

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
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Florida Department of Education
325 West Gaines Street
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School Name: OMNI MIDDLE SCHOOL

District Name: Palm Beach

Principal: Gerald Riopelle

SAC Chair: Rhea Mayerchak

Superintendent: Wayne Gent

Date of School Board Approval: January 2013

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)
		Bachelor of Science, Michigan State University Masters in Educational Leadership, Nova			Assistant Principal of Omni Middle School, 2011-2012. Grade: A Reading Mastery: 74% Math Mastery: 78% Writing Mastery: 93% Science Mastery: 64% Reading Gains: 68% Math Gains 77% Lowest 25% Reading Gains: 61% Lowest 25% Math Gains: 67% Assistant Principal of Omni Middle School, 2010-2011. Grade: A Reading Mastery: 86% Math Mastery: 89% Writing Mastery: 91% Science Mastery: 76% Reading Gains: 66% Math Gains 78% Lowest 25% Reading Gains: 73% Lowest 25% Math Gains: 73% AYP: met 92%

Assis Principal	Greg Bridges	Southeastern University Certified in Ed. Leadership, General Science (5-9), Physical Education (6-12) & (K-8)	12	12	Assistant Principal of Omni Middle School, 2009-2010. Grade: A Reading Mastery: 85% Math Mastery: 88% Writing Mastery: 95% Science Mastery: 69% Reading Gains: 66% Math Gains 78% Lowest 25% Reading Gains: 67% Lowest 25% Math Gains: 74% AYP: met 100% Assistant Principal of Omni Middle School, 2008-2009. Grade: A Reading Mastery: 82% Math Mastery: 86% Writing Mastery: 94% Science Mastery: 67% Lowest 25% Reading Gains: 66% Lowest 25% Math Gains: 69% AYP: met 92%
Assis Principal	Michael Crum	BS in Education/History, Palm Beach Atlantic University MS in Educational Leadership, Nova Southeastern University Certification - Educational Leadership, Secondary Social Studies 6-12, Middle Grades Intergrated Curriculum 5-9	1	1	Assistant Principal of Omni Middle School, 2011-2012. Grade: A Reading Mastery: 74% Math Mastery: 78% Writing Mastery: 93% Science Mastery: 64% Reading Gains: 68% Math Gains 77% Lowest 25% Reading Gains: 61% Lowest 25% Math Gains: 67% Learning Team Facilitator, Jeaga Middle School, 2010-2011. Grade B Reading Mastery: 56% Math Mastery: 64% Writing Mastery: 81% Science Mastery: 34% Reading Gains: 59% Math Gains 71% Lowest 25% Reading Gains: 69% Lowest 25% Math Gains: 74% AYP: met 64% Intensive Math Teacher, Jeaga Middle School, 2009-2010. Grade A Reading Mastery: 60% Math Mastery: 67% Writing Mastery: 87% Science Mastery: 44% Reading Gains: 64% Math Gains 75% Lowest 25% Reading Gains: 69% Lowest 25% Math Gains: 71% AYP: met 72%
Assis Principal	Luene Torner	BS-Microbiology, University of West Florida BS Education, Florida Atlantic University MS Guidance, Nova Southeastern University Specialist/Ed Leadership, Nova Southeastern	12	7	Assistant Principal of Omni Middle School, 2011-2012. Grade: A Reading Mastery: 74% Math Mastery: 78% Writing Mastery: 93% Science Mastery: 64% Reading Gains: 68% Math Gains 77% Lowest 25% Reading Gains: 61% Lowest 25% Math Gains: 67% Assistant Principal of Omni Middle School, 2010-2011. Grade: A Reading Mastery: 86% Math Mastery: 89% Writing Mastery: 91% Science Mastery: 76% Reading Gains: 66% Math Gains 78% Lowest 25% Reading Gains: 73% Lowest 25% Math Gains: 73% AYP: met 92% Assistant Principal of Omni Middle School, 2009-2010. Grade: A

		Ed. Leadership Certification- State of Florida Middle Grades Math (5-9), Biology (6-12), Gifted Endorsement		<p>Reading Mastery: 85% Math Mastery: 88% Writing Mastery: 95% Science Mastery: 69% Reading Gains: 66% Math Gains 78% Lowest 25% Reading Gains: 67% Lowest 25% Math Gains: 74% AYP: met 100%</p> <p>Assistant Principal of Omni Middle School, 2008-2009. Grade: A Reading Mastery: 82% Math Mastery: 86% Writing Mastery: 94% Science Mastery: 67% Lowest 25% Reading Gains: 66% Lowest 25% Math Gains: 69% AYP: met 92%</p>
Principal	Gerald Riopelle	<p>Degrees: Bachelor of Science – Education (Physical Education)</p> <p>Masters in Education (Physical Education)</p> <p>Certifications: Principal, Physical Education</p>	13	<p>Principal, Boca Raton Elementary School 2011-12 Grade: A Reading Mastery - 56% Math Mastery 53% Writing Mastery 79% Science Mastery 51% Reading Gains: 68% Math Gains: 79% Lowest 25% Reading Gains: 56% Lowest 25% Math Gains: 85%</p> <p>Principal, Boca Raton Elementary School 2010-11 Grade: B AYP 74% Reading Mastery - 74% Math Mastery 65% Writing Mastery 94% Science Mastery 56% Reading Gains: 67% Math Gains: 52% Lowest 25% Reading Gains: 50% Lowest 25% Math Gains: 57%</p> <p>Principal, HL Watkins Middle School, 2009-10 Grade: C AYP: 77% Reading Mastery 54% Math Mastery 51% math Writing Mastery 92% Science Mastery 24% Reading Gains: 61% Math Gains: 64% Lowest 25% Reading Gains: 69% Lowest 25% Math Gains: 63%</p> <p>Principal, Orchard View Elementary School, 2008-09 Grade: A AYP 85% Reading Masterey 75% Math Mastery 74% Writing Mastery 73% Science Mastery 41% Reading Gains: 75% Math Gains: 61% Lowest 25% Reading Gains: 85% Lowest 25% Math Gains: 78%</p> <p>Principal, Orchard View Elementary School, 2007-08 Grade A AYP 97% Reading Mastery 68% Math Mastery 77% Writing Mastery 75% Science Mastery 42% Reading Gains: 68% Math Gains: 70% Lowest 25% Reading Gains: 71% Lowest 25% Math Gains: 62%</p>

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)
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	1. Regular meetings of new teachers with Principal and AP in charge of ESP.	Principal and AP	on-going	
2	2. Partnering new teachers with veteran staff as part of ESP.	AP	on-going	
3	3. Soliciting referrals from current employees and District staff.	Principal and APs	on-going	
4	4. Identifying qualified substitutes from existing pool.	Principal and APs	on-going	
5	5. Utilization of School District recruiters for highly qualified candidates	Principal	on-going	

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
All current instructional staff and paraprofessionals meet highly effective requirements.	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
86	1.2%(1)	23.3%(20)	37.2%(32)	38.4%(33)	40.7%(35)	100.0%(86)	9.3%(8)	2.3%(2)	24.4%(21)

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
David Werheim	Daniel Callahan	Experienced teacher/ Same curriculum area EBD.	The mentor and mentee will participate together in common planning as well as department meetings. The mentor will be available to serve on the ESP team to assist the mentee in developing skills to be successful.

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

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

School-based RtI Leadership Team

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Assistant Principals: Assist the Principal with providing a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

General Education Teachers: Provide information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Coach Reading:

Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection measures; and helps identify systemic patterns of student need with respect to language skills.

Student Services Personnel (Guidance): Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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?

Functions of the RtI Team

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?

The team meets once a week to engage in the following activities: Review universal screening data and link to instructional

decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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?

The RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

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: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), Florida Oral Reading Fluency (FORF), Scholastic Reading Inventory (SRI), CORE K12
Progress Monitoring: PMRN, Curriculum Based Measurement (i.e. Curriculum Frameworks embedded assessments), FCAT Simulation, Diagnostic testing, CORE K12 Assessment Data
Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), SRI
End of Year: PMRN, FCAT, FORF, SRI
Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on MTSS.

Professional development will be provided by Omni Middle during teachers' common planning time and through LTM Meetings. Additionally, small sessions will occur throughout the year at the school site and district sponsored trainings. The RTI team will also evaluate additional staff PD needs during the weekly RTI Leadership Team meetings.

Describe the plan to support MTSS.

Administration will monitor the on-going progress of RtI and its effectiveness toward meeting the needs of students. RtI monitoring reports will provide guidance in monitoring and to provide support in any area. Whether celebrating successes or re-evaluating to develop an alternative method of monitoring a student through the RtI process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based LLT consists of the Principal, Assistant Principal, ESE Contact, Media Specialist, Reading Chair, SAC Chair and two reading teachers.

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

The LLT meets once a month with the principal to discuss trends occurring in instruction on the campus, reading strategies being used, reading incentive programs in place and analyze reading data. Additionally, agenda topics will include but not limited to the discussion of the LLT goals and progress, as well as identification of new strategies and activities to implement. As additional needs and concerns arise, the LLT will investigate the concern, study and plan a course of action, implement the action, analyze its effectiveness, and reflect on the process. This is a continuous process throughout the entire school year.

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

The major initiatives this year are the following:

1. To support the goals of the SIP.
2. To implement the Big 7 Reading Strategies.
3. To monitor student reading data.
4. To monitor intensive reading instruction.
5. To analyze reading data.
6. To foster a rich literacy environment for ALL students
7. To build professional conversations; promote collegiality, collaboration, and a literacy culture.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*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.

For SY13, every teacher will be inserviced on the Big 7 Reading Strategies that are to be implemented and posted in each classroom. In addition, teacher's secondary benchmarks will cover specific targeted areas along with reading strategies as developed from the Big 7 Reading Strategies which relate to the school's universal reading focus. The secondary benchmarks will be highlighted and posted each month. To assist, PD days and LTM's will include Big 7 strategy development and will be taught and modeled by the Reading Coach/Contact. Cross curricular reading programs and strategies will be developed to assist students in developing strong content area reading strategies.

*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:	Student proficiency in FCAT Reading will increase by 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 32%(473) of students scored an achievement level 3 on FCAT Reading.	In 2013, 35% (509) of students will score an achievement level 3 on FCAT 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
1	Professional Development	The school will provide instruction to teachers relating to effective Reading strategies (the Big 7) to use in all curriculum areas. Comprehension monitoring; Making Connections; Visualization; Inferring and Predicting; Questioning; Determining importance; Summarizing	Reading Department Chairs and Professional Development Committee.	FCAT and Diagnostic Results, SRI/Reading Counts and FAIR testing reports to monitor student progress.	All of the Strategies should be able to be measured through Diagnostics, SSS FCAT, FAIR, SRI and Reading Counts reports.
2	Level 1 and 2 readers	Implement the Read 180 program in the intensive reading block, ESE and ELL reading classes for all level students. Additionally, level 2 students will be remediated by their LA teacher and/or single block reading teacher.	ESE or ELL reading teachers, intensive reading teachers and/or Language Arts teachers.	Read 180 Workshop assessments to determine reading skill mastery along with classroom assessment to identify specific needs. Implementation of Big 7 Reading Strategies.	Read 180 skills assessments and informal classroom assessments.
3	Reading outside of the classroom	All intensive reading teachers and language arts teachers will implement and monitor the Reading Counts program.	Classroom teachers, Media Specialist and Reading teachers.	Utilize EDW to diagnose reading skills strengths and weaknesses of fall and winter diagnostic scores. Additionally, FAIR and Reading Counts assessments will assist in monitoring student progress.	All of the Strategies should be able to be measured through Diagnostics, SSS FCAT, FAIR, SRI, Reading Counts reports.
4	Requires a significant amount of time to meet with each individual teacher to analyze data	Each language arts and reading teacher will participate in two Data Chats with an administrator to analyze student data and develop strategies to help students achieve proficiency.	Principal and Assistant Principals	Diagnostic Results, SRI/Reading Counts and Core K12 Reports to monitor student progress.	Strategies should be able to be measured through Diagnostics, SSS FCAT, SRI, Reading Counts and Core K12 reports.
	Insufficient usage of	Teachers will receive	Principal and	Monitoring of diagnostic	FCAT

5	differentiated instruction techniques.	training during LTM's on effective measures to identify needs and development of appropriate instructions strategies.	Assistant Principals	data along with Core K12 assessments.
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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:	Students achieving level 4 or 5 on FCAT Reading will increase by 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 42% (628) of students scored an achieved level 4 or 5 on FCAT Reading.	In 2013, 45% (654) of students are expected to achieve a level 4 or 5 on FCAT 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
1	Student participation	Students will participate in a school-wide Reading Challenge and development of a reading incentive program.	Language Arts and Reading Teachers, Media Specialist	Monitoring of Reading Counts and books read which will assist an effective reading incentive program.	Reading Counts Reports
2	Effective enrichment activities and curriculum for the highest performing students.	Language arts and reading teachers will implement reading strategies and activities to challenge and expand the depth of knowledge for Advanced and Gifted students.	Language Arts and Reading teachers. Principal and Assistant Principals.	Monitoring of classroom assessment and data chats with students.	Data Chats and classroom assessment reports.
3	Higher performing students do not receive DIRECT reading	All teachers will receive training in reading strategies and will	Principal, Assistant Principals, Department Chairs	Data analysis of fall and winter diagnostic scores, lesson plans and walk	FCAT

instruction.	promote content area reading.	throughs
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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:	The percentage of students making learning gains in Reading will increase by 4 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 Reading FCAT, 65% (890) of students made learning gains.	On the 2013 Reading FCAT, 69% (1003) of students are expected to make learning gains.

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	Reading outside of the classroom	All intensive reading teachers and language arts teachers will implement and monitor the Reading Counts program.	Media Specialist/ Reading and Language Department Chairs	Utilize EDW to diagnose reading skills strengths and weaknesses of fall and winter diagnostic scores.	All of the Strategies should be able to be measured through Diagnostics, SSS FCAT, SRI, Reading Counts reports.
2	Training	Social Studies teachers will explicitly infuse the reading benchmarks in their lesson plans and instructional delivery.	Social Studies Teachers	When visiting social studies classrooms, administrators will focus their attention to the frequency of explicitly teaching to the reading benchmarks in social studies.	All of the Strategies should be able to be measured through Diagnostics, SSS FCAT, SRI, Reading Counts reports.
	A significant amount of time to meet with each individual teacher to	Each language arts and reading teacher will participate in a Data	Principal and Assistant Principals	Diagnostic Results, SRI/Reading Counts, FAIR and Core K12 Reports to	Strategies should be able to be measured through

3	analyze data.	Chat with an Administrator to analyze student data and develop strategies to help struggling readers.		monitor student progress.	Diagnostics, SSS FCAT, FAIR, SRI, Reading Counts and Core K12 reports.
4	Students in level 3,4 & 5 are not scheduled in a reading class.	Implementation of individual data chats with students through our language arts classes to review progress after assessments and set personal learning goals.	Administration	Classroom walkthroughs, review of lesson plans, data chat forms.	FCAT

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

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 reading. Reading Goal #4:	The Percentage of students in the lowest 25% making learning gains in Reading will increase 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 Reading FCAT, 55% (165) of students in the lowest 25% made learning gains.	On the 2013 Reading FCAT, 60% (178) of students in the lowest 25% are expected to make learning gains.

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	Level 1 and 2 readers	Implement the Read 180 program in the intensive reading block, ESE and ELL reading classes for all level students. Additionally, level 2 students will be remediated by their LA teacher and/or single	ESE or ELL reading teachers, intensive reading teachers and/or Language Arts teachers.	Read 180 Workshop assessments to determine reading skill mastery along with classroom assessment to identify specific needs. Implementation of Big 7 Reading Strategies	Read 180 skills assessments and informal classroom assessments.

		block reading teacher.			
2	Staffing	Effective use and recruitment of students for afterschool tutorials and Saturday School	Afterschool programers, tutorial Coordinator and administration.	Testing data comparison	SRI, Diagnostics and FCAT
3	Requires a significant amount of time to meet with each individual teacher to analyze data	Each language arts and reading teacher will participate in a Data Chat with an Administrator to analyze student data and develop strategies to help struggling readers.	Principal and Assistant Principals	Diagnostic Results, SRI/Reading Counts, FAIR and Core K12 Reports to monitor student progress.	Strategies should be able to be measured through Diagnostics, SSS FCAT, FAIR, SRI, Reading Counts and Core K12 reports.
4	Low 25% students need additional academic support and mentoring during the regular school day.	Implementation of school wide mentoring program for low 25% students and positive reward system for academic growth throughout the school year.	Administration and teachers	Mentor sign-up of staff and students. Student progress assessed through diagnostic test, Read 180 and other assessments.	Mentor log, Diagnostic results, Read 180 reports, FAIR.

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 # 5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:	In FY13 students in each ethnic subgroup will improve reading proficiency by 3% on the FY13 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY 12 the following subgroups were not making satisfactory progress in reading. White = 77% (739), Black = 53% (48), Hispanic = 70% (249), Asian = 77% (40)	On the FY 13 Reading FCAT the following ethnic subgroups will achieve satisfactory progress in reading. White = 80% (768), Black = 56% (51), Hispanics = 73% (258), Asian = 80% (42).

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	Insufficient usage of differentiated instruction techniques.	Teachers will receive training during LTM's on effective measures to identify needs and development of appropriate instructions strategies.	Principal and Assistant Principals	Monitoring of diagnostic data along with Core K12 assessments.	FCAT
2	Not sufficient time during the normal school day for remediation and enrichment.	Provide tutorials before and after school for ALL students to attend.	Principal and Assistant Principals	Student progress is monitored through diagnostic testing, Core K12, FAIR testing and other formative assessments.	FAIR data, Read 180 reports, Core K12 feedback data and diagnostic results.

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:	In FY13, OMS will increase the reading proficiency of ELL students by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In FY12, 20% (5) of the ELL students achieved proficiency on the Reading FCAT.	In FY13, 30% (10) of the ELL students will achieve proficiency on the Reading 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	Many of the ELL students entering Omni have little or no English background.	Provide intensive reading strategies in a print rich environment and effectively teach ELL students to use the Heritage Dictionaries during their independent reading.	ELL teacher	CELLA testing along with diagnostic, Read 180.	FY 13 FCAT.

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:	Students with disabilities will increase their proficiency in reading by 23% on FY13 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 Reading FCAT, 27% (31) of students with disabilities were proficient in Reading.	On the 2013 Reading FCAT, 50% (58) of students with disabilities will make proficiency on FY13 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	Read 180 leveled too high	Reading endorsed teacher will be scheduled into the EBD room to provide instruction	Principal	Usage of Reading Strategies	FY 2013 Reading FCAT FCAT Diagnostics SRI
2	Professional Development	Through staff Professional Development Reading teachers will provide instruction to staff on effective reading strategies like the "Big 7 Ideas" to use in curriculum areas. Additionally, training will be provided on the FCIM Model.	Principal and Assistant Principals	SRI/Reading counts and lexile scores for Big 7 Ideas and professional development agendas.	FY 2013 Reading FCAT FCAT Diagnostics SRI. Professional Development sign in sheets.
3	Reading for Pleasure	School will implement school-wide reading counts program	Principal, PTSA, reading counts sponsor, teachers and Media	Reading counts test given, taken and passed.	Reading Counts monitoring print outs

			Specialist		
4	Proper execution of the inclusion model.	Provide teachers with the opportunity to attend inclusion model trainings for effective implementation of instruction and modifications.	Principal, Assistant Principals, ESE Coordinator.	ESE facilitator logs and documentarion, classroom walk throughs.	FY 2013 Reading FCAT.

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:	In FY 13, OMS students within the economically disadvantaged subgroup will increase their proficiency by 6% on FY13 Reading FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 Reading FCAT, 64% (273) of students in the economically disadvantaged were proficient in Reading.	On the 2013 Reading FCAT, 70% (300) of students in the economically disadvantaged subgroup will make proficiency on FY13 Reading 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	Sufficient instructional time to meet the specific needs of students.	Students will attend before and after school tutorial sessions provided by school.	After School Director, Tutorial teachers, Administration.	Increase enrollment of students into tutorial programs. Increase in SRI/Reading counts scores and monitoring of assessment data.	FY 2013 Reading FCAT. Sign-in sheet for tutorials Diagnostics, Core K12, FAIR and SRI
2	Access to books	PTSA, SAC, and community will provide paperback high interest books for students to use on a daily basis.	Language Arts and Reading teachers, Media Center.	Increase in books read and SRI/Reading counts scores	FY 2013 Reading FCAT, Diagnostics Core K12, FAIR and SRI
3	Updated reading resources for Read 180 Program	Purchasing of new reading materials to support Read 180 enabling teachers to provide sufficient resouces for students.	Reading Teachers	Presentation of proposal for materials to SAC, purchase of books and implementation of resouces in the classrooms.	SAC Proposal, Purchase Order and Lesson plans.

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
Read 180 training.	Grades 6-8, Reading and Language Arts.	District	Reading & Language Arts teachers, Principal, AP's	October 23, January 22 and May 7.	Classroom walk throughs and lesson plans	Administration
Utilizing anchor charts and data chats to enhance	Grades 6-8, Reading, Language Arts, Math, Science and Social Studies.	PDD Team and Administration	Teachers of Core subject areas.	November PDD day	Classroom walk throughs and lesson plans	Administration

instruction.						
Learning Goals and Scales	Grades 6-8, all subjects	Administration	School Wide	September PDD	Classroom walk throughs and lesson plans	Administration
FCIM Model	Grades 6-8, all subjects	PDD Team and Administration	School Wide	October PDD	Classroom walk throughs and lesson plans	Administration
Core K12	Grades 6-8, all core subject areas	Administration	Teacher of core subject areas.	September PDD	Classroom walk throughs and lesson plans	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of Read 180 program with appropriate reading books.	Read 180 Independent Books	SAC Funds	\$660.38
			Subtotal: \$660.38
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
Provide before and after school tutorial programs	School supplements.	School Improvement Funds (SAC)	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$1,660.38

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:	Students scoring proficiency levels in listening/speaking of the CELLA assessment will increase by 5% on the FY13 CELLA test.
2012 Current Percent of Students Proficient in listening/speaking:	
Based on FY12 CELLA listening/speaking 65% (22) of ELL students were proficient.	
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Level 1 and 2 ELL readers	Implement the Read 180 program in the intensive reading for ELL reading classes for all levels of students. Additionally, level 2 students will be remediated by their LA teacher and/or single block reading teacher.	ELL reading teacher, and/or Language Arts teachers.	Read 180 Workshop assessments to determine reading skill mastery along with classroom assessment to identify specific needs. Implementation of Big 7 Reading Strategies.	Read 180 skills assessments and informal classroom assessments.
2	Many ELL students need additional materials, support and interventions throughout the school day.	Provide a print rich environment in ELL classes and encourage ELL students to communicate in english with other students.	ELL reading teacher and Administration	CELLA testing, and ELL based assessments.	CELLA

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:	Students scoring proficiency levels on the CELLA assessment will increase by 8% on the FY13 CELLA test.
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2012 Current Percent of Students Proficient in reading:

Based on FY12 CELLA proficiency rating 42% (14) of ELL students were 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	Level 1 and 2 ELL readers	Implement the Read 180 program in the intensive reading for ELL reading classes for all levels of students. Additionally, level 2 students will be remediated by their LA teacher and/or single block reading teacher.	ELL reading teacher, and/or Language Arts teachers.	Read 180 Workshop assessments to determine reading skill mastery along with classroom assessment to identify specific needs. Implementation of Big 7 Reading Strategies.	Read 180 skills assessments and informal classroom assessments
2	Many ELL students need additional materials, support and interventions.	Provide opportunities through before and after school tutorials.	ELL reading teacher and Administration	CELLA testing, Read 180 and formative assessments.	FY 2013 Reading FCAT and CELLA Proficiency rating.

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

3. Students scoring proficient in writing. CELLA Goal #3:	Students scoring proficiency levels in writing of the CELLA assessment will increase by 5% on the FY13 CELLA test.
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2012 Current Percent of Students Proficient in writing:

Based on FY12 CELLA writing 38% (14) of ELL students were 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	Language barriers and proficiency in native language.	ESOL department will provide trainings for parents to utilize effective writing strategies while at home and ones that will drive classroom instruction.	ELL teacher, Administration	Administer Palm Beach Writes and provide effective feedback based on writing rubric	Palm Beach Writes results in EDW.
2	Lack of training and utilization of prescriptive feedback on scoring FCAT Writes.	Training on scoring FCAT Writes and providing appropriate discriptive feedback.	ELL teacher, Administration	Walk throughs, Palm Beach Writes	FCAT Writes and CELLA

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

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:	In SY 2013, OMS student proficiency at level 3 on FCAT Math will increase by 5% on the FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY 2012, 29% (426) of OMS students were proficient at level 3 on FCAT Math.	In SY 2013, 34% (494) of OMS students will achieve a proficiency rating of level 3 on FCAT Math.

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	Compliance on covering tested benchmarks	Math teachers will cover all benchmarks before FCAT and provide instruction covering all Math FCAT Test specifications.	Math Department Chair, Administration	Walk throughs and lesson plans identifying specific benchmarks.	SY 2013 FCAT, Lesson Plans
2	Sufficient Math professional development.	Continued inservice and implementation of new standards based math series.	Administration, District personnel	PDD meetings covering standards based math curriculum.	SY 2013 FCAT Math, District Diagnostics, Core K12.
3	Level 1 and 2 FCAT Math students need additional math support and remediation to achieve proficiency.	Math teacher will participate in two Data Chats with an Administrator to analyze student data and develop strategies to help students achieve proficiency. Teachers will conduct ongoing data chats with students to monitor progress and establish specific needs.	Math Department Chair, Administration	Diagnostic results along with GIZMO and Core K12 assessment results will help drive instruction.	SY 2013 FCAT Math
4	Many students need additional remediation and/or enrichment beyond what is offered during the regular school day.	Before and after school tutorials will provide assistance in targeted interventions. GIZMO program will provide opportunities for student to learn and practice strategies and apply knowledge toward specific needs.	Math teachers, Administration	Lesson plan checks and sign in sheets for tutorial programs will help track and direct students progress.	SY 2013 FCAT Math
5	GIZMO professional development	Teachers will attend ongoing professional development on GIZMO program and monitor student progress to identify specific student needs.	Administration and PDD Team.	Initial professional development on October 19th will be followed with a series of mini PD sessions to maintain GIZMO program standards and monitoring.	GIZMO data printouts. SY 2013 FCAT Math.

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
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 mathematics. Mathematics Goal #2a:	In SY 13, OMS students achieving Level 4 or 5 on FCAT Math will increase by 2% on FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY 2012, 49% (733) of OMS students achieved level 4 or 5 on FCAT Math.	In SY 2013, 51% (742) of OMS students are expected to achieve level 4 or 5 on FCAT Math.

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	Maintaining a large number of students fall within this category.	Monitor student progress throughout the school year and maintain enrichment activities in higher level math courses.	Administration, Guidance	Provide increased opportunities for students to take advanced courses and teachers track student progress.	SY 2013 FCAT Math
2	Sufficient Math professional development.	Continued in-service and implementation of new standards based math series.	Administration, District personnel	PDD meetings covering standards based math curriculum.	SY 2013 FCAT Math, District Diagnostics, Core K12.
3	GIZMO professional development	Teachers will attend ongoing professional development on GIZMO program and monitor student progress to identify specific student needs.	Administration and PDD Team.	Initial professional development on October 19th will be followed with a series of mini PD sessions to maintain GIZMO program standards and monitoring.	GIZMO data printouts. SY 2013 FCAT Math.

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:	
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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:	In SY 2013, the percentage of OMS students making learning gains in Math will increase by 2% on FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY 2012, 73% (991) of OMS students made learning gains on FCAT Math.	In SY 2013 75% (1090) of OMS students are expected to make learning gains on FCAT Math.

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	Professional Development	All Mathematics teachers will incorporate more D.O.K. (Depth of Knowledge) level 3.	Administration and Math Department Chair	Walk through and lesson plan checks.	SY 2013 FCAT Math, District diagnostic results in EDW.
2	Compliance on covering tested benchmarks	Math teachers will cover all benchmarks before FCAT and provide instruction covering all Math FCAT Test specifications. Math teachers will incorporate bell ringers so that skills can be built daily.	Administration and Math Department Chair	Department Planning, Team Planning	Diagnostics, common assessments, FCAT
3	Teachers lack skill sets to plan appropriately and adjust to differentiate instruction effectively.	Utilize FCIM teaching model to identify students needing intervention and enrichment.	Administration and Math Department Chair	Walk throughs, lesson plan checks and review of student grouping charts.	SY 2013 FCAT Math, District diagnostic results in EDW.
4	Students lack skill set on tracking and monitoring their progress in Math.	Student Data Chats will be conducted with all students following diagnostics and other formative assessments.	Math Department Chair, Math teachers and administration.	Administrators will review log for Student Data Chats during walkthroughs. SAL-P will be printed for every student.	Administrators will ask random students how they performed on their most recent assessment to

					determine if data chats are successful.
5	Accurate monitoring of student progress.	Math teacher will participate in two Data Chats with an Administrator to analyze student data and develop strategies to help students achieve proficiency. Teachers will conduct ongoing data chats with students to monitor progress and establish specific needs.	Administration and Math teachers	Walk throughs, lesson plan checks and review of student data chat forms.	SY 2013 FCAT Math.

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:	In SY 2013, the percentage of OMS students in the lowest 25% making learning gains in Math will increase 3% on FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY 2012, 63% (182) of students in the lowest 25% made learning gains on FCAT Math.	In SY 2013, 66% (200) of students in the lowest 25% are expected to make learning gains.

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	Available staffing for tutorials	Provide tutorial programs before and after school with the addition of Saturday tutorials.	Administration, Tutorial Coordinator	Working with teachers and administration to identify specific areas of concern for tutorial	SY 2013 FCAT Math

				services	
2	Level 1 and 2 FCAT Math students need additional math support and remediation to achieve proficiency.	Math teachers will provide opportunities for increased use of Math manipulatives	Math Teachers	Walk throughs, lesson plan checks and review of Core K12 assessments	SY 2013 FCAT Math
3	Level 1 and 2 FCAT Math students need additional math support and remediation to achieve proficiency.	Math teacher will participate in two Data Chats with an Administrator to analyze student data and develop strategies to help students achieve proficiency. Teachers will conduct ongoing data chats with students to monitor progress and establish specific needs.	Math Department Chair, Administration	Diagnostic results along with GIZMO and Core K12 assessment results will help drive instruction.	SY 2013 FCAT Math

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%.		Middle School Mathematics Goal #				
		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 mathematics. Mathematics Goal #5B:	In SY 2013, OMS students in each ethnic subgroup will improve math proficiency by 3% on the 2013 FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY 2012, OMS students in the following ethnic subgroups made satisfactory progress in math. White = 81% (776), Black = 59% (53), Hispanic = 73% (260).	In SY 2013, the following OMS student subgroups will improve math proficiency making satisfactory progress on 2013 FCAT Math. White = 83% (796), Black = 61% (56), Hispanic = 75% (268)

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	Compliance on coving tested benchmarks	Math teachers will cover all benchmarks before FCAT and provide instruction covering all Math FCAT Test specifications.	Math Department Chair, Administration	Walk throughs and lesson plans identifying specific benchmarks.	SY 2013 FCAT, Lesson Plans
2	Identification of weaknesses based on data analysis	Guided disaggregation of data during LTM's and professional development opportunities.	Administration, Math teachers	Data chats, focus calendars, lesson plans and walk throughs	SY 2013 FCAT Math
3	Lack of intensive math classes for level 1 and 2 students	During LTM's and ongoing professional development, training on differentiated instruction	Administration, Math teachers.	LTM meeting attendance forms, classroom walk throughs, lesson plan checks	SY 2013 FCA Math

		will be provide to promote appropriate instructional strategies.			
4	GIZMO professional development	Teachers will attend ongoing professional development on GIZMO program and monitor student progress to identify specific student needs.	Administration and PDD Team.	Initial professional development on October 19th will be followed with a series of mini PD sessions to maintain GIZMO program standards and monitoring.	GIZMO data printouts. SY 2013 FCAT Math.

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:	In SY 2013, OMS will increase the math proficiency of ELL students by 10% on FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY 2012, 30% (8) of the OMS ELL students achieved proficiency on the FCAT Math.	In SY 2013, 40% (13) of OMS ELL students will achieve proficiency on FCAT Math.

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	Identification of weaknesses of ELL students based on data analysis	Guided disaggregation of data during LTM's and professional development opportunities.	Administration, Math teachers	Data chats, focus calendars, lesson plans and walk throughs	SY 2013 FCAT Math
2	Effective use of ESOL Strategies in the classrooms	Teachers will be provide guidance and training on appropriate ELL strategies to assist identified students.	Administration and Math teachers	Departmental meeting will cover ELL strategies and promote discussion of effectively implementation.	SY 2013 FCAT Math

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:	In SY 2013, OMS will increase proficiency rating of students with disabilities by 6% on FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY 2013, 29% (33)of OMS students with disabilities achieved proficiency on FCAT Math.	In SY 2013, % (40) of OMS students with disabilities will achieve proficiency on FCAT Math.

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	Collaboration of math teachers on effective strategies to assist SWD students.	ESE inclusion teachers will be scheduled into the math classes and have monthly collaboration meetings to discuss student progress.	ESE contact, Administration	Attendance at meetings and monitoring of strategies used, lesson plan checks.	Sign-in and minutes of collaboration meetings

2	Many SWD students need additional remediation and tend not to attend tutorials.	Targeted interventions will be taught in conjunction with ESE and classroom teachers, identify specific needs and provide learning opportunities outside of the classroom.	Administration, math teachers, ESE inclusion teachers	Data chats information, testing scores	SY 2013 FCAT Math
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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:	In SY 2013, OMS students who are economically disadvantaged will increase proficiency ratings on FCAT Math by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY 2013, 66% (282) of the economically disadvantaged students at OMS achieved proficiency on FCAT Math.	In SY 2013, 69% (295) of the economically disadvantaged students at OMS will achieve proficiency on FCAT Math.

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	Lack of intensive math classes for level 1 and 2 students	During LTM's and ongoing professional development, training on differentiated instruction will be provided to promote appropriate instructional strategies.	Administration, Math teachers.	LTM meeting attendance forms, classroom walk throughs, lesson plan checks	SY 2013 FCA Math
2	Identification of weaknesses based on data analysis	Guided disaggregation of data during LTM's and professional development opportunities.	Administration, Math teachers	Data chats, focus calendars, lesson plans and walk throughs	SY 2013 FCAT Math

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:	In SY 2013 the number of students who achieve a level 3 or the Algebra EOC will decrease by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY 2013, 3% (4) of OMS students who participated in the Algebra EOC achieved a level 3.	In SY 2013, 2% (3) of OMS students will achieve a Level 3 on the Algebra 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
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1	Available time during the normal school day to cover required material	Meet with teachers to discuss progress and develop strategies maximize instructional time.	Administration	Walk throughs and lesson plan checks	Algebra EOC
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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:	In SY 2013 the number of students who achieve a level 4 or above on the Algebra EOC will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY 2013, 97% (123) of OMS students who participated in the Algebra EOC achieved a level 3.	In SY 2013, 98% (124) of OMS students will achieve a Level 4 or higher on the Algebra 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	Enrichment and higher order thinking skills activities do not take place on a regular basis	Provide students with more opportunities to work on higher order thinking through additional activities, clubs and enrichment activities.	Math teachers and Administration	Classroom walkthroughs and lesson plan checks to monitor activities.	Algebra EOC, walkthroughs.
2	Maintaining such a high level of performance Algebra EOC.	Math teachers will participate in two Data Chats with an Administrator to analyze student data and develop strategies to help students maintain high levels of proficiency.	Math teachers and administration	EOC practice assessments, Core K12 and classroom assessments data analysis will guide instruction.	Algebra 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%.		Algebra Goal #				
		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:	In SY 2013 students in each ethnic subgroup will maintain proficiency ratings for the Algebra EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:

In SY 2013, 100% (127) of OMS students who participated in the Algebra EOC achieved proficiency. Therefore, ALL subgroups made satisfactory progress on the Algebra EOC.

In SY 2013, 100% (127) of OMS students will achieve proficiency levels on the Algebra 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	Maintaining such a high level of performance Algebra EOC.	Math teachers will participate in two Data Chats with an Administrator to analyze student data and develop strategies to help students maintain high levels of proficiency.	Math teachers and administration	EOC practice assessments, Core K12 and classroom assessments data analysis will guide instruction.	Algebra 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 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:	In SY 2013 100% of SWD students achieved proficiency on the Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY 2012, 100% (2) of SWD students were proficient on the Algebra EOC.	In SY 2013, 100% (2) of SWD students taking the Algebra EOC will meet proficiency.

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
	Enrichment and higher order thinking skills activities do not take	Provide students with more opportunities to work on higher order	Math teachers and Administration	Classroom walkthroughs and lesson plan checks to monitor activities.	Algebra EOC

1	place on a regular basis	thinking through additional activities, clubs and enrichment activities.		
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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:	In SY 2013, 100% of economically disadvantaged students will achieve proficiency on the Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY 2012, 100% (16) economically disadvantaged students will achieve proficiency on the Algebra EOC.	In SY 2013, 100% (16) of OMS economically disadvantaged students will achieve proficiency on the Algebra 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	Enrichment and higher order thinking skills activities do not take place on a regular basis	Provide students with more opportunities to work on higher order thinking through additional activities, clubs and enrichment activities.	Math teachers and Administration	Classroom walkthroughs and lesson plan checks to monitor activities.	Algebra EOC

End of Algebra EOC Goals

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:	In SY 2013, OMS will maintain 100% proficiency on the Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY 2013, ??% () students achieved a level three proficiency rating on the Geometry EOC.	In SY 2013, will decrease the number of students scoring level 3 on the Geometry EOC by 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
1	Maintaining such a high level of performance Geometry EOC.	Math teachers will participate in two Data Chats with an Administrator to analyze student data and develop strategies to help students maintain high levels of	Math teachers and administration	EOC practice assessments, Core K12 and classroom assessments data analysis will guide instruction.	Geometry EOC

proficiency.

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:	In SY 2013, students will maintain 100% proficiency on the Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY 2012, ???% () students achieved a level four or higher proficiency rating on the Geometry EOC.	In SY 2013, ???% () students will achieve a level four or higher proficiency rating on 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 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 : <input type="text"/>				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:	In SY 2013, OMS will maintain 100% proficiency on the Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY 2012, 100% of students in all subgroups achieved proficiency on the Geometry EOC.	In SY 2013, 100% of OMS students taking the Geometry EOC will achieve proficiency.

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	Maintaining such a high level of performance Geometry EOC.	Math teachers will participate in two Data Chats with an Administrator to analyze student data	Math teachers and administration	EOC practice assessments, Core K12 and classroom assessments data analysis will guide	Geometry EOC

	and develop strategies to help students maintain high levels of proficiency.	instruction.	
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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:	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 Geometry. Geometry Goal #3D:	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:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	In SY 2013, OMS will maintain 100% proficiency on the Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In SY 2012, 100% of students in all subgroups achieved proficiency on the Geometry EOC.	In SY 2013, 100% of OMS students taking the Geometry EOC will achieve proficiency.
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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	Maintaining such a high level of performance Geometry EOC.	Math teachers will participate in two Data Chats with an Administrator to analyze student data and develop strategies to help students maintain high levels of proficiency.	Math teachers and administration	EOC practice assessments, Core K12 and classroom assessments data analysis will guide instruction.	Geometry 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
Gizmo Training	Grades 6-8, all math teachers	Explore Learning Company trainers.	All math teachers school wide in grades 6-8.	October 2012	Ongoing training will be provided by the company to ensure fidelity of program.	Administration
PARCC training	Grades 6-8, all math teachers	District personnel	All math teachers school wide in grades 6-8.	In-service	Sample questions will be incorporated into class based assessments.	Teachers
Content area instruction and strategies.	Grades 6-8, all math teachers	District appointed facilitators	All math teachers school wide in grades 6-8.	Beginning in September and On-going	Implementation of strategies into lesson, attendees will provide presentations during departmental meeting for other math teachers, lesson plan checks	Administration

Mathematics Budget:

Evidence-based Program(s) /Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
GIZMO training and implementation.	Training will be provided for Gizmo Program by company facilitator.	PTSA	\$2,800.00
			Subtotal: \$2,800.00
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
After school tutorials	Compensation for teachers providing tutorial services	School Improvement Funds (SAC)	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$3,800.00

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. Science Goal # 1a:	In Sy 2013, student proficiency of level 3 on FCAT Science will increase by 3 percentage points.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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In 2012, 45% (217) of students were proficient on FCAT Science.	In 2013, 48% (250) of students are expected to be proficient on FCAT Science.
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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	Sufficient hands-on labs.	All Science teachers will conduct a minimum of one hands-on science activity and/or lab each week, including the use of scientific method.	Department Chair and Science teachers	Classroom walkthroughs and lesson plan checks. Lab projects displayed with discriptive feedback.	SY 2013 FCAT Science
2	Planning	Teachers will implement the District Scope and Sequence, so that skills can be built upon from year to year.	Department Chair and one Lead Teacher from each grade level	The use of lesson plans, Walk throughs by Administration.	All of the Strategies should be able to be measured through Diagnostics, Framework Assessments, and SSS FCAT.
3	Level 1 and 2 FCAT science students need additional science support and remediation to achieve proficiency.	Science teachers will participate in two Data Chats with an Administrator to analyze student data and develop strategies to help students achieve proficiency. Teachers will conduct ongoing data chats with students to monitor progress and establish specific needs.	Science Department Chair, Administration	Diagnostic results along with GIZMO and Core K12 assessment results will help drive instruction.	SY 2013 FCAT Science
	GIZMO professional development	Science teachers will attend ongoing professional	Administration and PDD Team.	Initial profession development is in October and will be	Sy 2013 FCAT Science

4	development on GIZMO program and monitor student progress to identify specific student needs.	followed with a series of mini PD sessions to maintain GIZMO standards and monitoring.
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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:	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 science. Science Goal #2a:	In SY 2013, student achieving proficiency of level 4 or above will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In SY 2012, 19% (89) of students achieved a level 4 or above on the FCAT Science test.	In SY 2013, 24% (125) of students will score a level 4 or above 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	Participation in science based projects requiring higher order thinking and enrichment	Participate in the district "Science Fair" providing opportunities for students to excel and develop inquiry based projects.	Science Fair Coordinator, Administration	School based competition within science classrooms and awarding winners who will submit projects at district level.	SY 2013 FCAT Science
2	Many students need additional enrichment beyond what is offered during the regular school day.	Before and after school tutorials will provide assistance in targeted interventions. GIZMO program will provide opportunities for student to learn and practice strategies and apply knowledge	Science teachers, Administration	Lesson plan checks and sign in sheets for tutorial programs will help track and direct students progress.	SY 2013 FCAT Science

toward specific needs.

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:	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				

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
GIZMO Training	Grades 6-8, all science teachers	Explore Learning Company trainers	All Science teachers school wide in grade 6-8.	October 2012	Ongoing training will be provided by the company to ensure fidelity of program.	Administration
Content area instruction and strategies	Grades 6-8, all science teachers	District appointed facilitators	All science teachers school wide in grades 6-8.	Beginning in September and on-going	Implementation of strategies into lessons, attendees will provide presentations during departmental meetings for other science teachers, lesson plan checks	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
GIZMO training and implementation	Training will be provided for Gizmo Program by company facilitators.	PTSA	\$2,600.00
			Subtotal: \$2,600.00
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
After school science tutorials	Compensation for teachers providing tutorial services	School Improvement Funds (SAC)	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$3,600.00

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:		In SY 2013, OMS student proficiency in FCAT Writing will improve by 1%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In SY 2012, 93% (447) OMS students scored a level 3 or higher on the FCAT Writes.		In Sy 2013, 94% (452) of OMS students will achieve a level 3 or higher on FCAT Writes.			
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	Sufficient opportunities for students to practice and utilize effective writing strategies.	Students will use the writing process daily; all writing will be dated, and recorded in a journal, notebook, or work folder for monitoring of growth across time.	Administration and Language Arts teachers	A school wide consistent method of saving student work will be established. During the class period, students will place their writing notebooks, open to their last entry, on top of their desks for the principal to walk through to monitor.	SY 2013 FCAT Writes
2	Descriptive feedback which is meaningful.	The revision and editing process will be explicitly taught and seen in student writing drafts.	Language Arts teachers and Administration	Administration will monitor revision and editing process by reviewing student drafts.	SY 2013 FCAT Writes, Palm Beach Writes
3	Utilization of writing rubric and provide sufficient strategies.	Staff will continue to assist with scoring of the Palm Beach Writes using a prescribed grading rubric.	Language Arts teachers	Administration will monitor revision and editing process by reviewing student drafts.	Palm Beach Writes, SY 2013 FCAT Writes
4	Writing rubric adjustments by indicate that students are having difficulty with	Teachers will receive ongoing staff development on training students to monitor	Language Arts teachers.	Monitor PB Writes data for trends and improvement	Palm Beach Writes, SY 2013 FCAT Writes

"support" and "mechanics" in writing.	their writing and to become better writers.		
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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:	In Sy 2013, OMS students scoring level four or higher on the FCAT Writes will increase by 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Sy 2012, 53% (256) students achieved a level 4 or higher on the FCAT Writes.	In SY 2013, 60% (278) of OMS students will score a level 4 or higher on FCAT Writes.

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
Development and utilization of writing rubric and strategies	8th grade Language Arts teachers	District appointed facilitator	8th grade Language Arts teachers	November 2012	Administration will monitor progress and aid in the development of focus calendars.	Palm Beach Writes, SY 2013 FCAT Writes.

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
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 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:					
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	
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:					
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.					
Civics Goal #2:					
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	
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						

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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

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:	In SY 2013, OMS students will decrease the number of students with excessive absences and tardies by 2%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In SY 2012, OMS student attendance rate was at 87% (1447).	In SY 2013, OMS student attendance rate will increase to 89% (1306). Based on current YTD enrollment of 1468.

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In SY 2012, OMS students with excessive absences was at 13% (210).	In SY 2013, OMS students with excessive absences will decrease to 11% (161). Based on current YTD enrollment of 1468.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
In SY 2012, OMS students with excessive tardies was at 16% (264).	In SY 2013, OMS students with excessive tardies will decrease to 14% (205). Based on current YTD enrollment of 1468.

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	Identifying students in a timely manner.	Students with excessive absences/tardies will be identified by attendance clerk and brought to SBT by the grade level guidance counselor. SBT then can recommend strategies to include attendance contracts, referrals to Truancy Liason or Youth Service Bureau, and additional measures.	Attendance Clerk, Guidance Counselor	On-going monitoring of students attendance and tardies	Monitoring Reports, Attendance Contracts, SBT Notes
2	Excessive tardies throughout the school day.	Students with 4 or more tardies in totality will be issued a detention and then follow a progressive discipline matrix. Guidance Counselor will follow-up with student and parents.	Administration, attendance clerk and Guidance Counselor	Monitoring of attendance reports and students issued progressive discipline as compared to FY12 data.	Tardy Referral Rate, Attendance Monitoring Report

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
Training for accurate input of attendance into Grade Quick	All subjects grades 6-8.	STST and Grade Quick contact	All instructional staff	August 2012	Attendance records	Administration and attendance clerk.

Attendance Budget:

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:	In SY 2013, OMS student suspension rate will decrease by 8%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
In SY 2012, there was a total of 97 in-school suspensions.	In SY 2013, it is expected that there will be 89 or less in-school suspensions.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In SY 2012, there was a total of 58 students who served in-school suspensions.	In SY 2013, it is expected that there will be 53 or less students receiving an in-school suspension.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In SY 2012, there was a total of 301 out of school suspensions.	In SY 2013, it is expected that there will be 277 or less in-school suspensions.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In SY 2012, there was a total of 125 students who served an out of school suspension.	In SY 2013, it is expected that there will be 115 or less students receiving an in-school suspension.
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher Buy-In	A Positive School Wide Behavior Support Plan will be utilized to emphasize target behaviors.	Principal, AP, PBS Chair	Discipline reports will be monitored quarterly.	EDW
2	Progressive discipline of student disruptions	A Corrective Behavior Intervention Form will be utilized to monitor and track student behaviors within classrooms.	All instructional staff and administration	Continued monitoring of student behaviors by administration and classroom teachers through the use of the Corrective Behavior Intervention Form	Referrals, SBT minutes and discipline 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
Training will be provided on proper use and completion of Corrective Intervention Forms	All subject areas in grades 6-8.	Principal	All subject areas in grades 6-8.	October 2012	Utilize discipline reports on EDW	discipline reports on EDW
School Based Team (SBT) training for faculty.	All subject areas in grade 6-8.	SBT Contact	All subject areas in grades 6-8	PDD meetings	Discipline reports in EDW	Discipline reports in EDW

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
Purchase of Intervention forms	Corrective Behavior Intervention Forms.	Internal budget	\$400.00
			Subtotal: \$400.00
			Grand Total: \$400.00

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:		In SY 2013, OMS will reach out to stakeholders to increase involvement and strengthen the school and home relationship.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
In SY 2012, OMS parent involvement was strong and parents attended many of the school related activities.		In SY 2013, OMS will increase the number of parents and stakeholders who attend school related activities and events by 10%.			
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 communicate events and activities to parents.	OMS will post activities and events on Edline. Principal will utilize parent link phone system to make parents aware of major upcoming activities and events.	Administration and Edline monitor	Sign-in sheets	Agendas, attendance sheets from parents night and other events.

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						

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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

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:

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

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	Implementation of Read 180 program with appropriate reading books.	Read 180 Independent Books	SAC Funds	\$660.38
Mathematics	GIZMO training and implementation.	Training will be provided for Gizmo Program by company facilitator.	PTSA	\$2,800.00
Science	GIZMO training and implementation	Training will be provided for Gizmo Program by company facilitators.	PTSA	\$2,600.00
				Subtotal: \$6,060.38
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide before and after school tutorial programs	School supplements.	School Improvement Funds (SAC)	\$1,000.00
Mathematics	After school tutorials	Compensation for teachers providing tutorial services	School Improvement Funds (SAC)	\$1,000.00
Science	After school science tutorials	Compensation for teachers providing tutorial services	School Improvement Funds (SAC)	\$1,000.00
Suspension	Purchase of Intervention forms	Corrective Behavior Intervention Forms.	Internal budget	\$400.00
				Subtotal: \$3,400.00
				Grand Total: \$9,460.38

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent	<input checked="" type="checkbox"/> NA	
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Are you a reward school: Yes No

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

No Attachment (Uploaded on 9/28/2012)

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
Read 180 program books and materials	\$680.00
Tutorial funds and materials for FCAT tutorial program	\$3,000.00

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

Review of SIP monthly throughout the school year. Provide support and financial backing of appropriate educational services to meet the needs of the school and students.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Palm Beach School District OMNI MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	89%	91%	76%	342	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	66%	78%			144	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?	73% (YES)	73% (YES)			146	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					632	
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 OMNI MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	88%	95%	69%	337	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	71%	78%			149	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?	67% (YES)	74% (YES)			141	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					627	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested