FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: OAKRIDGE MIDDLE SCHOOL

District Name: Collier

Principal: Mr. J. Kevin Saba

SAC Chair: Mr. John Williams

Superintendent: Dr. Kamela Patton

Date of School Board Approval:

Last Modified on: 10/22/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Principal of Oakridge M.S. 2011-2012: Grade A Overall: Reading 71%, Math 72%, Writing 84%, Science 56%. Gains: Reading 69%, Math 71% Lowest 25%: Reading 67%, Math 60% Principal of Oakridge M.S. 2010-2011: Grade A Reading Mastery 76%, Math Mastery 77%, Writing Mastery 97%, Science Mastery 69%. AYP:95%. Students with Disabilities did not make AYP in reading or math. Principal of Oakridge M.S. 2009-2010: Grade A Reading Mastery 76%, Math Mastery 77%, Writing Mastery 91%,

	Principal	J. Kevin Saba	B.A. – History, University of Florida, M.A. - Cultural History, University of Florida. M.Ed. - Educational Leadership, Florida Gulf Coast University	5.5	12	Science Mastery 62%. AYP:90%. Economically disadvantaged students and students with disabilities did not make AYP. Hispanic students and economically disadvantaged students did not make AYP for math. Principal of Oakridge M.S. 2008-2009: Grade A. Reading Mastery 77%, Math Mastery 77%, Writing Mastery 94%, Science Mastery 58% AYP: 87%. ESE and Hispanic did not make AYP in Reading. ESE, Economically Disadvantaged, and Hispanic did not make AYP in Math. ESE did not make AYP in Writing. Principal of Oakridge M.S. 2007-2008: Grade A, Reading Mastery 72%, Math Mastery 72%, Writing Mastery: 94%, Science Mastery: 57% AYP: 90%, Hispanic students did not make AYP in reading and math. ED did not make AYP in Reading and ESE did not meet in math. Principal of Oakridge M.S. 2006-2007: Grade A, Reading Mastery 74%, Math Mastery 74%, Writing Mastery: 96%, Science Mastery: 59% AYP: 90%, ESE did not make AYP in reading and math. ECON did not make AYP in math. Principal of Gulfview M.S. 2005-2006: Grade A, Reading Mastery 75%, Math Mastery 79%, Writing Mastery: 93%, AYP: 95%, Economically Disadvantage did not make AYP in reading and math. Principal of Gulview M.S. 2004-2005: Grade A, Reading Mastery 70%, Math Mastery 79%, Writing Mastery: 90%, AYP: 95%, Economically Disadvantaged students did not make AYP in reading and math.
	Assis Principal	Mason Clark	B. A.- Biology, Washington and Jefferson College. M.Ed. - Educational Leadership, Florida Gulf Coast University Ed.S. - Educational Leadership, Florida Gulf Coast University	2	2	AP of Oakridge M.S. 2011-2012: Grade A Overall: Reading 71%, Math 72%, Writing 84%, Science 56%. Gains: Reading 69%, Math 71% Lowest 25%: Reading 67%, Math 60% AP of Oakridge MS 2010-2011: Grade A Reading Mastery 76%, Math Mastery 77%, Writing Mastery 97%, Science Mastery 69%. AYP:95%. Students with Disabilities did not make AYP in reading or math. Acting Asst. Principal of North Naples Middle School 2009-2010 Grade A Reading Mastery 82%, Math Mastery 80%, Writing Mastery 90%, Science Mastery 65%. Economically disadvantaged students and students with disabilities did not make AYP in reading.
						Dean of Students of Oakridge M.S. 2011-2012:

Assis Principal	Peter Truesdell	B. A.-Florida State University. M. A.-University of Florida Ed. S.-University of Florida	7	8	Grade A Overall: Reading 71%, Math 72%, Writing 84%, Science 56%. Gains: Reading 69%, Math 71% Lowest 25%: Reading 67%, Math 60% Dean of Students of Oakridge M.S. 2010-2011: Grade A Reading Mastery 76%, Math Mastery 77%, Writing Mastery 97%, Science Mastery 69%. AYP:95%. Students with Disabilities did not make AYP in reading or math. Dean of Students of Oakridge M.S. 2009-2010: Grade A Reading Mastery 76%, Math Mastery 77%, Writing Mastery 91%, Science Mastery 62%. AYP:90%. Economically disadvantaged students and students with disabilities did not make AYP. Hispanic students and economically disadvantaged students did not make AYP for math. Dean of Students of Oakridge M.S. 2008-2009: Grade A. Reading Mastery 77%, Math Mastery 77%, Writing Mastery 94%, Science Mastery 58% AYP: 87%. ESE and Hispanic did not make AYP in Reading. ESE, Economically Disadvantaged, and Hispanic did not make AYP in Math. ESE did not make AYP in Writing. Dean of Students of Oakridge M.S. 2007-2008: Grade A, Reading Mastery 72%, Math Mastery 72%, Writing Mastery: 94%, Science Mastery: 57% AYP: 90%, Hispanic students did not make AYP in reading and math. ED did not make AYP in Reading and ESE did not meet in math. Dean of Students of Oakridge M.S. 2006-2007: Grade A, Reading Mastery 74%, Math Mastery 74%, Writing Mastery: 96%, Science Mastery: 59% AYP: 90%, ESE did not make AYP in reading and math. ECON did not make AYP in math.

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Dawn Hennessey	B.S. (Education)/PreK-3, K-6, English 6-12, Reading Endorsement, ESOL Endorsement	6		No prior performance

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. Peer Mentoring 2. Monthly Meetings with Administrators 3. Collaboration with Human Resources Department	School Administration School Administration District HR Department	Ongoing Ongoing Ongoing	

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
ESOL: 7 teachers (all rated effective for the previous year) Gifted: 5 teachers (all rated effective for the previous year) Subject Area Certification: 1 teacher (rated effe4ctive	ESOL: The teachers either have never been assigned to ELL students, or they are currently working towards their ESOL endorsements. Gifted: All teachers working towards their gifted endorsements. Subject Area Certification: The teacher is certified in the subject of instruction, but was not HOUSSE certified for the new course that she is currently teaching. District will fund the teacher's taking the Social Science test.

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
64	4.7%(3)	18.8%(12)	51.6%(33)	29.7%(19)	45.3%(29)	100.0%(64)	14.1%(9)	6.3%(4)	35.9%(23)

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
April Mapes	Crissy Anderson	Intensive mathematics assignment	General Procedures Angel Software Training Data Analysis and AYP Strategies for Co-Teaching Differentiated Instruction PBS/RtI Behavior Plans/IEPs/EPs/504 Plans Marzano Strategies Questioning and Bloom's

			Taxonomy Cornell Notes T.H.I.E.V.E.S.
Celeste Duplaa	Cody Seevers	Language arts assignment	General Procedures Angel Software Training Data Analysis and AYP Strategies for Co-Teaching Differentiated Instruction PBS/RtI Behavior Plans/IEPs/EPs/504 Plans Marzano Strategies Questioning and Bloom's Taxonomy Cornell Notes T.H.I.E.V.E.S.
Dawn Hennessey	Vanessa Anderson	Language arts assignment	General Procedures Angel Software Training Data Analysis and AYP Strategies for Co-Teaching Differentiated Instruction PBS/RtI Behavior Plans/IEPs/EPs/504 Plans Marzano Strategies Questioning and Bloom's Taxonomy Cornell Notes T.H.I.E.V.E.S.

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.

J. Kevin Saba - Principal
Mason M. Clark - Assistant Principal
Peter Truesdell - Dean
Vacant - Reading Coach
Norma Smith - Intervention Support Specialist
Barbara Clark - Lead Counselor
Bonnie Tucker - School Counselor
Rose Gonzalez - School Counselor

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

The school MTSS team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis; monitor the fidelity of the delivery of instruction and intervention; and, provide levels of support and interventions to students based on data. Each of the school's grade-level interdisciplinary teams meets biweekly and shares any information regarding students and evaluates the effectiveness of interventions being used. Progress monitoring plans are written for students that outline interventions for specific areas of deficiency.

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?

- Analyze Data
- Focus on core instruction at tier 1
- Identify students in need of tier 2/3 interventions
- Train instructional staff on tier 2/3 interventions
- Progress monitoring of student achievement and development in math and reading
- Identify students in need of behavioral modifications/guidance services

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.

Federal, state, and local services and programs will provide human and fiscal resources in the MTSS implementation plan.
•Federal support comes through the allocation of fiscal resources from entitlement grants, such as Title I, II and III, and IDEA.

•State support, IDEA and Title I will provide instructional materials for core and supplemental instruction, as well as training

provided by FLDOE and USF to support the district and school MTSS implementation plans.
•Local is providing a district Intervention Support Specialist (InSS) who will meet regularly with building level MTSS teams and coordinators to ensure strong implementation of MTSS.

Describe the plan to train staff on MTSS.

We have successfully utilized the Direct Steps online modules for RtI (now MTSS) training schoolwide. In addition, the position of InSS has been allocated again this year to our school so that we can continue to develop supports and documentation procedures for all of our interventions and assessments. Continued training on Tier I strategies will accompany training on appropriate interventions. Additionally, we will refresh staff on the use of Data Warehouse conference notes, observation notes, and team meeting notes, in order to share and record data. Finally, we will be working with staff on technology and strategies to differentiate instruction to better meet diverse learning needs.

Team leaders will receive training in the implementation of, and the documentation of, Tier II strategies. These team leaders will serve as additional Tier II contacts, thereby building staff MTSS capacity over time. Team Leaders will receive ongoing training in the writing of effective and measurable PMPs. Staff will receive ongoing training in the collection and reporting of appropriate data for PMP documentation and review.

Describe the plan to support MTSS.

District-wide reading initiatives will support Tier-I literacy and writing activities. The addition of an intensive math class for students scoring below proficiency will support Tier-I mathematics instruction. OMS has instituted an elective fluency-focused reading class for students with significant reading delays, supporting Tier II. The InSS will work with teachers to assist in the writing of PMPs, the collection of data, and the selection of appropriate interventions for students at all levels of our MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

J. Kevin Saba--Principal
Mason Clark--Assistant Principal
Dawn Hennessey --Reading Coach and Language Arts Department Head
Norma Smith--Intervention Support Specialist

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

The LLT meets regularly to examine and analyze data gleaned from standardized measures, such as FCAT and FAIR, and non-standardized measures, such as course grades and teacher anecdotal evidence. The team disaggregates these data into subgroups in order to identify schoolwide trends, reinforce strengths and address weaknesses in literacy. In addition, high-probability instructional strategies are researched and modeled with staff.

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

The LLT is implementing a tiered literacy program at OMS. The school offers an intensive language arts course paired with an intensive reading course to those students reading below grade level. The course utilizes multiple adopted materials to permit these students to access text at their current reading levels, develop fluency, and then move on to more complex text as they continue in the course. The "Springboard" language arts curriculum is utilized at the developmental and advanced levels, along with the "Prentice Hall" grammar and usage series and the Junior Great Books series. The multiple offerings allow OMS to maximize the number of students able to access the language arts curriculum. The LLT has prioritized accurate placement of students into accessible curricular levels based upon FCAT data, Language! test data, Maze test data, FAIR test data, and prior course grades. Across all ability levels, the LLT will focus upon the continued implementation of collaborative literacy strategies (THIEVES, Cornell Notes, and Student-generated higher-order thinking questions) along with the inclusion of close-reading strategies that will support the new Common Core Standards. The LLT will support the introduction of intertextual triads across the content areas as well.

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.

OMS is supporting the district intitiatve to bring reading into all content areas. Teachers in all content areas continue to utilize the common literacy strategies (THIEVES, Cornell Notes, and Student-generated Higher-order thinking questions). Teachers will also implement close-reading strategies, to better align our reading instruction to the coming Common Core standards. Teachers will "check for three," to ensure that our students are ready to write with the increased focus on conventions. They will also integrate intertextual triads into their lessons quarterly. Intertextual triads allow students to struggle with multiple, thematically-related texts in order to synthesize meaning towards the overall theme. Support will include observation with feedback, modeling, recommendations for additional professional development, and mentorship.

*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:	In 2012, 34% of OMS students, or 339, achieved proficiency on FCAT Reading. The expected level of performance for 2013 is 34%, or 344 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (339)	34% (344)

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	Limited reading proficiency.	DIFFERENTIATED INSTRUCTION: OMS will employ differentiated instruction and MTSS interventions for students needing to improve reading achievement and advanced curricula for students seeking to maintain proficiency. OMS will also utilize mentorship and extended learning opportunities for those students needing more direct intervention.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist.	Review of weekly classroom assessment and standardized assessment each trimester by PLCs; coaching cycle as facilitated by the reading coach.	Course assessments, baseline/benchmark assessments, and FAIR data.
2	Students exhibit limited critical thinking skills.	RIGOR: Teachers will implement school-wide, tier one collaborative literacy strategies in all content areas. T.H.I.E.V.E.S. and Cornell Notes will be used for engagement with material. Teachers will consider Webb's Depth of Knowledge when designing instruction. Instructors will include opportunities for critical thinking and questioning. In addition, teachers will use complex questioning to deepen understanding.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist; Dawn Hennessey, Language Arts Department Chair	Review of weekly classroom assessment and standardized assessment each trimester by PLCs; coaching cycle as facilitated by the reading coach.	Authentic classroom products, Quarter benchmark assessments, FCAT, classroom walkthroughs and iObservation records.
3	Increasing standards with regards to text complexity and writing proficiency as Florida's students move from the SSS, to the NGSSS, and finally to the Common Core.	INFORMATIONAL TEXT: Teachers will introduce and implement the Check for Three initiative. Teachers will engage their students in close reading activities across the content areas and implement intertextual	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist; Dawn Hennessey, Language Arts Department Chair	Review of weekly classroom assessment and standardized assessment each trimester by PLCs; coaching cycle as facilitated by the reading coach.	Authentic classroom products, Quarter benchmark assessments, FCAT, classroom walkthroughs and iObservation records.

		triads so that their students will develop skill with literary analysis and synthesis.			

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:	
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:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In 2012, 37% of OMS students, or 369, achieved above proficiency on FCAT Reading. The expected level of performance for 2013 is 41%, or 415 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37%(369)	41%(415)

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 initially struggle with elevated skill level expectations as promoted.	RIGOR: Teachers will challenge students to continue to expand their reading skills through advanced curriculum and extension activities that require critical thinking.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist; Dawn Hennessey, Language Arts Department Chair	Review of weekly classroom assessment and standardized assessment each trimester by PLCs and the leadership team.	Course grades and FAIR data.
	Students exhibit limited critical thinking skills.	INFORMATIONAL TEXT: Teachers will implement school-wide, tier one collaborative literacy strategies in all content areas. T.H.I.E.V.E.S. and Cornell Notes will be used for engagement with	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist; Dawn Hennessey, Language Arts	Review of weekly classroom assessment and standardized assessment each trimester by PLCs.	Authentic classroom products, Quarter benchmark assessments, FCAT, classroom walkthroughs and iObservation

2		material. Teachers will consider Webb's Depth of Knowledge when designing instruction. Instructors will include opportunities for critical thinking and questioning. In addition, teachers will use complex questioning to deepen understanding.	Department Chair		
3	Increasing standards with regards to text complexity and writing proficiency as Florida's students move from the SSS, to the NGSSS, and finally to the Common Core	INFORMATIONAL TEXT: Teachers will introduce and implement the Check for Three initiative. Teachers will engage their students in close reading activities across the content areas and implement intertextual triads so that their students will develop skill with literary analysis and synthesis.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist; Dawn Hennessey, Language Arts Department Chair	Review of weekly classroom assessment and standardized assessment each trimester by PLCs.	Authentic classroom products, Quarter benchmark assessments, FCAT, classroom walkthroughs and iObservation records.

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:	
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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In 2012, 73% of OMS students, or 662, achieved learning gains on FCAT Reading. The expected level of performance for 2013 is 76%, or 720 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73%(662)	76% (720)

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	Students are initially challenged by more complex skill level expectations.	DIFFERENTIATION: Teachers will differentiate core instruction and extension activities to maintain and increase engagement and skill development.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Dawn Hennessey, Language Arts Department Chair; Norma Smith, Intervention Support Specialist.	PLCs and leadership teams will review records of classroom observations and formative evaluation feedback.	Course assessments, FAIR testing, iObservation records, FCAT reading test.
2	Students experience difficulty making connections across curricula.	INFORMATIONAL TEXT: Teachers will implement collaborative literacy strategies (THIEVES, Cornell Notes, HOT questioning), Check for Three, close reading, and intertextual triads as a common language across all content areas.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Dawn Hennessey, Language Arts Department Chair; Norma Smith, Intervention Support Specialist.	PLCs and leadership teams will review records of classroom observations, weekly assessments, and formative evaluation feedback.	Benchmark assessments, FAIR testing, FCAT reading test.
3	Increasing standards with regards to text complexity and writing proficiency as Florida's students move from the SSS, to the NGSSS, and finally to the Common Core	RIGOR: Teachers will introduce and implement the Check for Three initiative. Teachers will engage their students in close reading activities across the content areas and implement intertextual triads so that their students will develop skill with literary analysis and synthesis.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist; Dawn Hennessey, Language Arts Department Chair	Review of weekly classroom assessment and standardized assessment each trimester by PLC and formative evaluation feedback.	Authentic classroom products, Quarter benchmark assessments, FCAT, classroom walkthroughs and iObservation records

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:	
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:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In 2012, 73% of OMS students in the lowest 25% of FCAT scores, or 164 students, achieved learning gains on FCAT Reading. The expected level of performance for 2013 is 76%, or 180 students.

2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (164)	76% (180)

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	Limited student reading proficiency.	DIFFERENTIATION: OMS will employ differentiated instruction and MTSS interventions for students needing to improve reading achievement and advanced curricula for students seeking to maintain proficiency. OMS will also utilize mentorship and extended learning opportunities for those students needing more direct intervention.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist.	Review of weekly classroom assessment and standardized assessment each trimester by PLCs and formative evaluation feedback.	Course assessments, baseline/benchmark assessments, and FAIR data..
2	Students experience difficulty making connections across curricula.	INFORMATIONAL TEXT: Teachers will implement collaborative literacy strategies (THIEVES, Cornell Notes, HOT questioning), Check for Three, close reading, and intertextual triads as a common language across all content areas.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Dawn Hennessey, Language Arts Department Chair; Norma Smith, Intervention Support Specialist.	PLCs and leadership teams will review records of classroom observation and common assessments and formative evaluation feedback.	Benchmark assessments, FAIR testing, FCAT reading test.

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 : In order to decrease the achievement gap for certain subgroups by 50% over the next six years, OMS has set yearly goals by subgroups. These goals are: All: 74-71-78-81-83-85-87

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	71	78	81	83	85	

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 2012, the 76%, of 490 students, of the White subgroup achieved proficiency. The expected percentage for 2013 is 79%. 63%, or 35 students, of the Black subgroup achieved proficiency. The expected percentage for 2013 is 67%. 60%, or 157 students, of the Hispanic subgroup achieved reading proficiency. The expected percentage for 2013 is 64%. The Asian and American Indian subgroups do not comprise sufficient numbers for disaggregation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 77% (490) Black: 63% Hispanic: 60% (157) Asian: N/A American Indian: N/A	White: 79% Black: 67% Hispanic: 64% Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited reading proficiency	DIFFERENTIATION: OMS will employ differentiated instruction and MTSS interventions for students needing to improve reading achievement and advanced curricula for students seeking to maintain proficiency. OMS will also utilize mentorship and extended learning opportunities for those students needing more direct intervention.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist.	Review of weekly classroom assessment and standardized assessment each trimester by PLCs and formative evaluation feedback.	Course assessments, baseline/ benchmark assessments, and FAIR data.
2	Students experience difficulty making connections across curricula.	INFORMATIONAL TEXT: Teachers will implement collaborative literacy strategies (THIEVES, Cornell Notes, HOT questioning), Check for Three, close reading, and intertextual triads as a common language across all content areas.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Dawn Hennessey, Language Arts Department Chair; Norma Smith, Intervention Support Specialist.	PLCs and leadership teams will review records of classroom observation and benchmark assessments and formative evaluation feedback.	Benchmark assessments, FAIR testing, FCAT reading test
3	Increasing standards with regards to text complexity and writing proficiency as Florida's students move from the SSS, to the NGSSS, and finally to the Common Core	RIGOR: Teachers will introduce and implement the Check for Three initiative. Teachers will engage their students in close reading activities across the content areas and implement intertextual triads so that their students will develop skill with literary analysis and synthesis.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist; Dawn Hennessey, Language Arts Department Chair	Review of weekly classroom assessment and standardized assessment each trimester by PLCs and formative evaluation feedback.	Authentic classroom products, Quarter benchmark assessments, FCAT, classroom walkthroughs and iObservation records.

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 2012, 50%, or 55 students, of the ELL subgroup achieved proficiency. The expected percentage for 2013 is 55%, or 31students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(55)	55%(31)

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
	Limited reading proficiency	DIFFERENTIATION: OMS will employ differentiated instruction and MTSS interventions for students needing to improve reading achievement and advanced curricula for	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist, Rose Gonzalez, ELL Contact.	Review of weekly classroom assessment and standardized assessment each trimester by PLCs.	Course assessments, baseline/benchmark assessments, FAIR data, and CELLA results.

1		students seeking to maintain proficiency. OMS will also utilize mentorship and extended learning opportunities for those students needing more direct intervention. OMS has quick-linked SIOP resources to its PLC-OMS page. The SIOP link contains print and online resources to support increased ELL comprehension.			
2	OMS' relatively small ELL populations, distributed across three grade levels, makes access to the ELL tutor difficult.	DIFFERENTIATION: OMS redesigned its master schedule such that ELL students with significant needs for support are directed through a more streamlined schedule in order to afford more access to the ELL tutor.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist, Rose Gonzalez, ELL Contact.	Review of weekly classroom assessment and standardized assessment each trimester by PLCs.	Course assessments, baseline/benchmark assessments, FAIR data, and CELLA 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:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In 2012, 32% of OMS SWD students, or 31 students, achieved reading proficiency. The expected level of performance for 2013 is 39%, or 30 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (31)	39% (30)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students experience difficulty making connections across curricula.	INFORMATIONAL TEXT: Teachers will implement collaborative literacy strategies (THIEVES, Cornell Notes, HOT questioning), Check for Three, close reading, and intertextual triads as a common language across all content areas. ESE coteachers provide support and small group instruction when necessary. Teachers record assignments and provide resources in the Angel course delivery system. Teachers implement IEP accommodations to support SWDs in accessing curriculum	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist; Dawn Hennessey, Language Arts Department Chair	PLCs and leadership teams will review records of classroom observation and benchmark assessments.	Benchmark assessments, FAIR testing, FCAT reading test, IEP re-evaluations.
	Students with disabilities may not have acquired the requisite skills supporting successful learning on grade-level	DIFFERENTIATION: Students will receive appropriate placement in district language and reading courses, extended learning	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist;	Review of weekly classroom assessment and standardized assessment each trimester by PLCs.	Benchmark assessments, FAIR testing, FCAT reading test, IEP re-evaluations.

2		opportunities when necessary. ESE coteachers provide support and small group instruction when necessary. Teachers utilize common literacy strategies to focus on essential skills for reading success.	Dawn Hennessey, Language Arts Department Chair		
3	Students with disabilities have difficulty with organization and continuity across curricula.	INFORMATIONAL TEXT: Teachers will utilize common collaborative literacy strategies (T.H.I.E.V.E.S., Cornell Notes, and Bloom's H.O.T. Questioning), as well as close-reading strategies, the Check for Three initiative, and intertextual triads across all disciplines to provide continuity in process.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist; Dawn Hennessey, Language Arts Department Chair	Review of weekly classroom assessments and standardized assessment each trimester by PLCs..	Authentic classroom products, quarterly benchmark assessments, FCAT, classroom walkthroughs and iObservation records.
4	Students with disabilities may demonstrate processing deficits in written language.	DIFFERENIATION: Teachers will utilize text-to-speech programs when appropriate, such as Ginger, WYNN, and the Pearl camera. These programs are intended to assist students in making connections between written and oral language.	Kevin Saba, Principal; Mason Clark, Assistant Principal; ESE coteachers; Norma Smith, Intervention Support Specialist.	Progress monitoring data and classroom records.	FAIR data and course grades.

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 2012, 58% of OMS' economically deprived students, or 187 students, achieved proficiency. The expected level of performance for 2013 is 62%, or 239 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (62)	62% (239)

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	Economically disadvantaged students are exceptionally challenged to demonstrate proficiency in skills and knowledge.	DIFFERENTATION: School staff will identify target students and provide free or reduced lunch, mentorship, guidance outreach, as well as differentiated instruction.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist; Karen Galvin, Cafeteria Manager; Barbara Clark, Counselor; Bonnie Tucker, Counselor; Rose Gonzalez, Counselor.	Leadership teams and PLCs will review results of informal classroom observations performed by guidance staff and instructors, classroom walkthroughs with focused feedback, ongoing course assessments, and quarterly benchmark assessments.	Common assessments, FAIR testing, Benchmark testing,iObservation records, and FCAT reading test.
	Students experience difficulty making connections across curricula.	INFORMATIONAL TEXT: Teachers will implement collaborative literacy strategies (THIEVES,	Kevin Saba, Principal; Mason Clark, Assistant Principal; Dawn	PLCs and leadership teams will review records of classroom observation and benchmark	Benchmark assessments, FAIR testing, FCAT reading test

2		Cornell Notes, HOT questioning), Check for Three, close reading, and intertextual triads as a common language across all content areas.	Hennessey, Language Arts Department Chair; Norma Smith, Intervention Support Specialist.	assessments; staff will reflect upon focused formative evaluation feedback.	
3	Increasing standards with regards to text complexity and writing proficiency as Florida's students move from the SSS, to the NGSSS, and finally to the Common Core	RIGOR: Teachers will introduce and implement the Check for Three initiative. Teachers will engage their students in close reading activities across the content areas and implement intertextual triads so that their students will develop skill with literary analysis and synthesis.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist; Dawn Hennessey, Language Arts Department Chair	Review of weekly classroom assessment and standardized assessment each trimester by PLCs; staff will reflect upon focused formative evaluation feedback.	Authentic classroom products, quarterly benchmark assessments, FCAT, classroom walkthroughs and iObservation records.

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
Lesson Study	Multidisciplinary, across grade levels.	Mason Clark, assistant principal.	School-wide.	August through March.	Lesson study documentation within Angel.	Kevin Saba, principal; Mason Clark; assistant principal.
Webb's Depth of Knowledge and complex questioning.	All grade levels/all subjects.	Kevin Saba, principal.	School-wide.	August pre-service, September early release, December, February.	Lesson plans, iobservation data.	Kevin Saba, principal; Mason Clark; assistant principal; Peter Truesdell, dean of students.
Item specifications for FCAT.	All grade levels/all subjects.	Mason Clark, assistant principal.	School-wide	September through May.	Lesson plans, iobservation data.	Kevin Saba, principal; Mason Clark; assistant principal; Peter Truesdell, dean of students.
Intertextual triads.	ELA, related arts, social studies, and science teachers.	Paul Holimon, Dawn Hennessey, Andrea Polanco.	ELA, related arts, social studies, and science.	August through May.	Lesson plans, iobservation data.	Kevin Saba, principal; Mason Clark; assistant principal; Peter Truesdell, dean of students.
Training in PMP writing and monitoring using Data Warehouse.	All grade levels/all subjects.	Norma Smith, intervention support specialist.	School-wide.	August/September, December, April.	Data Warehouse team lists and active PMPs.	Kevin Saba, principal; Mason Clark; assistant principal, and Norma Smith, intervention support specialist.
Common Core ELA standards	All grade levels/all subjects.	Kevin Saba, principal; Mason Clark, assistant principal; Dawn Hennessey, language arts chair	School-wide.	August pre-service, September early release, December, February.	PLC notes, iObservation	Kevin Saba, principal; Mason Clark; assistant principal

Reading 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 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:	In 2012, 54%, or 15 students, tested on the CELLA achieved listening/speaking proficiency. The expected percentage for 2013 is 59%
2012 Current Percent of Students Proficient in listening/speaking:	
54%(15)	

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	Limited listening/speaking proficiency	DIFFERENTIATION: OMS will employ differentiated instruction and MTSS interventions for students needing to improve reading achievement and advanced curricula for students seeking to maintain proficiency. OMS will also utilize mentorship and extended learning opportunities for those students needing more direct intervention.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist; Rose Gonzalez, ELL Contact.	Review of weekly classroom assessment and standardized assessment each trimester by PLCs.	Teacher observation, Course assessments, baseline/benchmark assessments, FAIR data, and CELLA assessment data.
	OMS' relatively small	DIFFERENTIATION:	Kevin Saba,	Review of weekly	Course

2	ELL populations, distributed across three grade levels, makes access to the ELL tutor difficult.	OMS redesigned its master schedule such that ELL students with significant needs for support are directed through a more streamlined schedule in order to afford more access to the ELL tutor.	Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist, Rose Gonzalez, ELL Contact.	classroom assessment and standardized assessment each trimester by PLCs.	assessments, baseline/benchmark assessments, FAIR data, and CELLA results.

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:	In 2012, 36%, or 10 students, tested on the CELLA, achieved reading proficiency. the expected level for 2013 is 40%.
2012 Current Percent of Students Proficient in reading:	
36%(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	OMS' relatively small ELL populations, distributed across three grade levels, makes access to the ELL tutor difficult.	DIFFERENTIATION: OMS redesigned its master schedule such that ELL students with significant needs for support are directed through a more streamlined schedule in order to afford more access to the ELL tutor.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist, Rose Gonzalez, ELL Contact.	Review of weekly classroom assessment and standardized assessment each trimester by PLCs.	Course assessments, baseline/benchmark assessments, FAIR data, and CELLA results.
2	Limited reading proficiency	DIFFERENTIATION: OMS will employ differentiated instruction and MTSS interventions for students needing to improve reading achievement and advanced curricula for students seeking to maintain proficiency. OMS will also utilize mentorship and extended learning opportunities for those students needing more direct intervention.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist.	Review of weekly classroom assessment and standardized assessment each trimester by PLCs.	Course assessments, baseline/benchmark assessments, and FAIR data.

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	In 2012, 33%, or 9 students, tested on the CELLA achieved proficiency in writing. The expected level for 2013 is 36%.
2012 Current Percent of Students Proficient in writing:	
33%(9)	

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	Limited writing proficiency	DIFFERENTIATION: OMS will employ differentiated instruction and MTSS interventions for students needing to improve reading achievement and advanced curricula for students seeking to maintain proficiency. OMS will also utilize mentorship and extended learning opportunities for those students needing more direct intervention.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist.	Review of weekly classroom assessment and standardized assessment each trimester by PLCs.	Course assessments, baseline/benchmark assessments, and FAIR data.
2	OMS' relatively small ELL populations, distributed across three grade levels, makes access to the ELL tutor difficult.	DIFFERENTIATION: OMS redesigned its master schedule such that ELL students with significant needs for support are directed through a more streamlined schedule in order to afford more access to the ELL tutor.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist, Rose Gonzalez, ELL Contact.	Review of weekly classroom assessment and standardized assessment each trimester by PLCs.	Course assessments, baseline/benchmark assessments, FAIR data, and CELLA results.

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 2012, 34% of OMS students, or 334, achieved proficiency on the FCAT Mathematics Assessment. In 2013, the expected percentage is 34%, or 344 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (334)	34% (344)

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' limited foundational math proficiency (math facts).	DIFFERENTIATION: •Teachers will monitor student performance on benchmark tests and intervene as necessary. •Teachers will employ differentiated instruction with targeted students to meet their learning needs in the deficit skill areas. •Teachers will utilize mentorship and extended learning opportunities for students needing more direct intervention. •Teachers will assign individualized technology resources (FCAT Explorer, Skills Tutor, Manga High, Timez Attack, UMathX) to target specific student needs.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist; Robyn Street, Math Department Chair.	PLCs and leadership team review of weekly classroom assessments and item analysis of quarterly standardized assessments.	Course assessments and benchmark test data.
2	Students experience difficulty making connections across curricula.	INFORMATIONAL TEXT: •Teachers will implement collaborative literacy strategies (THIEVES, Cornell Notes, HOT questioning), Check for Three, and close reading as a common language across all content areas.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist; Robyn Street, Math Department Chair.	Leadership teams and PLCs will review lesson planning, classroom observation and walkthrough records, and results of formative assessments.	Quarterly benchmark assessments, lesson planning records, FCAT math test, and iObservation records.
3	Students exhibit difficulties with abstract mathematical thinking and representation.	RIGOR: Teachers will utilize supportive technology in math lessons to move concepts from abstract to concrete through visualization and interactivity. Supportive technology includes the TI Navigator System, the Mimeo, the LiveScribe Pen, Algebra Tiles, UMathX, Manga High,	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist; Robyn Street, Math Department Chair.	Leadership teams and PLCs will review lesson planning, classroom observation and walkthrough records, and results of formative assessments.	Quarterly benchmark assessments, lesson planning records, FCAT math test, and iObservation records.

		Skills Tutor, FCAT Explorer, and Agile Mind PD.			

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:	
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:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In 2012, 38% of OMS students, or 377, achieved above proficiency on FCAT Reading. The expected level of performance for 2013 is 42%, or 425 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (377)	42% (425)

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	Increasing standards with regards to text complexity and writing proficiency as Florida's students move from the SSS, to the NGSSS, and finally to the Common Core.	RIGOR: Teachers will challenge students to continue to expand their mathematics skills through advanced curriculum and extension activities that require critical thinking, supported by the Agile Mind PD.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Robyn Street, Math Chair.	PLCs and the leadership team will review classroom assessments and quarterly standardized assessments.	Course grades, benchmark testing data, and FCAT Math data.
	Students exhibit limited critical thinking skill.	RIGOR: Teachers will implement school-wide, tier one collaborative literacy strategies in all content areas. T.H.I.E.V.E.S., Cornell Notes, and close reading will be used for engagement with	Kevin Saba, Principal; Mason Clark, Assistant Principal; Robyn Street, Math Department Chair.	PLCs and the leadership team will review weekly classroom assessment and standardized assessment each trimester, providing support and training as necessary based on these analyses.	Authentic classroom products, Quarter benchmark assessments, FCAT, classroom walkthroughs and iObservation.

2		material. Teachers will consider Webb's Depth of Knowledge when designing instruction. Instructors will include opportunities for critical thinking and questioning. In addition, teachers will use complex questioning to deepen understanding.			
3	Students exhibit difficulties with abstract mathematical thinking and representation.	RIGOR: •Teachers will utilize supportive technology in math lessons to move concepts from abstract to concrete through visualization and interactivity. Supportive technology includes, the TI Navigator System, the Mimeo, the LiveScribe Pen, Algebra Tiles, UMathX, Manga High, Agile Mind PD, Skills Tutor, FCAT Explorer	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist; Robyn Street, Math Department Chair.	Leadership teams and PLCs will review lesson planning, classroom observation and walkthrough records, and results of formative assessments.	Quarterly benchmark assessments, lesson planning records, FCAT math test, and iObservation records.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
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:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	In 2012, 74% of OMS students, or 670, achieved learning gains on FCAT Math. The expected level of performance for 2013 is 77%, or 729 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74%(670)	77%(729)

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 exhibit difficulties with abstract mathematical thinking and representation.	DIFFERENTIATION: Teachers will utilize supportive technology in math lessons to move concepts from abstract to concrete through visualization and interactivity. Supportive technology includes, the TI Navigator System, the Mimeo, the LiveScribe Pen, Algebra Tiles, UMathX, Agile Mind PD, Manga High, Skills Tutor, FCAT Explorer.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist; Robyn Street, Math Department Chair.	Leadership teams and PLCs will review lesson planning, classroom observation and walkthrough records, and results of formative assessments, providing the training and support identified by these analyses	Quarterly benchmark assessments, lesson planning records, FCAT math test, and iObservation records.
2	Increasing standards with regards to text complexity and writing proficiency as Florida's students move from the SSS, to the NGSSS, and finally to the Common Core.	RIGOR: Teachers will challenge students to continue to expand their mathematics skills through advanced curriculum and extension activities that require critical thinking.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Robyn Street, Math Department Chair.	PLCs and the leadership team will review classroom assessments and quarterly standardized assessments	Course grades, benchmark testing data, and FCAT Math data.
3	Students exhibit limited critical thinking skills.	RIGOR: Teachers will instruct students in Bloom's Taxonomy and include opportunities for critical thinking in lesson plans through the use of cognitively complex tasks and technological resources such as Agile Mind PD.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Robyn Street, Math Chair.	PLCs and leadership team will review records of classroom observations, lesson planning, weekly classroom assessment and standardized assessment each trimester.	Authentic classroom products, FCAT, iObservation records.

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:	
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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	In 2012, 66% of OMS students in the lowest 25% of FCAT scores, or 149 students, achieved learning gains on FCAT

Mathematics Goal #4:	Reading. The expected level of performance for 2013 is 69%, or 161 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66%(149)	69%(161)

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' limited foundational math proficiency (math facts).	DIFFERENTIATION: Students scoring below proficiency on FCAT math receive an additional period of intensive math support •Teachers will employ differentiated instruction with targeted students to meet their learning needs in the deficit skill areas. •Teachers will utilize mentorship and extended learning opportunities for students needing more direct intervention. •Teachers will assign individualized technology resources (FCAT Explorer, Skills Tutor, UMathX, Timez Attack, Manga High, Agile Mind PD) to target specific student needs.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist; Robyn Street, Math Department Chair.	PLCs and leadership team review of weekly classroom assessments and quarterly standardized assessments, providing resources and training as needed based upon these analyses.	Course assessments and benchmark test data.
2	Students exhibit difficulties with abstract mathematical thinking and representation.	DIFFERENTIATION: Teachers will utilize supportive technology in math lessons to move concepts from abstract to concrete through visualization and interactivity. Supportive technology includes, the TI Navigator System, the Mimeo, the LiveScribe Pen, Algebra Tiles, UMathX, Manga High, Skills Tutor, FCAT Explorer.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Robyn Street, Math Department Chair.	PLCs and the leadership team will review classroom assessments and quarterly standardized assessments, providing resources and training as needed based upon these analyses.	Course grades, benchmark testing data, and FCAT Math data.
3	Increasing standards with regards to text complexity and writing proficiency as Florida's students move from the SSS, to the NGSSS, and finally to the Common Core.	RIGOR: Teachers will challenge students to continue to expand their mathematics skills through advanced curriculum and extension activities that require critical thinking.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Robyn Street, Math Department Chair.	PLCs and the leadership team will review classroom assessments and quarterly standardized assessments.	Course grades, benchmark testing data, and FCAT Math data.

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 : In order to decrease the achievement gap for certain subgroups by 50% over the next six years, OMS has set yearly goals by subgroups. These goals are: All: 75-72-79-82-84-86-88

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	72	79	82	84	86	

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 2012, 77%, or 487 students, of the White subgroup achieved proficiency. The expected percentage for 2013 is 79% or 505 students. 51%, or 28 students, of the Black subgroup achieved proficiency. The expected percentage for 2013 is 56%, or 35 students. 65%, or 167 students, of the Hispanic subgroup achieved reading proficiency. The expected percentage for 2013 is 69%, or 177 students. The Asian and American Indian subgroups did not comprise sufficient numbers for disaggregation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 77% (487) Black: 51% (28) Hispanic: 65% (167) Asian: N/A American Indian: N/A	White: 79% (505) Black: 56% (35) Hispanic: 69% (177) Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' limited foundational math proficiency (math facts).	DIFFERENTIATION: •Students scoring below proficiency on FCAT math receive an additional period of intensive math support •Teachers will employ differentiated instruction with targeted students to meet their learning needs in the deficit skill areas. •Teachers will utilize mentorship and extended learning opportunities for students needing more direct intervention. •Teachers will assign individualized technology resources (FCAT Explorer, Skills Tutor, UMathX, , Manga High, and Timez Attack) to target specific student needs.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist; Robyn Street, Math Department Chair.	PLCs and leadership team review of weekly classroom assessments and quarterly standardized assessments.	Course assessments and benchmark test data.
2	Students exhibit difficulties with abstract mathematical thinking and representation.	DIFFERENTIATION: Teachers will utilize supportive technology in math lessons to move concepts from abstract to concrete through visualization and interactivity. Supportive technology includes, the TI Navigator System, the Mimeo, the LiveScribe Pen, Algebra Tiles, UMathX, Manga High, Skills Tutor, FCAT Explorer, and Agile Mind PD.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist; Robyn Street, Math Department Chair.	Leadership teams and PLCs will review lesson planning, classroom observation and walkthrough records, and results of formative assessments.	Quarterly benchmark assessments, lesson planning records, FCAT math test, and iObservation records.

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 2012, 56%, or 61 ELL students, achieved proficiency. The expected performance for 2013 is 60% or 34 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (61)	60% (34)

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	Increasing standards with regards to text complexity and writing proficiency as Florida's students transition from the NGSSS to the Common Core.	RIGOR: Teachers will challenge students to continue to expand their mathematics skills through advanced curriculum and extension activities that require critical thinking.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Robyn Street, Math Department Chair.	PLCs and the leadership team will review classroom assessments and quarterly standardized assessments, providing resources and training as needed based upon these analyses.	Course grades, benchmark testing data, and FCAT Math data.
2	OMS' relatively small ELL populations, distributed across three grade levels, makes access to the ELL tutor difficult.	DIFFERENTIATION: OMS redesigned its master schedule such that ELL students with significant needs for support are directed through a more streamlined schedule in order to afford more access to the ELL tutor.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist, Rose Gonzalez, ELL Contact.	Review of weekly classroom assessment and standardized assessment each trimester by PLCs.	Course assessments, baseline/benchmark assessments, FAIR data, and CELLA 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:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In 2012, 42% of Students with Disabilities (35 students) demonstrated proficiency in mathematics. In 2013, the expected proficiency level is 48%, or 37 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42%(35)	48%(37)

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
	Students' limited foundational math proficiency (math facts).	RIGOR: •Students scoring below proficiency on FCAT math receive an additional period of intensive math support •Teachers will employ differentiated instruction with targeted students	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist; Robyn Street, Math Department Chair.	PLCs and leadership team review of weekly classroom assessments and quarterly standardized assessments, providing resources and training as needed based upon these analyses.	Course assessments and benchmark test data.

1		to meet their learning needs in the deficit skill areas. •Teachers will utilize mentorship and extended learning opportunities for students needing more direct intervention. •Teachers will assign individualized technology resources (FCAT Explorer, Skills Tutor, UMathX, Manga High, and Timez Attack) to target specific student needs.			
2	Students experience difficulty making connections across curricula.	INFORMATIONAL TEXT: Teachers will implement collaborative literacy strategies (THIEVES, Cornell Notes, HOT questioning), Check for Three, and close reading as a common language across all content areas.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist; Robyn Street, Math Department Chair.	Leadership teams and PLCs will review lesson planning, classroom observation and walkthrough records, and results of formative assessments.	Quarterly benchmark assessments, lesson planning records, FCAT math test, and iObservation records.

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 2012, 60%, or 191 economically deprived students achieved proficiency. The expected performance for 2013 is 64%, or 251 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%(191)	64%(251)

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 exhibit difficulties with abstract mathematical thinking and representation.	DIFFERENTIATION: Teachers will utilize supportive technology in math lessons to move concepts from abstract to concrete through visualization and interactivity. Supportive technology includes, the TI Navigator System, the Mimeo, the LiveScribe Pen, Algebra Tiles, UMathX, Manga High, Skills Tutor, FCAT Explorer, and Agile Mind PD.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist; Robyn Street, Math Department Chair.	Leadership teams and PLCs will review lesson planning, classroom observation and walkthrough records, and results of formative assessments.	Quarterly benchmark assessments, lesson planning records, FCAT math test, and iObservation records.
	Economically disadvantaged students are exceptionally challenged to demonstrate proficiency in skills and knowledge.	DIFFERENTIATION: School staff will identify target students and provide free or reduced lunch, mentorship, guidance outreach, as well as differentiated	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist; Robyn Street,	Leadership teams and PLCs will review results of informal classroom observations performed by guidance staff and instructors, classroom iObservation records,	Common assessments, Benchmark testing,iObservation records, and FCAT math test.

2		instruction.	Math Department Chair; Karen Galvin, Cafeteria Manager; Barbara Clark, Counselor; Bonnie Tucker, Counselor; Rose Gonzalez, Counselor.	ongoing course assessments, quarterly benchmark assessments	

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 2012, 17%, or 18 algebra I students, earned a Level 3 on the algebra I EOC. The expected performance for 2013 is 17%, or 19 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (18)	17% (19)

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 students are cognitively prepared for algebra I, but may lack the foundational principals for the course.	DIFFERENTIATION: Teachers will implement supportive structures throughout the school year, including the EOC practice test, the FLVS practice materials,Khan Academy, LiveScribe lessons, peer teaching, and preferential placement into the HR teacher's HR for extended practice.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Robyn Street, Math Department Chair, Chris Howell, Algebra I Teacher.	Student self-monitoring scales, classroom assessments, district common assessments, providing resources and training as needed based upon these analyses.	Classroom assessment tools, student self-ratings, quarterly benchmark assessment results, algebra I EOC.
2	Students' reading comprehension scores may not mirror their skills in math.	DIFFERENTIATION: Teachers will implement supportive structures throughout the school year, including the EOC practice test, the FLVS practice materials,Khan Academy, LiveScribe lessons, peer teaching, and preferential placement into the HR teacher's HR for extended practice.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Robyn Street, Math Department Chair, Chris Howell, Algebra I Teacher.	Student self-monitoring scales, classroom assessments, district common assessments.	Classroom assessment tools, student self-ratings, quarterly benchmark assessment results, algebra I 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 group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	In 2012, 82%, or 85 algebra I students, earned a Level 4 or higher on the algebra I EOC. The expected performance for 2013 is 90%, or 103 students.

2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (85)	90% (103)

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	CCPS sought to increase student access to high school credit courses in middle school. As a result, OMS entrance requirements for the HS credit algebra course are more inclusive this school year.	DIFFERENTIATION: These newly qualifying students were placed preferentially in the HR of the algebra I teacher. This permitted two 30-minute remediation sessions each week.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Robyn Street, Math Department Chair, Chris Howell, Algebra I Teacher.	Student self-monitoring scales, classroom assessments, district common assessments.	Classroom assessment tools, student self-ratings, quarterly benchmark assessment results, algebra I 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 : In 2012, 72%, or 20 algebra I students who were members of the AMO subgroup, earned proficiency on the algebra I EOC. The expected performance for 2013 is 28 students.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	20	28				

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 2011-2012: 99% of White students, or 74 students, 100% of Black students, or 3 students, 100% of Hispanic students, or 19 students, 100% of Asian students, or 4 students, and 100% of American Indian students, or 1 student, achieved proficiency on the algebra I EOC. The expected percentage for 2012-2013 is 99% of White students, or 91 students, 100% of Black students, or 3 students, 100% of Hispanic students, or 17 students, and 100% of Asian students, or 1 student.

2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 99% (74) Black: 100% (3) Hispanic: 100% (19) Asian: 100% (4) American Indian: 100% (1)	White: 99% (91) Black: 100% (3) Hispanic: 100% (17) Asian: 100% (1) American Indian: 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
	Many students are cognitively prepared for algebra I, but may lack the foundational	DIFFERENTIATION: Teachers will implement supportive structures throughout the school	Kevin Saba, Principal; Mason Clark, Assistant Principal; Robyn	Student self-monitoring scales, classroom assessments, district common assessments.	Classroom assessment tools, student self-ratings, quarterly

1	principals for the course.	year, including the EOC practice test, the FLVS practice materials,Khan Academy, LiveScribe lessons, peer teaching, and preferential placement into the HR teacher's HR for extended practice.	Street, Math Department Chair, Chris Howell, Algebra I Teacher.		benchmark assessment results, algebra I EOC.
2	CCPS sought to increase student access to high school credit courses in middle school. As a result, OMS entrance requirements for the HS credit algebra course are more inclusive this school year.	DIFFERENTATION: These newly qualifying students were placed preferentially in the HR of the algebra I teacher. This permitted two 30-minute remediation sessions each week.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Robyn Street, Math Department Chair, Chris Howell, Algebra I Teacher.	Student self-monitoring scales, classroom assessments, district common assessments.	Classroom assessment tools, student self-ratings, quarterly benchmark assessment results, algebra I EOC.
3	Students' reading comprehension scores may not mirror their skills in math.	DIFFERENTIATION: Teachers will implement supportive structures throughout the school year, including the EOC practice test, the FLVS practice materials,Khan Academy, LiveScribe lessons, peer teaching, and preferential placement into the HR teacher's HR for extended practice.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Robyn Street, Math Department Chair, Chris Howell, Algebra I Teacher.	Student self-monitoring scales, classroom assessments, district common assessments.	Classroom assessment tools, student self-ratings, quarterly benchmark assessment results, algebra I 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:	In 2011-2012, 100% of ELLs, or 4 students, achieved proficiency on the algebra I EOC. The expected percentage for 2012-2013 is not applicable.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (4)	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There are currently no ELL students enrolled in algebra I.	RIGOR: Continue to monitor for ELL students who are candidates for HS credit algebra I next school year.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Robyn Street, Math Department Chair, Chris Howell, Algebra I Teacher.	Increased ELL enrollment in algebra I, per 2013-2014 algebra I demographics.	Data Warehouse demographics analysis of algebra I.

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 2011-2012, 100% of SWDs, or 3 students, achieved proficiency on the algebra I EOC. The expected percentage for 2012-2013 is 100%, or 4 students.

2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(3)	100%(4)

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 students are cognitively prepared for algebra I, but may lack the foundational principles for the course.	DIFFERENTIATION: Teachers will implement supportive structures throughout the school year, including the EOC practice test, the FLVS practice materials,Khan Academy, LiveScribe lessons, peer teaching, and preferential placement into the HR teacher's HR for extended practice.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Robyn Street, Math Department Chair, Chris Howell, Algebra I Teacher.	Student self-monitoring scales, classroom assessments, district common assessments.	Classroom assessment tools, student self-ratings, quarterly benchmark assessment results, algebra I EOC.
2	Students' reading comprehension scores may not mirror their skills in math.	DIFFERENTIATION: Teachers will implement supportive structures throughout the school year, including the EOC practice test, the FLVS practice materials,Khan Academy, LiveScribe lessons, peer teaching, Cornell notes, close reading and preferential placement into the HR teacher's HR for extended practice.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Robyn Street, Math Department Chair, Chris Howell, Algebra I Teacher.	Student self-monitoring scales, classroom assessments, district common assessments.	Classroom assessment tools, student self-ratings, quarterly benchmark assessment results, algebra I EOC.
3	ESE students enrolled in algebra I receive their appropriate accommodations but do not enjoy the presence of an additional coteacher for academic support.	DIFFERENTIATION: ESE teachers serving these students will check in on them in a consultative fashion regarding their progress in algebra I.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Robyn Street, Math Department Chair, Chris Howell, Algebra I Teacher; Marilyn Huff, ESE Department Chair, Norma Smith, InSSS.	Student self-monitoring scales, classroom assessments, district common assessments.	Classroom assessment tools, student self-ratings, quarterly benchmark assessment results, algebra I EOC, reference to IEP documentation as needed, monitored through the InSSS and IEP meetings.

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 2011-2012, 100%, or 18 economically disadvantaged students, achieved proficiency on the algebra I EOC. The expected percentage for 2012-2013 is 100%, or 24 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(18)	100%(24)

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	Many students are cognitively prepared for algebra I, but may lack the foundational principles for the course.	DIFFERENTIATION: Teachers will implement supportive structures throughout the school year, including the EOC practice test, the FLVS practice materials,Khan Academy, LiveScribe lessons, peer teaching, and preferential placement into the HR teacher's HR for extended practice.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Robyn Street, Math Department Chair, Chris Howell, Algebra I Teacher.	Student self-monitoring scales, classroom assessments, district common assessments.	Classroom assessment tools, student self-ratings, quarterly benchmark assessment results, algebra I EOC.
2	CCPS sought to increase student access to high school credit courses in middle school. As a result, OMS entrance requirements for the HS credit algebra course are more inclusive this school year.	DIFFERENTIATION: These newly qualifying students were placed preferentially in the HR of the algebra I teacher. This permitted two 30-minute remediation sessions each week.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Robyn Street, Math Department Chair, Chris Howell, Algebra I Teacher.	Student self-monitoring scales, classroom assessments, district common assessments.	Classroom assessment tools, student self-ratings, quarterly benchmark assessment results, algebra I EOC.
3	Students' reading comprehension scores may not mirror their skills in math.	DIFFERENTIATION: Teachers will implement supportive structures throughout the school year, including the EOC practice test, the FLVS practice materials,Khan Academy, LiveScribe lessons, peer teaching, and preferential placement into the HR teacher's HR for extended practice.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Robyn Street, Math Department Chair, Chris Howell, Algebra I Teacher.	Student self-monitoring scales, classroom assessments, district common assessments.	Classroom assessment tools, student self-ratings, quarterly benchmark assessment results, algebra I 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:	
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 Geometry. Geometry 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				

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target					
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal # 3A :			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	
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 subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	
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 subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	
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 subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	In 2011-2012, 100% of economically disadvantaged students, or 18 students, achieved proficiency on the algebra I EOC. The expected percentage for 2012-2013 is 100%, or 24 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(18)	100%(24)

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				

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
Training in PMP writing and monitoring using Data Warehouse.	All grade levels/all subjects.	Norma Smith, intervention support specialist.	School-wide.	August/September, December, April.	Data Warehouse team lists and active PMPs.	Kevin Saba, principal; Mason Clark; assistant principal, and Norma Smith, intervention support specialist.
Lesson Study.	Multidisciplinary, across grade levels.	Mason Clark, assistant principal.	School-wide.	August through March.	Lesson study documentation within Angel.	Kevin Saba, principal; Mason Clark; assistant principal.
Item specifications for FCAT.	Multidisciplinary, across grade levels.	Mason Clark, assistant principal.	School-wide.	September through May.	Lesson plans, iobservation data.	Kevin Saba, principal; Mason Clark; assistant principal; Peter Truesdell, dean of students.
Webb's Depth of Knowledge.	All grade levels/all subjects.	Kevin Saba, principal.	School-wide.	August pre-service, September early release, December, February.	Lesson plans, iobservation data.	Kevin Saba, principal; Mason Clark; assistant principal; Peter Truesdell, dean of students.
Agile Mind PD	Secondary mathematics teachers	Online	Interested mathematics teachers	August through June	Agile Mind PD reports, MIP points, iObservation data of the use of Agile Mind Strategies within classes.	Kevin Saba, principal; Mason Clark, Assistant Principal, Robyn Street, Math Chair

Mathematics 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 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 2012, 38% of OMS eighth graders, or 145 students, achieved proficiency on FCAT Science. The expected level of performance for 2013 is 40%, or 135 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38%(145)	40%(135)

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' limited foundational science skills and background knowledge.	DIFFERENTIATION: •Teachers will monitor student performance on benchmark tests and intervene as necessary. •Teachers will employ differentiated instruction with targeted students to meet their learning needs in the deficit skill areas. •Teachers will utilize mentorship and extended learning opportunities for students needing more direct intervention.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist; Diana Childs, Science Department Chair.	PLCs and leadership team review of weekly classroom assessments and quarterly standardized assessments.	District quarterly benchmark assessments; course assessments; FCAT science assessment.
2	Students have difficulty linking curriculum to authentic applications.	INFORMATIONAL TEXT: Utilize inquiry learning and nonfiction articles from science periodicals.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist; Diana Childs, Science Department Head.	PLCs and leadership team will review pre-test and post-test data, Science Fair, FCAT Explorer performance.	Data Warehouse, Science Fair rubrics, and FCAT Explorer.
3	Students have difficulty applying the scientific method to solve real-world	RIGOR: Teachers will provide hands on activities/labs for each unit as part of the 5E	Kevin Saba, Principal; Mason Clark, Assistant Principal; Diana	PLCs and leadership team will review records of lesson planning, classroom	iObservation records, lessons.

	problems.	approach to scientific inquiry.	Childs, Science Department Head.	observations.	
4	Students have differing levels of prior knowledge.	DIFFERENTIATION: Teachers will analyze baseline student data and prior-year FCAT reading and mathematics achievement data to identify student individual needs.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Diana Childs, Science Department Head.	PLCs and teachers will review results of FCAT Explorer usage to verify student skill deficiencies and progress.	Quarterly benchmark assessments, classroom assessments, FCAT science.

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:	
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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	In 2012, 18% of OMS eighth graders, or 67 students, achieved above proficiency on FCAT Science. The expected level of performance for 2013 is 20%, or 67 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18%(67)	20%(67)

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
	Increasing standards with regards to text complexity and writing proficiency as Florida's students move from the NGSSS to the Common Core.	RIGOR: Teachers will analyze student data through FCAT Explorer, Discovery Education: Science Techbook, and Uncovering Student Ideas in Science to identify student individual needs. T.H.I.E.V.E.S., Cornell	Kevin Saba, Principal; Mason Clark, Assistant Principal; Diana Childs, Science Department Chair.	PLCS and the leadership team will review records of weekly classroom assessments and pre-test/post-testing.	Course grades and pre-test/post-test growth scores.

1		Notes, and close-reading strategies will be used for presentation of material. Teachers will instruct students in Webb's Depth of Knowledge and include opportunities for critical thinking and questioning. and questioning.			
2	Students have differing levels of prior knowledge.	DIFFERENTIATION: Teachers will analyze baseline student data and prior-year FCAT reading and mathematics achievement data to identify student individual needs.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Diana Childs, Science Department Head.	PLCs and teachers will review results of district pre-testing and FCAT Explorer usage to verify student skill deficiencies and progress.	Quarterly benchmark assessments, classroom assessments, FCAT science.

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:	
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
Training in PMP writing and monitoring using Data Warehouse.	All grade levels/all subjects.	Norma Smith, intervention support specialist.	School-wide	August/September, December, April.	Data Warehouse team lists and active PMPs.	Kevin Saba, principal; Mason Clark; assistant principal, and Norma Smith, intervention support specialist.

Lesson Study	Multidisciplinary, across grade levels.	Mason Clark, assistant principal.	School-wide.	August through March.	Lesson study documentation within Angel.	Kevin Saba, principal; Mason Clark; assistant principal.
Item specifications for FCAT	Multidisciplinary, across grade levels.	Mason Clark, assistant principal	School-wide.	September through May	Lesson plans, iobservation data.	Kevin Saba, principal; Mason Clark; assistant principal; Peter Truesdell, dean of students.
Webb's Depth of Knowledge.	All grade levels/all subjects.	Kevin Saba, principal.	School-wide.	August pre-service, September early release, December, February	Lesson plans, iobservation data.	Kevin Saba, principal; Mason Clark; assistant principal; Peter Truesdell, dean of students.
Addition of choice into 8th grade science fair competition.	8th and some 7th	Diana Childs, science chair; Laurel Andersen, 7/8 science; Beth Kougasian, 8th science	8th science	August-September preparations, September- December implementation	science competition participation data	Mason Clark, assistant principal; Diana Childs, science chair.
5E training including probeware	all grades	Curt Witthoff	science	1st semester science PLC meeting	iObservation	Kevin Saba, principal; Mason Clark; assistant principal; Diana Childs, science chair.

Science 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 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:	n 2012, 84% of OMS students, or 320 students, achieved proficiency on FCAT Writes. The expected level of performance for 2013 is 92%, or 310 students.

2012 Current Level of Performance:	2013 Expected Level of Performance:
84%(320)	92%(310)

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	Limited capacity of some students to demonstrate higher levels of writing proficiency.	RIGOR: OMS will infuse writing throughout the curriculum. Language arts classes use the Write Traits program of writing instruction. Opportunities such as the Laws of Life competition offer challenge and incentives for students to hone their skills. Additionally, we will be gathering baseline data through the administration of an eighth grade prompt at the beginning of the school year. The scores from this prompt will guide writing strategy throughout the year.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Dawn Hennessey, Language Arts Chair.	PLCS and leadership team review of weekly classroom assessment records, Prompt 1 vs. Prompt 2 analysis, FCAT Writes analysis.	Course grades, Growth on pre- and post-test writing prompts, and FCAT writes data.
2	An increased focus on conventions on the FCAT 2.0 assessment resulted in a decrease in writing proficiency at OMS	RIGOR: OMS has instituted the Check for Three initiative across the content areas to focus upon sentence capitalization, ending punctuation, and complete sentences.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Dawn Hennessey, Language Arts Chair; Robyn Street, Mathematics Chair; Andrea Polanco, Social Studies Chair; Diana Childs, Science Chair	PLCS and leadership team review of weekly classroom assessment records, Prompt 1 vs. Prompt 2 analysis, FCAT Writes analysis.	Course grades, Growth on pre-test and post-test writing prompts, and FCAT writes data.
3	ELL students may lack the vocabulary to successfully transfer their thoughts onto a written essay.	DIFFERENTIATION: Teachers will utilize the Frayer Model of vocabulary acquisition to assist ELLS in increasing their English vocabularies.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Dawn Hennessey, Language Arts Chair; Rose Gonzalez, ELL Contact.	PLCS and leadership team review of weekly classroom assessment records, Prompt 1 vs. Prompt 2 analysis, FCAT Writes analysis.	Course grades, Growth on pre- and post-test writing prompts, and FCAT writes data.
4	Inability of some students to transfer effective writing across content areas.	INFORMATIONAL TEXT: Content area teachers will utilize "Real world writing purposes" to facilitate informational writing incorporating content knowledge.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Dawn Hennessey, Language Arts Chair; Andrea Polanco, Social Studies Chair; Diana Childs, Science Chair.	PLCS and leadership team review of weekly classroom assessment records, Prompt 1 vs. Prompt 2 analysis, FCAT Writes analysis.	Course grades, Growth on pre- and post-test writing prompts, lesson plans, and FCAT writes data.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring	

at 4 or higher in writing. Writing Goal #1b:	OMS currently has no FAA students.
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
"Check for Three" training on consistent spelling, punctuation, and complete sentences.	All subjects/all grade levels.	Kevin Saba, principal; Dawn Hennessey, language arts department chair.	School-wide.	August pre-service week. Update at early release training in September.	Lesson plans, student work samples, iobservation data.	Kevin Saba, principal; Mason Clark, assistant principal; Peter Truesdell, dean of students.
Anchor sets of student essays for analysis.	Seventh and eight grade languag arts and social studies teachers.	Mason Clark, assistant principal; Dawn Hennessey, language arts department chair.	English language arts PLC, social studies PLC.	September, January	PLC notes, lesson plans.	Kevin Saba, principal; Mason Clark, assistant principal; Peter Truesdell, dean of students.
"Real-world writing purposes."	All subjects/all grade levels.	Kevin Saba, principal; Dawn Hennessey, language arts department chair.	School-wide.	September	Lesson plans, student work samples, iobservation data.	Kevin Saba, principal; Mason Clark, assistant principal; Peter Truesdell, dean of students.

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:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited reading proficiency	Utilization of the Frayer Model of vocabulary development, close reading of historical documents and text, analysis of primary source documents in intertextual triads, experiential learning opportunities (role playing; mock elections, trials, and congressional sessions), and the Collaborative Literacy Strategies.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist; Andrea Polanco, Social Studies Chair	Review of weekly classroom assessment and standardized assessment each trimester by PLCs.	Course assessments, baseline/benchmark assessments, and FAIR data.
2	Students exhibit limited critical thinking skills.	Utilization of the Frayer Model of vocabulary development, close reading of historical documents and text, analysis of primary source documents in intertextual triads, experiential learning opportunities (role playing; mock elections, trials, and congressional sessions), and the	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist; Andrea Polanco, Social Studies Chair.	Review of weekly classroom assessments and standardized assessment each trimester by PLCs.	Authentic classroom products, Quarter benchmark assessments, FCAT, classroom walkthroughs and iObservation

		Collaborative Literacy Strategies.			
3	Students experience difficulty making connections across curricula.	Utilization of the Frayer Model of vocabulary development, close reading of historical documents and text, analysis of primary source documents in intertextual triads, experiential learning opportunities (role playing; mock elections, trials, and congressional sessions), the Collaborative Literacy Strategies, and Academic Notebooks.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist; Andrea Polanco, Social Studies Chair.	PLCs and leadership teams will review records of classroom observation and benchmark assessments.	Benchmark assessments, FAIR testing, FCAT reading test

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:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students reading proficiently may not be prepared for the primary source material presented on the Civics EOC.	Utilization of the Frayer Model of vocabulary development, close reading of historical documents and text, analysis of primary source documents in intertextual triads, experiential learning opportunities (role playing; mock elections, trials, and congressional sessions), and the Collaborative Literacy Strategies.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist; Andrea Polanco, Social Studies Chair	Review of weekly classroom assessment and standardized assessment each trimester by PLCs.	Course assessments, baseline/benchmark assessments, and FAIR data.
2	Students exhibit limited critical thinking skills.	Utilization of the Frayer Model of vocabulary development, close reading of historical documents and text, analysis of primary source documents in intertextual triads, experiential learning opportunities (role playing; mock elections, trials, and congressional sessions), and the Collaborative Literacy Strategies.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist; Andrea Polanco, Social Studies Chair.	Review of weekly classroom assessments and standardized assessment each trimester by PLCs.	Authentic classroom products, Quarter benchmark assessments, FCAT, classroom walkthroughs and iObservation.

3	Students experience difficulty making connections across curricula.	Utilization of the Frayer Model of vocabulary development, close reading of historical documents and text, analysis of primary source documents in intertextual triads, experiential learning opportunities (role playing; mock elections, trials, and congressional sessions), and the Collaborative Literacy Strategies.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Norma Smith, Intervention Support Specialist; Andrea Polanco, Social Studies Chair.	PLCs and leadership teams will review records of classroom observation and benchmark assessments.	Benchmark assessments, FAIR testing, FCAT reading test.

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
Civics Implementation Training	7	District	Civics Teachers	Pre-service	iObservation, eventual civics EOC	Mason Clark, assistant principal

Civics Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
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 2012, OMS demonstrated 96% attendance. The expected level of performance for 2013 is also 96%. Additionally, OMS will decrease its 2011 level of excessive absences (20%, or 226 students) to 18%. OMS did not have any students with excessive tardies in 2011-2012. We expect to maintain this for 2012-2013
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96%	96%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
20%(226)	18%
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
0%	0%

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	Continuing to adequately report period attendance and utilize the Student Pass system.	Staff training, administrative monitoring, district support.	Peter Truesdell, Dean of Students	Monitoring of StudentPass, TERMS, eSembler, and Data Warehouse	StudentPass, TERMS, eSembler, and Data Warehouse
2	Some students are habitually absent without a documented reason.	School counselors will provide a bridge between school and home, either determining the reasons for student absence or providing support and suggestions to parents for increasing student attendance.	J. Kevin Saba, Principal; Mason M. Clark, Assistant Principal; Peter Truesdell, Dean of Students; Barbara Clark, Lead Counselor.	Increased attendance rate.	StudentPass, TERMS, eSembler, and Data Warehouse

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						

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	In 2013, OMS will decrease all key indicators of negative student behavior (and its resultant consequences) by 10%, resulting in 250 or fewer expected suspensions.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
278	250
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
147	132
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
172	157
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
96	86

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 not following the school's CARE (character, attendance, respect, and effort)	Utilize extended HR to reinforce positive qualities, school-wide Positive Behavior support, LEAPS program	Peter Truesdell, Dean of Students	Analysis of StudentPass data.	StudentPass incident reports.
2	Students feeling disconnected from school community.	Identify students in need of mentoring and provide time for such mentoring with adults to occur.	MTSS Problem-Solving Team	Data Warehouse records, Student Pass reports.	Student Pass incident 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
No Data Submitted						

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	In 2011-2012, OMS' 6th, 7th, and 8th grade homerooms averaged 11.5, 7.7, and 9.9 students, respectively. The expected level of parent involvement for 2012-2013 for the 6th, 7th, and 8th grade homerooms represents a 5% increase in attendance, to: 13, 8.47, and 10.89 students, respectively.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
6th Grade: Average of 11.5 parents/HR 7th Grade: Average of 7.7 parents/HR 8th Grade: Average of 9.9 parents/HR	6th Grade: Average of 13 parents/HR (Actual 10.42) 7th Grade: Average of 8.47 parents/HR (Actual 10.46) 8th Grade: Average of 10.89 parents/HR (Actual 8.2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all parents are aware of the benefits of attending Curriculum Night and its overall purpose.	We will publicize curriculum night on the school website, on the marquee, in the Bulldog Dash (newsletter), the auto-dialer, and on the Angel pages of individual teachers.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Theresa Ferreira, school web master; faculty	Active attendance and participation in OMS Curriculum Night.	Parent sign-in
2	Some parents do not understand the craft of teaching and learning or are not familiar with commonly used learning strategies.	In cooperation with the PTO, administrators will conduct a presentation to parents explaining CTEM and Marzano's "high-probability strategies."	Kevin Saba, Principal; Mason Clark, Assistant Principal; Peter Truesdell, Dean; PTO Board Members.	Attendance at presentation.	Sign-in sheet/FAST pass records.
3	Some parents are unable to attend a site-based presentation focusing on the reinforcement of student engagement with curricular materials.	OMS will produce web casts highlighting some of the collaborative literacy strategies and the Check for Three Initiative	Kevin Saba, Principal; Mason Clark, Assistant Principal; Peter Truesdell, Dean; Theresa Ferreira, Media Specialist.	Angel Access Logs	Angel Access Logs

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:	In 2011-2012, 69% of OMS students participated in a science competition. The expected percentage for 2012-2013 is 76%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all students have the desire, or the support at home, to successfully complete a science fair project.	Increase competition choice, opportunities for collaboration, and enhanced support for science competitions.	Diana Childs, science department chair; Mason Clark, APC; J. Kevin Saba, Principal	Comparison of participation data from 2011-2012 to 2012-2013	teacher observation, grade book records.
2	Many students can become bogged down in the preparatory research, even though they can be successful when actually conducting their experiments.	Increase time and support for science research by collaborating with language arts for the research portion of the science fair.	Diana Childs, science department chair; Dawn Hennessey, language arts department chair, Mason Clark, APC; J. Kevin Saba, Principal.	Comparison of participation data from 2011-2012 to 2012-2013	teacher observation, grade book records.

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
Technology integration with core curriculum	6-8	Mason Clark, Assistant Principal	PLCs	January through June	PLC notes	Kevin Saba, Principal, Mason Clark, Assistant Principal, Department Chairs.
STEM ideas	6-8	District Staff	All staff	13 January 2013	Observation, teacher feedback and implementation.	Kevin Saba, Principal, Mason Clark, Assistant Principal, Department Chairs.

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:	In 2012-2013, OMS is instituting a CTE program. We have initiated one half-credit course for high school credit. We will establish a baseline of participation and monitor for student success in the industry certification 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	The increased rigor of a HS CTE course could result in some students struggling.	OMS required the recommendation of the technology teacher for entry into the program.	Charlotte Bremseth, technology teacher; Mason Clark, APC	Participation in CTE courses and success on CTE certification exams.	Course grades, CTE certification exam

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)

Community Partnerships Goal:

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. Community Partnerships Goal Community Partnerships Goal #1:	OMS will increase their volunteerism as measured in volunteer hours by 5%.
2012 Current level:	2013 Expected level:
1500 hours	1575 hours

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	Continued reticence on the part of parents and community members to work with pre-teens and early teens.	Parent Teacher Organization (PTO)will continue to waive dues/fee for this school year to increase participation and communication.	Kevin Saba, Mason Clark, Rose Gonzalez, and PTO board members.	Membership numbers, number of volunteer hours logged.	FAST Pass system.
2	Local professionals may be unaware of ways they can support student academic growth and career preparation and exploration.	Junior Achievement (JA) classes in eighth-grade language arts classes.	Kevin Saba, Principal; Mason Clark, Assistant Principal; Dawn Hennessey, LA Dept. Chair; Brittany Dixon, Junior Achievement Program Manager.	Junior Achievement (JA) evaluations, student career inventories, JA lesson plans.	Teacher input and student career inventories.
3	Local professionals may be uncomfortable coming into a middle school "cold" or not be able to identify ways they can support OMS.	CCPS "principal for a day" will bring a local professional into the school for a day in order to see the daily activities.	Kevin Saba, Principal	Informal discussions with the "principal for the day."	Observation

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						

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 Community Partnerships Goal(s)

FINAL BUDGET

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA

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

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
At this time, the SAC has not determined how it will allocate its funds.	$0.00

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

Review and approval of school improvement plan.
Review and approval of A+ school recognition funds disbursement plan.
Needs Assessment Survey to parents and staff regarding the possible institution of a standardized dress policy for Oakridge Middle

School.
Consideration for approval of staff funding requests for materials, conference travel, and other educational initiatives.

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

Collier School District OAKRIDGE MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	82%	93%	69%	325	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	76%			143	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	74% (YES)	71% (YES)			145	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					613	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Collier School District OAKRIDGE MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	77%	91%	62%	306	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	63%	73%			136	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?	62% (YES)	72% (YES)			134	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					576	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested