PM Tutoring	1. Direct Instruction 2. Computer lab 3. Florida Achieves	1. Mr. Fitzpatrick 2. Mr. Frank	1. Evaluate Students' work	1. Comprehension Checks

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target
Middle School Mathematics Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	5A :	Our goal is to increase the level of students meeting high standards of achievement in Math by 3% each year.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	By June 2013, at least 82% of all students will meet AMO.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the FY12 FCAT data, 79% of students in the lowest 25% made AMO.	By June 2013, at least 82% of all students will meet AMO.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Transportation for students who wish to stay for after school tutoring.	1. Grants and/or SAC funds to obtain a busy or implement a program.	1. Principal 2. Assistant principal	1. Student attendance 2. Evaluate students work	1. Rosters 2. Comprehension checks 3. NGSSS workbook
2	We continue to be one school with three distinct cultures. As an NCLB opt out school we receive students from West Palm Beach and Belle Glade in addition to the students from the community of Loxahatchee. Our NCLB students don't have an activity bus, despite repeated efforts on our part to obtain one. This makes it nearly impossible for the NCLB students to attend before and after school tutorials and homework help in aftercare.	Scedule modification to alow for additional support. Morning and after care assistance. New math curriculum offers a variety of online support.	1.Principal, Assistant Principal, Guidance Counselors 2. Teacher, Reading Coach, Principal, Assistant Principal 3. Reading Coach, Guidance Counselors, Teachers, Principal, Assistant Principal 4. Teacher, Reading Coach, Principal, Assistant Principal	1. Terms reports and EDW reports 2. Terms reports and EDW reports 3. Lesson Plans, classroom walk-through, Professional Learning Communities, Read 180 software reports and EDW reports.	Assessment Tools Core K-12 Benchmark assessmnts
3	A significantly lower level of computation skills by students entering the new grade level, especially 6th grade. Transition from elementary to middle school may be key factor.	Direct instruction. Teachers must model/explain actual FCAT type questions more than once - FCAT practice every Friday for Semester 1.	Math Teachers	Data Analysis	Common Assessments/Diagnostic Testing and FCAT 2012
4	1. Funding for transportation of NCLB students who wish to stay for after school tutorials.	1. Grants 2. SAC funds	1. Mr. Fitz[atrick 2. Mr. Frank	1. Student attendance 2. Evaluate student work	1. Rosters 2. Comprehension checks 3. NGSSS workbook

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Experienced support staff 2. small group instruction	1. Assign appropriate in-house staff to coach ELL students	1. Principal 2. Assistant Principal 3. Staff	1. Student/teacher feedback 2. Classroom tests	1. Fall/winter diagnostics

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	By June 2013, at least 55% of all students will meet high standards on the FCAT math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
AMO was not met due to SWD subgroup 51% proficient in Math.	By June 2013, at least 55% of all students with disabilities will meet high standards on the FCAT math test.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Lack of experienced support staff and paraprofessionals.	1. Assign in-house available staff to coach students 2. Use of technology in instruction	1. Gudiance 2. Administration 3. Staff	1. Student/teacher feedback 2. class tests	1. Fall/Winter Diagnostics
2	Scheduling students and teachers into inclusion classrooms.	Hand scheduling students into the appropiate classes with an inclusion teacher.	Assistant Principal	Administration and teachers will review student assessment results including progress monitoring data to determine if students are making adequate progress toward benchmark.	Diagnostic assessment and ongoing progress monitoring tools.
3	1. Experienced support staff/paraprofessionals 2 Small group instruction	1. Assign in-house available staff to coach these students. 2. Power points/videos	1. Guidance 2. Administration 3. Staff	1 Student/teacher feedback 2. Performance on Classroom tests	1. Fall/Winter Diagnostics

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

	5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	By June 2013, at least 65% of all economically disadvantaged students will meet AMO.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	Based on the FY12 FCAT data, 61% of economically disadavantaged made AMO.	By June 2013, at least 65% of all economically disadvantaged students will meet AMO.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.Morning/Afternoon tutoring	1. Seek/use grants to pay for program and/or transportation.	1. Guidance 2. Administration	1. Evaluate Fall/Winter Diagnostic Scores	1.Fall/Winter Diagnostics
2	Teachers need time to collaborate, discuss data, and plan appropriate math lessons.	Twice a month PLC meetings will be conducted for teachers and administration to collaborate, review assessment data, and plan lessons for diverse learners.	ESE Coordinator, Support Facilitators, Teachers Administration	Classroom assessments, Diagnostics.	FCAT 2012
3	NGSSS's objectives/standards require higher level thinking skills based on Webb's DOK. Teachers and students will need time to adjust to these objectives/standards.	Direct instruction. Teachers must model/explain actual FCAT type questions more than once - FCAT practice every Friday for Semester One.	Math Teachers	Data Analysis	Common Assessments/Diagnostic Testing and FCAT 2012

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	By June 2013, at least 100% of all Algebra I students will score at a level 3 or higher on the EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the FY12 EOC data, 95% of Algebra I students scored a level 3 or higher on the test.	By June 2013, at least 100% of all Algebra I students will score at a level 3 or higher on the EOC.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Morning Tutorials	The Algebra I teacher makes himself available every morning before school for tutorials. Due to some of the arrival	Algebra I teachers	students work, data and assessments	Core K-12, Algebra I EOC

1	times of our buses, not all students are able to participate in this. Therefore, lunch time tutorials will be available to those students.	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	By June 2013, 45% of the students in Algebra I will score high standards.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to the FY12 EOC data, 42% of the Algebra I students scored a level 4 or higher.	By June 2013, 45% of the students in Algebra I will score high standards.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Students lacking in skills</td><td>Provide additional support through school and home</td><td>Principal, Assistant Principal, Department Chair</td><td>Classroon assessments EOC Diagnostics</td><td>EOC</td></tr>
</table>

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # The prcentage of students meeting high standards in Algebra I will increase by 5% each year. 3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	By June 2013, 100%, of student subgroups by ethnicity will pass the Algebra I EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the FY12 EOC data, 97% of student subgroups by ethnicity passed the Algebra I EOC.	By June 2013, 100%, of student subgroups by ethnicity will pass the Algebra I EOC.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td></td><td>Transportation to</td><td>provide tutorial within the</td><td>Principal,</td><td>Classroom Assessments</td><td>EOC</td></tr>
</table>

| 1 | morning tutorials | school day | Assistant Principal, Department Chair | EOC Diagnostics | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	By June 2013, 100% of students with disabilities will pass the Algebra I EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the data from FY12, 100% of students with disabilites passed the Algebra I EOC.	By June 2013, 100% of students with disabilities will pass the Algebra I EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lacking skills to perform at a higher level				
2	Students are lacking the skills needed	Provide additional support for students through before school tutorials or during the school day	Principal, Assistant Principal, Department Chair	Classroom Assessments EOC Diagnostics	EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	By June 2013, 100% ofeconomically disadvantaged students will pass the Algebra I EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Based on the FY12 data, 96% of economically disadvantaged students passed the Algebra I EOC.	By June 2013, 100% of economically disadvantaged students will pass the Algebra I EOC.	

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not have the resources or support at home.	1. Provide additional time at school for students and parents to utilize our resources. 2. Staff members will mentor students and provide any other support possible.	Principal, Assistant Principal, Department Chair	EOC Diagnostics Classroom Assessments	EOC

Geometry End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	Since 2012 was a baseline year for the Geometry EOC, our goal for 2013 is that 100% of our students achieve a level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 scores, the FDOE suppressed the level of performance.	Our goal for 2013 is that 100% of our students achieve a level 3 or higher.

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to transportation students are not able to attend the tutorial sessions offered before school.	Provide tutorial sessions during lunch.	Math Department Chair and Administration	classwork classroom walk-throughs Classroom observations	Core K-12 class assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	By June 2013, 30% of students enrolled in Geometry will score high standards on the EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 data, the FDOE suppressed the level of performance.	By June 2013, 30% of students enrolled in Geometry will score high standards on the EOC.

Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student skill levels.	Morning tutorial and afterschool assistance.	Principal, Assistant Principal, Department Chair, Teacher	EOC Diagnostics In Class Assessments	EOC

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A :

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	By 2013, 100% of student subgroups by ethnicity will pass the Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	By 2013, 100% of student subgroups by ethnicity will pass the Geometry EOC.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to transportation issues, students are not able to attend morning tutorial sessions.	Offer additional tutorials during lunch or other times of the day.	Principal, Assistant Principal, Department Chair	EOC Diagnostics Classroom Assessments	EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	By June 2013, 100% of ELL students will pass the Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	By June 2013, 100% of ELL students will pass the Geometry EOC.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	By June 2013, 100% of SWD will pass the Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	By June 2013, 100% of SWD will pass the Geometry EOC.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may lack skills needed to make satisfactory progress in Geometry.	Provide additional support through tutorials and staff support.	Principal, Assistant Principal, Department Chair, Teachers	EOC Diagnostics Classrrom Assessments	EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	By June 2013, 100% of economically disadvantaged students will make satisfactory progress in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	By June 2013, 100% of economically disadvantaged students will make satisfactory progress in Geometry.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited resources at their disposal.	Provide additional time at the school for the students and their families to utilize our resources.	Principal, Assistant Principal, Department Chair	EOC diagnostics, Class work Classroom Assessments	EOC

End of Geometry EOC Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Transmath training	6-8 Math	Transmath facilitator	Intensive Math teachers	Pre-School and PD days	classroom walk-through, data and observations	Math Department chair, Assistant Principal, Principal
FCAT Explorer and Florida Achieves	6-8 Math	Department Chair	Math Teachers	PLC's during the first quarter	Lesson plans and primary calendars	Math Department Chair, Assistant Principal, Principal
New Standards	6-8 Math	District Facilitators and school-based teachers/ Math contacts	Math teachers	PD days and during PLC meetings	classroom walk-throughs and observations	Math Department Chair, Assistant Principals, Principal
IT Training	6-8	Principal	Math/IT Teacher	Pre-School	Development of program, teacher observations and meetings	Principal Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
TransMath	Intensive Math Program	District Funded	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
New Color Printer	For Student Data Reports	Title I	$3,500.00
			Subtotal: $3,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher Training	Provide support for teachers	Title I	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Classroom Supplies	student resources	Title I	$2,000.00
1 Teaching Unit	Intensive Math	Title I	$63,400.00
Studen Tutorials	Student Enrichment/ Remediation	Title I	$1,500.00
			Subtotal: $66,900.00
			Grand Total: $71,400.00

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in science.	By June 2013, at least 75% of all students tested will

Science Goal #1a:			meet high standards on the FCAT science test.		

2012 Current Level of Performance:			2013 Expected Level of Performance:		
Based on the FY12 FCAT data, 67% of eighth grade students were proficient on the Science portion of the test.			By June 2013, at least 75% of all students tested will meet high standards on the FCAT science test.		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all students are enrolled in a reading class	-Teachers Reinforce reading stategies through science and social studies. -Adv. Vocab. taught in science and social studies. School-wide incentive reading program -reading plus	Science and social studies teachers, media specialist	Classroom walkthroughs, Bi-weekly PLC's, Common Planning	Reading Plus, Diagnostic Tests, Core K-12, SRI
2	1. Students must be able to prove that they not only know the basic material but that they can also apply it.	1. Periodic Mini-labs and demonstrations 2. Continuous tracking of student progress to ensure they continue progresssive achievement. 3. Goal setting with students throughout the year.	1. Classroom teachers 2. Assistant Principal	1. Teachers will track students' progress to ensure they are reaching goals.	1. Diagnostics 2. JLAP online 3. Tests
3	Low economic students are our biggest barrier to FCAT score improvement. Those students either do not have the resources, or do not take advantage of the resources available (such as FCAT Explorer or use of Edline).	We have created a pacing chart per grade level that will focus on the benchmarks as well as benchmark focused assessments. We have developed Powerpoints that can be revised and updated to target specific benchmarks as opposed to being textbook dependent. Students will have access to this information through our computer lab and media center on a daily basis.	Science department chair	Assessments of all middle school benchmarks are done monthly across all grade levels. In the 8th grade, these assessments are given bi-weekly after the mid-year. Data chats are held monthly for all levels, and more frequently as needed for struggling students.	Classroom Assessments
4	Students may not be familiar with science terms. This will hinder their ability to comprehend passages/FCAT style questions.	1. Teachers will implement the district's curriculum frameworks and instructional focus calendar for science. Teachers will administer the district's fall and Winter diagnostic testing. 2. All science teachers will use FCAT coach books to supplement and enhance their curriculum. 3. Eighth grade students will complete all FCAT Explorer questions prior to the	1.Teacher, Department Chair, Principal, Assistant Principal 2. Teacher, Department Chair, Principal, Assistant Principal 3. Teacher, Assistant Principal, Principal 4. Principal, Guidance Counselor,	1. Lesson Plans, classroom walk – through, Professional Learning Communities, and EDW reports. 2. Lesson Plans, classroom walk – through, Professional Learning Communities. 3. FCAT Explorer mastery reports, lesson plans 4.TERMS/EDW Data, Lesson plans/ Focused Lessons, Pre/Post Tests, Class room walk-through,	1. Assessment data: FCAT – Diagnostics – Common Assessments 2. Assessment data: FCAT – Diagnostics – Common Assessments 3. FCAT Explorer data 4. Assessment data: FCAT – Diagnostics – Common Assessments

		FCAT exam. 4. SampleFCAT questions will be included on tests and quizzes throughout the year. 5. Gyzmos will be used for hnds-on visual labs.	Assistant Principal, Teachers	attendance sheets	4. Core K-12
5	1. In addition to knowledge, students must apply the knowledge of basic material in science.	1. Mini-labs and demonstrations periodically. 2. Continuous tracking of student progress. 3. Goal setting with students throughout the year to track achievement.	1. Teachers 2. Assistant Principal	1. Teachers will track student progress	1. Diagnostic tests 2. JLabs online 3. Test 4. Core K-12
6					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	By June 2013, 15% of FAA students will achieve a level 4,5, or 6 in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the FY12 data, 29% of FAA students achieved a level 4, 5, or 6 in Science.	By June 2013, 15% of FAA students will achieve a level 4,5, or 6 in Science.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data Submitted		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By June 2012, at least 38% of all students tested will meet high standards on the FCAT science test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the FY11 FCAT data, 37% of eighth grade students were proficient level 4 and 5 on the Science portion of the test.	By June 2012, at least 38% of all students tested will meet high standards on the FCAT science test.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Not all students are in reading for a full	1. Teachers will reinforce reading	1 & 2 Science and Social	Classroom Walkthroughs,	Reading Plus, Core k-12

1	year.	stratgies through science and social studies. 2. Advanced vocabulary taught in science and social studies 3. There will be a school wide incentive program using Reading Plus.	Studies teachers 3. Media Specialist	Bi - weekly PLC's	Diagnostic tests FCAT 2012, SRI
2	1. Student complacency at level 4 and 5. which requires motivation to maintain or increase proficiency.	1. More in-depth at home projects relating to topics covered in class. 2. Higher level, engaging classroom instruction.	1. Classroom teacher	1. After projects conduct class discussion and evaluation to see if students not only understand but can apply concepts.	1. Rubrics for projects.
3	Access to materials for teachers and students. Tutorial for non-proficient students.	1. Teachers will implement the district's curriculum frameworks and instructional focus calendar for science. Teachers will administer district's fall and Winter diagnostic testing. 2. All science teachers will use FCAT coach books to supplement and enhance their curriculum.	1.Teacher, Department Chair, Principal, Assistant Principal 2. Teacher, Department Chair, Principal, Assistant Principal 3. Teacher, Assistant Principal, Principal 4. Principal, Guidance Counselor, Assistant Principal, Teachers	1. Lesson Plans, classroom walk – through, Professional Learning Communities, and EDW reports. 2. Lesson Plans, classroom walk – through, Professional Learning Communities. 3. FCAT Explorer mastery reports, lesson plans 4.TERMS/EDW Data, Lesson plans/ Focused Lessons, Pre/Post Tests, Classroom walk-through, attendance sheets	1. Assessment data: FCAT – Diagnostics – Common Assessments 2. Assessment data: FCAT – Diagnostics – Common Assessments 3. FCAT Explorer data 4. Assessment data: FCAT – Diagnostics – Common Assessments
4	1. Student complacency because of past performance. 2. Providing relvant motivation for continued success.	1. More in-depth at home projects relating to topics covered in class.	1. Classroom teacher	1. Follow up projects with class discussion to see that students understand and can apply concepts.	1. Rubric for projects.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	By June 2013, 85% of FAA students will score a level 7 or higher in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the FY12 data, 71% of FAA students achieved a level 7 or higher in Science.	By June 2013, 85% of FAA students will score a level 7 or higher in Science.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Gysmos Training	Science All Grades	Principal, Assistant Principal, District Personelle	All Science Teachers	Sept. 21, 2012	Gizmos Reports	Principal, Assistant Principal, Department Chair

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Gizmos	Visual labs	District Funded	$0.00
		Subtotal:	$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal:	$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal:	$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Classroom Supplies	Student Resources	Title I	$2,000.00
Student Tutorials	Student Enrichment/ Remediation	Title I	$1,500.00
		Subtotal:	$3,500.00
		Grand Total:	**$3,500.00**

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By June 2013, at least 95% of students will proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Based on the FY12 Writing FCAT, 90% of the students scored a 3 or above. That is a two point decrease from FY10.			By June 2013, at least 95% of students will proficient.		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.Proficiency is now 4 rather than 3 as it has been in years past. 2. LA teachers are teaching literature in addition to writing this year. 3.School wide enrollment is down so there are less reading classes and exposure to enriched literature and high levels of vocabulary. 4. Since our NCLB students travel a long distance to attend our school and the lack of an activity bus to their home areas, morning and after school tutorials are difficult for them to attend.	1. Teachers will use 5 paragraph essays. Language Arts courses will use the following resources: District approved Curriculum Frameworks, Princeton Vocabulary Minute, Elements of Language textbook and ancillary materials for grades 6-8. Florida Achieves, EBSCO, non- fiction Lexile appropriate articles, Short and long response training, Readers Companion, Six Palm Beach Writes, Kagan Cooperative Learning Structures, teachers will use FCAT writing anchor papers to teach students how to evaluate their own writing , and nightly homework assignments to reinforce standards taught. 3. Students will be placed and given remediation in specific skill groups/ tutorials based on individual student needs as measured by Palm Beach Writes Test and classroom evaluations.	1. Principal, Assistant Principal, Teacher, Department Chair 2. Principal, Assistant Principal, Teacher, Department Chair 3. Teacher, Principal, Assistant Principal, Department Chair	1. Lesson Plans, Classroom walk-throughs, Professional Learning Community meetings, student work, Palm Beach Writes results 2. Lesson Plans, classroom walk-through, Professional Learning Community meetings, grade books, student work samples 3. EDW reports, tutorial attendance sheets. 4. Common Plannig	1. Palm Beach Writes Assessment, FCAT Writes, Classroom Assessments 2. Palm Beach Writes Assessment, FCAT Writes, Embedded Assessments, Classroom Assessments 3. Pre/Post tests, Palm Beach Writes, FCAT Writes
2		Expand literary examples Model Read Alouds		Worldly Wise Vocabulary Florida Ready Reading Plus	
3	Increase need for supporting details.	Changing the writing model from 4 paragraphs to 5. Staff training.	Principal Assistant Principal Department Chair	Palm Beach Writes Student Portfolios	Palm Beach Writes FCAT Writes
4	Develop students' writing progressively throughout the year based on specific deficencies.	Each teacher will identify their 5 lowest scoring students on each Palm Beach Writes. Teachers will tutor these students two hours weekly until the next assessment.	Principal, Assisstant Principal, Teachers	Palm Beach Writes	Palm Beach Writes FCAT Writes

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	By June 2013, 80% of all FAA students will meet high standards in Writing.

2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the FY12 data, 60% of FAA students met high standards in writing.	By June 2013, 80% of all FAA students will meet high standards in Writing.

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Workshop	all staff	Principal Assistant Principal	all staff	Sept. 21, 2012 Nov. 26, 2012 Feb. 13, 2013 May 13, 2013	Palm Beach Writes In Class Essays	Palm Beach Writes FCAT Writies

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Training for staff	District writing trainig	District Funded	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Student Tutorials	student enrichment/ remediation	Title I	$1,500.00
Classroom Supplies	student resources	Title I	$1,236.00
			Subtotal: $2,736.00
			Grand Total: $3,736.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	By June 2013, 80% of all Civics students will score a level 3 or higher on the EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	By June 2013, 80% of all Civics students will score a level 3 or higher on the EOC.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all students are enrolled in a reading class	-Teachers Reinforce reading stategies through science and social studies. -Adv. Vocab. taught in science and social studies. School-wide incentive reading program -reading plus	Science and social studies teachers, media specialist	Classroom walkthroughs, Bi-weekly PLC's, Common Planning	Reading Plus, Diagnostic Tests, Core K-12, SRI
2	Our 40 min. Study Hall has been eliminated from our schedule, making it very difficult to provide in school tutoring.	1. Some teachers will tutor on their planning periods. 2. Schedule modifications, if necessary, to allow for tutoring.	1. Administration 2. Language Arts and Social Studies teachers	Teachers will track student's progress to ensure they are reaching goals.	Reading Plus, Diagnostic Tests, Core K-12, SRI

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	By June 2013, 38% of all Civics students will score a level 4 or higher on the EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	By June 2013, 38% of all Civics students will score a level 4 or higher on the EOC.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the skills needed.	Provide tutorials before or after school.	Principal, Assistant Principal, Civics Teachers	classroom assessments EOC Diagnostics	EOC

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
New textbook training	all civics teachers	district personelle and the department chair	all civics teachers	by August 20, 2012	textbook use, classroom walk throughs and lesson plans	Principal, Assistant Principal

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Staff Development	traning	Title I	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $1,000.00

End of Civics Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The goal for Osceola Creek Middle School is to have a high percentage of students attending each day.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Attendance rate for 201 is 79%.	By June 2013, the attendance rate will increase to 82% for all students.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

186 students had excessive absences during the 2012 school year.	By June 2013, the attendance rate will decrease to 150 students with excessive absences.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
There were 126 students with excessive tardies during the 2012 school year.	By June 2013, the number of excessive tardy students will decrease by 30.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some of the anticipated barriers to decreasing the number of students with excessive absences are the distance some of our students travel to attend our school and the continued economic downturn.	A few of the strategies that are currently being used to decrease the number of excessive absences are maintaining open communication with the parent or guardian of the student, scheduling parent conferences to seek ways to decrease the absences or provide assistance, and conducting home visits to provide support and/or accountability. If all of these efforts fail, we then include the school district and it's liaisons for assistance.	Assistant Principal, Teachers, Guidance Counselors	Monitor attendance/tardies weekly	EDW and TERMS report for attendance
2	One of the main barriers for excessive tardies are our buses that travel great distances and arrive late to school in the mornings.	One strategy would be to work with each bus compound to ensure that the buses are picking the students up at the appropriate time in order to arrive at school on time. Maintaining open communication with the parent or guardian of the student, scheduling parent conferences to seek ways to decrease the absences or provide assistance, and conducting home visits to provide support and/or accountability. If all of these efforts fail, we then include the school district and its liaisons for assistance.	Assistant Principal	Monitor attendance/tardies weekly	EDW and TERMS report for attendance

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
teacher training on GradeQuick attendance program	all staff, all grades	STST Principal Assistant Principal	all staff	by Aug. 20, 2012	attendance reports	Principal Assistant Principal Attendance Clerk

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The goal for Osceola Creek Middle School is to have a low percentage of students suspended. Students will be aware of all school rules and procedures.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
Total number for in-school suspension was 510 during school year 2012.	By June 2013, the number of in school suspension will decrease to 400.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
Total number for students suspended in-school was 238 during school year 2012.	By June 2013, the number of students with in school suspensions will decrease to 180.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

Total number of out of school suspensions for FY12 was 201.		By June 2013, the total number of out of school suspensions will decrease to 175	
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School	
Total number for students suspended out of school for FY12 was 119.		By June 2013, the number of students suspended out of school will decrease to 85.	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The elimination of ATOSS by the district.	Have more teacher remediation and strategies to correct student behavior.	Principal, Assistant Princiapl All Teachers	student disciplinary forms	EDW reports

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The use of the Corrective Behavior form by all staff members.	all grades, all subjects	Principal, Assistant Principal	All Staff	by Aug. 20, 2012	copies of the Corrective Behavior forms and disciplinary referrals written	Principal, Assistant Principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	By June 2013 , Parent involvement at Osceola Creek will increase by 25%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Using VIPs data of parent volunteer hours logged at our school last year, Parent involvement needs to increase at Osceola Creek Middle School.	Ou school goal for parent involvement at Osceola Creek will increase by 25% over last year's parent involvement as measured by our VIPs computer reports.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Getting parents to meet for a volunteering training. Communicating with volunteers the needs of the school.	1. During our curriculum night parents will meet in the media center following the event for training. 2. The school will send out a weekly parent update via e-mail announcing all events and activities of the following week to all parents using the district's Parent Link program 3. The school will create parent groups that will be called dens to assist in the following areas: Media Center, Athletics, Academic Mentoring, and Band. 4. Planning a variety of events for parents to participate ing: In-Coming 6th grade Parent Night in May, Student Orientation in August, Curriculum Night, Algebra I and Geometry Parent Meeting, Band Parent Meeting, Baseball and Softball games during the fall, Honor Roll Assemblies in November, February and June, 8th Grade Moving On Ceremony in June, and National	1. Guidance Counselor, Assistant Principals, Principal 2. Guidance Counselor, Assistant Principals, Principal	1. Guidance c ounselor and Administrators will monitor the VIP's data to ensure all volunteers are using the system effectively. 2. The computers in Main office and in the media center will be programmed with a shortcut on desktop to VIP system.	1. Mid Year and End of Year Parent Survey 2. Data from VIPs program

		Junior Society Induction Ceremony in September.				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent Compact	all grades and subjects	Principal, Assistant Principal	all staff	by Sept. 20, 2012	signed and returned Parent Compact forms.	Principal, Assistant Principal
At the beginning of the year, parents are invited via marquee, newsletter and phone dialer to SAC meetings, sudent orientation and curriculum night. During this time we inform parents how to best contact the school and what they should expect from us. We also inform them of programs available to assist them and their families. We solicit their feedback and suggestions regarding school-wide programs and events.	all subjects and grades	Principal, Assistant Principal	all staff	Aug. 16, 2012 Sept. 20, 2012 Sept. 25, 2012	We will review the parent evaluation and make adjustments where needed. We will also continue inviting parents to all of our functions and SAC meetings.	Principal, Assistant Principal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Training in Core Content areas	Enrichment for parents on how to better support their student at home. Newsletters and mail outs.	Title I	$2,900.00
			Subtotal: $2,900.00
			Grand Total: $2,900.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	By the end of the students' 8th grade year, all students enrolled in the Pre-Culinary program will pass the Industry Certification exam.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parental value of the program.	Parental Involvement and Adopt-a-Chef.	Principal, Assistant Principal, CTE Teacher	Parent attendance to events.	Sign-in sheets.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District CTE training	6th grade Pre-Culinary	Principal, Assistant Principal	Teacher	June 2013	Student progess in class. Teacher generated assessmens.	Principal, Assistant Principal, CTE Teacher

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Wordly Wise	Vocabulary/ Grammar Enrichment	Student Funded	$5,700.00
Mathematics	TransMath	Intensive Math Program	District Funded	$0.00
Science	Gizmos	Visual labs	District Funded	$0.00
				Subtotal: $5,700.00

Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Plus Subscription	Reading support	Title I	$9,300.00
Reading	Adding 30 computers	student use	Title I	$18,760.00
Mathematics	New Color Printer	For Student Data Reports	Title I	$3,500.00
				Subtotal: $31,560.00

Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teacher training	Provide support and resources	Title I	$1,000.00
Mathematics	Teacher Training	Provide support for teachers	Title I	$1,000.00
Writing	Writing Training for staff	District writing trainig	District Funded	$1,000.00
				Subtotal: $3,000.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Student Tutorials	Reading Enrichment/ Remediation	Title I	$1,500.00
Reading	Classroom Supplies	student resources	Title I	$2,000.00
Mathematics	Classroom Supplies	student resources	Title I	$2,000.00
Mathematics	1 Teaching Unit	Intensive Math	Title I	$63,400.00
Mathematics	Studen Tutorials	Student Enrichment/ Remediation	Title I	$1,500.00
Science	Classroom Supplies	Student Resources	Title I	$2,000.00
Science	Student Tutorials	Student Enrichment/ Remediation	Title I	$1,500.00
Writing	Student Tutorials	student enrichment/ remediation	Title I	$1,500.00
Writing	Classroom Supplies	student resources	Title I	$1,236.00
Civics	Staff Development	traning	Title I	$1,000.00
Parent Involvement	Parent Training in Core Content areas	Enrichment for parents on how to better support their student at home. Newsletters and mail outs.	Title I	$2,900.00
				Subtotal: $80,536.00
				Grand Total: $120,796.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ꞁꞁ Priority	ꞁꞁ Focus	ꞁꞁ Prevent	ꞁꞁ NA

Are you a reward school: ꞁꞁ Yes ꞁꞁ No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 9/6/2012)

School Advisory Council

School Advisory Council (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 citizens 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.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Busted Cards (Rewarding students for good behavior) FCAT Rewards - incentives	$4,400.00

Describe the activities of the School Advisory Council for the upcoming year

SAC will be funding school wide positive incintives. They will also be proving oversight to school wide activities. They are involved in the district accredidation process. With the direction of the principal, the SAC will review and discuss standarized testing data.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Palm Beach School District
OSCEOLA CREEK MIDDLE SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	86%	95%	79%	343	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	72%	78%			150	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	74% (YES)	73% (YES)			147	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					640	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District
OSCEOLA CREEK MIDDLE SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	81%	94%	69%	322	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	74%			141	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	69% (YES)			129	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					592	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested