



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Okeeheree Middle School

2200 PINEHURST DR

Greenacres, FL 33413

561-434-3200

www.okeeheree.org/

School Demographics

School Type
Middle School

Title I
Yes

Free and Reduced Lunch Rate
85%

Alternative/ESE Center
No

Charter School
No

Minority Rate
88%

School Grades History

2013-14
C

2012-13
B

2011-12
A

2010-11
A

2009-10
A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	25
Goals Summary	34
Goals Detail	34
Action Plan for Improvement	40
Part III: Coordination and Integration	63
Appendix 1: Professional Development Plan to Support Goals	64
Appendix 2: Budget to Support Goals	68

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED	
Prevent	5	Gayle Sitter	
Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Okeehetee Middle School

Principal

David Samore

School Advisory Council chair

Isabel Parrado

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
David Samore	Principal
Dwight Stewart	Assistant Principal-6th grade
Marie A. Rusch	Assistant Principal-7th grade
Elizabeth Morales	Assistant Principal-8th grade

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

- Isabel Parrado-SAC Chair
- Kristina McMillon - Secretary
- Annette Reddy - Treasurer
- Carmen J. Moreira - Title I Coordinator
- Ana Florentino - Parent
- James L. Roberts - Parents /Business Partner
- Kimberly Broderick - Parent
- Samuel Soto - Staff member
- Rachel Forberger - PTSA Liaison/Parent
- Ruben Garcia - SGA Representative
- Mery Marrasquin - Parent
- Osmara Perdomo - Support Staff

Involvement of the SAC in the development of the SIP

Members of the SAC meet monthly to discuss data from the previous year FCAT results. SAC is also involved in the evaluation and implementation of programs, goals and strategies and lessons that drives the school improvement plan for student achievement.

Activities of the SAC for the upcoming school year

SAC has nine scheduled monthly meetings. Roll over budget (2013) will be used towards School Involvement Plan. The principal and Title I reports are presented for discussion and approval. Parents and community liaisons bring specific issues and concerns in regards to student academic achievement and school policies.

Projected use of school improvement funds, including the amount allocated to each project

Roll over of the school funds from school 2013 will be used in 2014 towards \$540.00 for food during the meetings; Honor Roll assemblies \$1,000.00; Remainder will be used for students as needed.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

David Samore

Principal

Years as Administrator: 23

Years at Current School: 14

Credentials

Ed.D Ed.S. M.A. B.A.I.B
Spanish K-12, French K-12

Performance Record

2000-01 C NAYP
2001-02 B NAYP
Grade B: Percentage of students achieving satisfactory or higher: Reading 55%, Math 52%, Writing 88%. Students in the lowest 25% making gains: Reading 64%, Math 67%.
2002-03 B NAYP
Grade B: Percentage of students achieving satisfactory or higher: Reading 51%, Math 49%, Writing 86%. Students in the lowest 25% making gains: Reading 63%, Math 67%.
2003 -04 C NAYP
Grade C: Percentage of students achieving satisfactory or higher: Reading 50%, Math 53%, Writing 76%. Students in the lowest 25% making gains: Reading 62%, Math 68%.
2004-05 B NAYP
Grade B: Percentage of students achieving satisfactory or higher: Reading 50%, Math 53%, Writing 78%. Students in the Lowest 25% making gains: 61%, Math 67%. Students in the lowest 25% making gains: 73%
2005-06 A NAYP
Grade A: Percentage of students achieving satisfactory or higher: Reading 60%, Math 59%, Writing 91%. Students in the Lowest 25% making gains: Reading 66%, Math 73%.
2006-07 B NAYP
Grade A: Percentage of students achieving satisfactory or higher: Reading 60%, Math 57%, Writing 89%, Science 34%. Students in the Lowest 25% making gains: Reading 62%, Math 68%.
2007-08-A NAYP
Grade A: Percentage of students achieving satisfactory or higher: Reading 64%, Math 66%, Writing 93%, Science 43%. Students in the lowest 25% making Learning gains: Reading 65%, Math 74%.
2008-09 A NAYP
Grade A: Percentage of students achieving satisfactory or higher: Reading 64%, Math 68%, Writing 98%, Science 45%. Students in the lowest 25% making Learning Gains: Reading 65%, Math 74%.
2009-10 A NAYP
Grade A: Percentage of students achieving satisfactory or higher: Reading 65%, Math 73%, Writing 89%, Science 54%. Students in the lowest 25% making Learning Gains: Reading 64%, Math 76%.
2010-11 A NAYP
Grade A: Percentage of students achieving satisfactory or higher: Reading 65%, Math 74%, Writing 91%, Science 56%. Students in the lowest 25% making Learning Gains: Reading 63%, Math 76%.
2011-12 A NAYP
Grade A: Percentage of student achieving satisfactory or higher:

Reading 51%, Math 61%, Writing 98%, Science 44%. Students in the lowest 25% making Learning Gains: Math 77%, Reading 77%, Writing 79%.

2012-13 B NAYP

Grade B: Percentage of student achieving satisfactory or higher:

Reading 52%, Math 64%, Writing 51.8%, Science 23.6%.

Students in the lowest 25% making Learning Gains: Math 64%, Reading 69%, Writing 79%.

Marie Rusch

Asst Principal

Years as Administrator: 14

Years at Current School: 13

Credentials

M. Ed. B.A. ESOL Endorsed

Performance Record

2000-01 C NAYP

2001-02 B NAYP

Grade B: Percentage of students achieving satisfactory or higher: Reading 55%, Math 52%, Writing 88%. Students in the lowest 25% making gains: Reading 64%, Math 67%.

2002-03 B NAYP

Grade B: Percentage of students achieving satisfactory or higher: Reading 51%, Math 49%, Writing 86%. Students in the lowest 25% making gains: Reading 63%, Math 67%.

2003 -04 C NAYP

Grade C: Percentage of students achieving satisfactory or higher: Reading 50%, Math 53%, Writing 76%. Students in the lowest 25% making gains: Reading 62%, Math 68%.

2004-05 B NAYP

Grade B: Percentage of students achieving satisfactory or higher: Reading 50%, Math 53%, Writing 78%. Students in the Lowest 25% making gains: 61%, Math 67%. Students in the lowest 25% making gains: 73%

2005-06 A NAYP

Grade A: Percentage of students achieving satisfactory or higher: Reading 60%, Math 59%, Writing 91%. Students in the Lowest 25% making gains: Reading 66%, Math 73%.

2006-07 B NAYP

Grade A: Percentage of students achieving satisfactory or higher: Reading 60%, Math 57%, Writing 89%, Science 34%. Students in the Lowest 25% making gains: Reading 62%, Math 68%.

2007-08-A NAYP

Grade A: Percentage of students achieving satisfactory or higher: Reading 64%, Math 66%, Writing 93%, Science 43%. Students in the lowest 25% making Learning gains: Reading 65%, Math 74%.

2008-09 A NAYP

Grade A: Percentage of students achieving satisfactory or higher: Reading 64%, Math 68%, Writing 98%, Science 45%. Students in the lowest 25% making Learning Gains: Reading 65%, Math 74%.

2009-10 A NAYP

Grade A: Percentage of students achieving satisfactory or higher: Reading 65%, Math 73%, Writing 89%, Science 54%. Students in the lowest 25% making Learning Gains: Reading 64%, Math 76%.

2010-11 A NAYP

Grade A: Percentage of students achieving satisfactory or higher: Reading 65%, Math 74%, Writing 91%, Science 56%. Students in the lowest 25% making Learning Gains: Reading 63%, Math 76%.

2011-12 A NAYP

Grade A: Percentage of student achieving satisfactory or higher: Reading, Math, Writing, Science. Students in the lowest 25%

making Learning Gains: 2000-01 C NAYP

2001-02 B NAYP

Grade B: Percentage of students achieving satisfactory or higher: Reading 55%, Math 52%, Writing 88%. Students in the lowest 25% making gains: Reading 64%, Math 67%.

2002-03 B NAYP

Grade B: Percentage of students achieving satisfactory or higher: Reading 51%, Math 49%, Writing 86%. Students in the lowest 25% making gains: Reading 63%, Math 67%.

2003 -04 C NAYP

Grade C: Percentage of students achieving satisfactory or higher: Reading 50%, Math 53%, Writing 76%. Students in the lowest 25% making gains: Reading 62%, Math 68%.

2004-05 B NAYP

Grade B: Percentage of students achieving satisfactory or higher: Reading 50%, Math 53%, Writing 78%. Students in the Lowest 25% making gains: 61%, Math 67%. Students in the lowest 25% making gains: 73%

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Grade A: Percentage of students achieving satisfactory or higher: Reading 64%, Math 68%, Writing 98%, Science 45%. Students in the lowest 25% making Learning Gains: Reading 65%, Math 74%.

2009-10 A NAYP

Grade A: Percentage of students achieving satisfactory or higher: Reading 65%, Math 73%, Writing 89%, Science 54%. Students in the lowest 25% making Learning Gains: Reading 64%, Math 76%.

2010-11 A NAYP

Grade A: Percentage of students achieving satisfactory or higher: Reading 65%, Math 74%, Writing 91%, Science 56%. Students in the lowest 25% making Learning Gains: Reading 63%, Math 76%.

2011-12 A NAYP

Grade A: Percentage of student achieving satisfactory or higher: Reading, Math, Writing, Science. Students in the lowest 25% making

Learning Gains:

2012-13 B NAYP

Grade B: Percentage of student achieving satisfactory or higher: Reading 52%, Math 64%, Writing 51.8%, Science 23.6%.

Students in the lowest 25% making Learning Gains: Math 64%, Reading 69%, Writing 79%.

Dwight Stewart

Asst Principal

Years as Administrator: 1

Years at Current School: 9

Credentials

Ed. S, M.A.T. History, B.A. Government & Philosophy

Performance Record

2010-11 A NAYP

Grade A: Percentage of students achieving satisfactory or higher: Reading 65%, Math 74%, Writing 91%, Science 56%. Students in the lowest 25% making Learning Gains: Reading 63%, Math 76%.

2011-12 A NAYP

Grade A: Percentage of student achieving satisfactory or higher: Reading, Math, Writing, Science. Students in the lowest 25% making Learning Gains:

2011-12 B NAYP

Grade B: Percentage of student achieving satisfactory or higher: Reading 52%, Math 64%, Writing 51.8%, Science 23.6%.

Students in the lowest 25% making Learning Gains: Math 64%, Reading 69%, Writing 79%.

Elizabeth Morales

Asst Principal

Years as Administrator: 8

Years at Current School: 1

Credentials

BS- Elementary education, FAU. Certified Grades 1-6 w/ ESOL endorsement, MS-Elem. Leadership, Barry University, Educational Leadership K-12

Performance Record

2006-2012 AP at Binks Elementary School:
 2010-2011 Grade A-Reading mastery -96%, Math mastery -95%, Writing mastery-96%, Science mastery-89%,-AYP –yes.
 2009-2010: Grade A, Reading mastery-94%, Math mastery-95%, Science mastery-89%, Writing mastery-96%, AYP –yes.
 2008-2009: Grade A, Reading mastery-96%, Math mastery-94%, Science mastery-84%, Writing mastery-99%. AYP-yes, Reading 93%, Math-92%.
 2007-2008: Grade A, Reading mastery-95%, Math mastery-94%, Science mastery-81%, Writing mastery-96%. AYP-Yes, Reading-92%, Math 92%., Writing mastery-96%.
 AYP –yes, Reading 92%, Math-92%.
 2006-2007: Grade A, Reading mastery 95%, Math mastery-92%, Science mastery-86%, Writing mastery-96%. AYP yes, Reading-92%, Math-90%
 2007-2008: Grade A, Reading mastery-95%, Math mastery-94%, Science mastery-81%, Writing-96%. AYP yes, Reading 92%, Math-92%.
 2011 -2012 - Grade A- 91% of students met High Standards in Reading, 90% met high standards in Math, 96% met high standards in writing, 83% met high standards in science AYP-yes..
 2005-2006 Charter School
 2012-13 B NAYP
 Grade B: Percentage of student achieving satisfactory or higher: Reading 52%, Math 64%, Writing 51.8%, Science 23.6%.
 Students in the lowest 25% making Learning Gains: Math 64%, Reading 69%, Writing 79%.

Instructional Coaches

of instructional coaches

receiving effective rating or higher

Instructional Coach Information:

Frank Argain		
Full-time / School-based	Years as Coach: 0	Years at Current School: 11
Areas	Mathematics	
Credentials	BAS/BS	
Performance Record	<p>2001-02 B NAYP Grade B: Percentage of students achieving satisfactory or higher: Reading 55%, Math 52%, Writing 88%. Students in the lowest 25% making gains: Reading 64%, Math 67%.</p> <p>2002-03 B NAYP Grade B: Percentage of students achieving satisfactory or higher: Reading 51%, Math 49%, Writing 86%. Students in the lowest 25% making gains: Reading 63%, Math 67%.</p> <p>2003 -04 C NAYP Grade C: Percentage of students achieving satisfactory or higher: Reading 50%, Math 53%, Writing 76%. Students in the lowest 25% making gains: Reading 62%, Math 68%.</p> <p>2004-05 B NAYP Grade B: Percentage of students achieving satisfactory or higher: Reading 50%, Math 53%, Writing 78%. Students in the Lowest 25% making gains: 61%, Math 67%. Students in the lowest 25% making gains: 73%</p> <p>2005-06 A NAYP Grade A: Percentage of students achieving satisfactory or higher: Reading 60%, Math 59%, Writing 91%. Students in the Lowest 25% making gains: Reading 66%, Math 73%.</p> <p>2006-07 B NAYP Grade A: Percentage of students achieving satisfactory or higher: Reading 60%, Math 57%, Writing 89%, Science 34%. Students in the Lowest 25% making gains: Reading 62%, Math 68%.</p> <p>2007-08-A NAYP Grade A: Percentage of students achieving satisfactory or higher: Reading 64%, Math 66%, Writing 93%, Science 43%. Students in the lowest 25% making Learning gains: Reading 65%, Math 74%.</p> <p>2008-09 A NAYP Grade A: Percentage of students achieving satisfactory or higher: Reading 64%, Math 68%, Writing 98%, Science 45%. Students in the lowest 25% making Learning Gains: Reading 65%, Math 74%.</p> <p>2009-10 A NAYP Grade A: Percentage of students achieving satisfactory or higher: Reading 65%, Math 73%, Writing 89%, Science 54%. Students in the lowest 25% making Learning Gains: Reading 64%, Math 76%.</p> <p>2010-11 A NAYP Grade A: Percentage of students achieving satisfactory or higher: Reading 65%, Math 74%, Writing 91%, Science 56%. Students in the lowest 25% making Learning Gains: Reading 63%, Math 76%.</p> <p>2011-12 A NAYP Grade A: Percentage of student achieving satisfactory or higher: Reading, Math, Writing, Science. Students in the lowest 25%</p>	

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 Learning Gains:
 2012-13 B NAYP
 Grade B: Percentage of student achieving satisfactory or higher:
 Reading 52%, Math 64%, Writing 51.8%, Science 23.6%.
 Students in the lowest 25% making Learning Gains: Math 64%,
 Reading 69%, Writing 79%.

Jody Guthrie		
Part-time / District-based	Years as Coach: 0	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	BA in Elementary MA in Reading and Media and Technology	
Performance Record	2011-12 A NAYP Grade A: Percentage of student achieving satisfactory or higher: Reading 51%, Math 61%, Writing 98%, Science 44%. Students in the lowest 25% making Learning Gains: Math 77%, Reading 77%, , Writing 79%. 2012-13 B NAYP Grade B: Percentage of student achieving satisfactory or higher: Reading 52%, Math 64%, Writing 51.8%, Science 23.6%. Students in the lowest 25% making Learning Gains: Math 64%, Reading 69%, Writing 79%.	

Jeff Shocket		
Full-time / School-based	Years as Coach: 0	Years at Current School: 6
Areas	Data, Other	
Credentials	BA-Secondary Math Education MS - Masters in Educational Technology	
Performance Record	2005-06 A NAYP Grade A: Percentage of students achieving satisfactory or higher: Reading 60%, Math 59%, Writing 91%. Students in the Lowest 25% making gains: Reading 66%, Math 73%. 2006-07 B NAYP Grade A: Percentage of students achieving satisfactory or higher: Reading 60%, Math 57%, Writing 89%, Science 34%. Students in the Lowest 25% making gains: Reading 62%, Math 68%. 2007-08-A NAYP Grade A: Percentage of students achieving satisfactory or higher: Reading 64%, Math 66%, Writing 93%, Science 43%. Students in the lowest 25% making Learning gains: Reading 65%, Math 74%. 2008-09 A NAYP Grade A: Percentage of students achieving satisfactory or higher: Reading 64%, Math 68%, Writing 98%, Science 45%. Students in the lowest 25% making Learning Gains: Reading 65%, Math 74%. 2009-10 A NAYP Grade A: Percentage of students achieving satisfactory or higher: Reading 65%, Math 73%, Writing 89%, Science 54%. Students in the lowest 25% making Learning Gains: Reading 64%, Math 76%. 2010-11 A NAYP Grade A: Percentage of students achieving satisfactory or higher: Reading 65%, Math 74%, Writing 91%, Science 56%. Students in the lowest 25% making Learning Gains: Reading 63%, Math 76%. 2011-12 A NAYP Grade A: Percentage of student achieving satisfactory or higher: Reading, Math, Writing, Science. Students in the lowest 25% making Learning Gains: 2000-01 C NAYP 2001-02 B NAYP Grade B: Percentage of students achieving satisfactory or higher: Reading 55%, Math 52%, Writing 88%. Students in the lowest 25% making gains: Reading 64%, Math 67%. 2002-03 B NAYP Grade B: Percentage of students achieving satisfactory or higher: Reading 51%, Math 49%, Writing 86%. Students in the lowest 25% making gains: Reading 63%, Math 67%. 2003 -04 C NAYP Grade C: Percentage of students achieving satisfactory or higher: Reading 50%, Math 53%, Writing 76%. Students in the lowest 25% making gains: Reading 62%, Math 68%. 2004-05 B NAYP Grade B: Percentage of students achieving satisfactory or higher:	

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 2011-12 A NAYP
 Grade A: Percentage of student achieving satisfactory or higher: Reading, Math, Writing, Science. Students in the lowest 25% making Learning Gains:
 2012-13 B NAYP
 Grade B: Percentage of student achieving satisfactory or higher: Reading 52%, Math 64%, Writing 51.8%, Science 23.6%. Students in the lowest 25% making Learning Gains: Math 64%, Reading 69%, Writing 79%.

Part-time / District-based	Years as Coach:	Years at Current School:
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Areas [none selected]

Credentials

Performance Record

Part-time / District-based	Years as Coach:	Years at Current School:
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Areas [none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

89

receiving effective rating or higher

89, 100%

Highly Qualified Teachers

93%

certified in-field

83, 93%

ESOL endorsed

7, 8%

reading endorsed

5, 6%

with advanced degrees

32, 36%

National Board Certified

3, 3%

first-year teachers

4, 4%

with 1-5 years of experience

24, 27%

with 6-14 years of experience

36, 40%

with 15 or more years of experience

25, 28%

Education Paraprofessionals

of paraprofessionals

2

Highly Qualified

2, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

5

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Dr. David Samore
 New Teachers Bi-monthly meetings
 Recruitment in job fair
 Foreign Language - Office of Multicultural Department teachers for the International Spanish Academy are recruited.
 Advertise jobs in the Palm Beach School District recruitment website.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The mentoring of beginning teachers is a critical component of the training of new teachers into the profession. It is necessary that the beginning teachers makes connections between theory and practice, understands that personal growth and professional development opportunities are available at the school.

Okeehoelee Middle School serves a multicultural diverse community of economically disadvantage students, non speaker of other languages and Exceptional Student population.

Okeehoelee Middle School has established a mentoring program based on the School District of Palm Beach County Model. In order to prevent attrition by new teachers. New teachers are given a buddy and a Department Chair in their discipline to consult, collaborate, encourage and share best practices in their field.

OCMS program allows new teachers to improve skills that build confidence and helps them to become successful educators. Mentoring new teachers is a critical component of the effort to retain highly qualified

teachers in the profession. OCMS program allows new teachers to improve skills that build confidence and helps them to become successful educators. The activities include twice a month new teacher's meetings with administration. During these meetings new teachers are able to ask questions, discuss solutions and pedagogical best practices. Teachers are able to see lesson plans as a guide to teach and incorporate the common core standards. Mentors model teaching strategies to new teachers; moreover teachers are able to observe other teachers in action. Teachers also record themselves and evaluate their teaching style and effectiveness.

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

MTSS team meets bi-monthly and evaluates referrals as submitted and active cases. Student data is evaluated and discussed using EDW reports, teacher anecdotes, school guidance observations and discipline referrals and attendance reports. Once students are identified, individual teachers and staff personnel will manage case-load. They meet with the team to develop Tier 1, 2 and 3 strategies. Staff and parents will be informed of SBT-Rtl plans, observations, interventions for Tier 2 and 3. Progress monitoring will be managed by case manager (teacher/counselor/nurse), as determined by the team. Okeehoelee School wide Positive Behavior Support is being followed as part of corrective strategies under the MTSS. Small and individual counseling services are provided in house and by outside agencies based on referrals from administrators, teachers, and parents request.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The RtI Leadership Team works in conjunction with the SAC Chair and the Administrative Leadership Team to develop a SIP that is a work in progress, data driven from the previous year's data, to focus attention on areas in need of improvement. Topics to be discussed: FCAT 2.0, Diagnostics (Fall/Winter) results, SRI scores, CELLA and lowest 25%. AMO's subgroups, Intensive Programs goals, weaknesses and strengths, Trans-Math effectiveness, mentoring program, tutoring and enrichment camps, and other services provided.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

RtI Leadership Team presents during PLD and monthly Faculty Meetings.

Conflict Resolution Model

Problem Solving Model

Data-driven and based decision -making to drive instruction

Differentiated instruction training for all staff

Teacher Interventions corrective strategies training for staff

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

EDW Reports and data

SRI data

Lexile scores

FAIR testing data & results.

Diagnostic-fall/winter

FCAT 2.0 results

CORE K12

Palm Beach Writes

Progress Monitoring and Reporting Network (PMRN)

CELLA-Comprehensive English Language Learning Assessment

FAIR – Florida Assessments for Instruction of Reading

Gold Report Data-attendance, discipline referrals, suspension rates, retention rates

MID YEAR DATA:

END OF YEAR DATA:

FCIM Assessments

CompPASS

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The Administrative Leadership Team provides meeting times, supports decisions and guides on implementation of goals and school-wide plan.

Parent-Teacher Conference

Cross Curricular Team

In-service training on PDD as needed by MTSS leadership to include: Conflict Resolution Model, Problem-Solving Model, Instruction driven through & by data, progress monitoring, select research-based interventions with district support.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 4,800

Okeehetee Middle School has a morning and afternoon camp. The morning and after school programs provide academic support including homework assistance, and tutoring. The students have the opportunity to have one-on-one instruction. Instruction is tailored to their specific learning styles and needs. Instruction is free of competition, students can progress at their own pace. Improvement of social skills, increased praise, feedback and encouragement. Students are able to use computers and textbooks. Moreover, during the afternoon students are welcome to meet and collaborate with their classmates on school projects. Many of our students still lack computers and tools to complete projects at home.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Students sign-in; progress report; teacher's recommendations; report card; diagnostic testing; FCAT scores; and parents input

Who is responsible for monitoring implementation of this strategy?

Title I Coordinator; and Administration

Strategy: Weekend Program

Minutes added to school year: 4,900

Okeehetee Middle School has an enrichment camp every other Saturday. The A+ Camp focuses on improving on specifically in math, writing, reading, and science. A structured and organized curriculum concentrates on academic strengths and weakness per subject. This camp is a "stepping stone" to lead students towards higher aspirations within their educational goals. Students use I-pads to learn about academic skills and other resources to improve their academics skills.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Students sign-in; progress report; teacher's recommendations; report card; diagnostic testing; FCAT scores; and parents input

Who is responsible for monitoring implementation of this strategy?

Title I Coordinator; and Administration

Strategy: Weekend Program

Minutes added to school year: 1,200

Okeehelée Middle School has a EOC Saturday Enrichment Camp. Students have the opportunity to have one-on-one instruction for Honors Algebra and Geometry. Enhance Instruction opportunities for learners to acquire specific skills, strategies and critical thinking problem solving techniques.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Students sign-in; progress report; teacher's recommendations; report card; diagnostic testing; FCAT scores; and parents input

Who is responsible for monitoring implementation of this strategy?

Title I Coordinator; and Administration

Strategy: Summer Program

Minutes added to school year: 2,880

Incoming 6th graders Orientation Camp. Incoming six graders have an opportunity to meet teachers at Okeehelée. Students will go from one class to other (different subjects) and learn about the new 6th grade curriculum in a fun and interactive atmosphere.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Students sign-in; progress report; teacher's recommendations; report card; diagnostic testing; FCAT scores; and parents input

Who is responsible for monitoring implementation of this strategy?

Title I Coordinator; and Administration

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Julie Greene	Middle Specialists
Mark Gonnella	Reading Department Chair
Jody Guthrie	Reading Teacher/coach
Cindy Kaplan	Reading Teacher

Name	Title
Deborah Dell	Language Arts Department Chair
Julia Zecca	ELL Counselor
Isabel Parrado	Counselor Coordinator/SAC Chair
Valentia Istrate	Social Studies Teacher
Kristina McMillon	Math Chair
Natalie Dibisceglie	Language Arts/Reading
Joel Kodish	Language Arts/Reading
Sarah Menor	ESE Teacher

How the school-based LLT functions

Monthly meeting held in the Media Center to discuss the implementation of the Common Core Standards blended with the next generation Sunshine State Standards.

The Reading Literacy Team will play an integral part in fostering a rich literacy environment at the Okeehetee Middle for all students and staff. The team will hold professional dialogue promoting collegiality, collaboration, and a literacy culture. The agendas will include discussion of the team's goals and their progress, as well as identification of new strategies/activities to implement. As additional needs and concerns arise, The RLT/LLT will investigate the concern, study plan a course of action, implement the action, analyze its effectiveness and reflect on the process. This will be a continuous process throughout the entire school year. School-wide incentive programs to encourage our students to read independently have been planned and built into the instructional time.

Major initiatives of the LLT

- *Marty's Million Word Race: all students who read over a million words (as documented by passing Reading Counts quizzes). Will compete for prizes and Millionaire's Party.
- *BLING Contest – students read the 15 SSS books; after reading this book they have an evaluation and students earn a bling for each book they have read. (total of 15 blings)
- *Celebrate Literacy Week 2013-14 and Battle of the Books.
- *Warrior Reading League - All reading classes take part in the reading league. Students read book on their level and take reading count test and respond to questions on Schoology. Top reader in class is rewarded weekly and league champion at the end of the year.
- *Battle of the Books - county run competition that test the knowledge on the SSS books. Students will compete on line in January 2014.
- * Sunshine State Young Reader's Award – state provides 15 titles of teen novels. Students vote on the best of the 15 books. At OCMS it will be used for Battle of the Books & the Bling Contest culminated by Spring authors visit.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Okeehetee Middle School has a daily twenty-minute block program "Okeehetee Achieves reading" (OAR) of time designed to sustained silent reading. Students complete a weekly log and take Scholastic Reading Counts tests on the computer when they complete a book.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

n/a

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	52%	No	63%
American Indian	51%	42%	No	55%
Asian	61%	76%	Yes	65%
Black/African American	50%	44%	No	55%
Hispanic	60%	51%	No	64%
White	67%	65%	No	70%
English language learners	33%	16%	No	40%
Students with disabilities	40%	23%	No	46%
Economically disadvantaged	57%	47%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	371	27%	30%
Students scoring at or above Achievement Level 4	337	25%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		49%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		34%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	915	67%	
Students in lowest 25% making learning gains (FCAT 2.0)	235	69%	

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	76	44%	47%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	39	23%	27%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	34	20%	23%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	232	52%	55%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		28%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	56%	No	71%
American Indian	65%	53%	No	68%
Asian	78%	71%	No	80%
Black/African American	62%	46%	No	66%
Hispanic	69%	56%	No	72%
White	70%	69%	No	73%
English language learners	50%	30%	No	55%
Students with disabilities	48%	33%	No	53%
Economically disadvantaged	66%	53%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	404	30%	33%
Students scoring at or above Achievement Level 4	358	26%	29%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		74%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	956	70%	73%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	218	64%	67%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	84	30%	40%
Middle school performance on high school EOC and industry certifications	84	100%	100%

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	56%	No	71%
American Indian	65%	53%	No	68%
Asian	78%	71%	No	80%
Black/African American	62%	46%	No	66%
Hispanic	69%	56%	No	72%
White	70%	69%	No	73%
English language learners	50%	30%	No	55%
Students with disabilities	48%	33%	No	53%
Economically disadvantaged	66%	53%	No	69%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)			
Students in lowest 25% making learning gains (EOC)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	52	98%	100%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	30	91%	100%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	105	24%	0%
Students scoring at or above Achievement Level 4	71	40%	

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses			
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	653	47%	50%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	11	80%	70%
Students who fail a mathematics course	40	3%	1%
Students who fail an English Language Arts course	65	5%	2%
Students who fail two or more courses in any subject	70	5%	3%
Students who receive two or more behavior referrals	271	20%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	237	17%	10%

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0			
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Okeehelée Middle School is committed in providing quality education for every child. OCMS has establish partnerships with parents, businesses and other community agencies. Everyone gains when school and parents/guardians work together to promote high achievement by students. Neither home nor school can do the job alone. Parents' are students first teachers. It is vital for school and society's success. When students are supported at home and at school they become successful citizens.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
By the 2014 OMS will increase the number of ED-line workshops	1	5%	20%
To increase the number of business partners	7	25%	40%
To increase the number of volunteers	214	5%	5%
		%	%
		%	%

Area 10: Additional Targets

Additional targets for the school

*Okeehelée Middle school: Teachers will infuse the content required by Florida Florida Statute 1003.42(2) and School Board Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Okeeh Peelee MS teachers will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b).			100%

Goals Summary

- G1.** To increase parental participation by 5%
- G2.** To increase the percentage of students proficient in reading from 52% to 62% (1439)
- G3.** For the 2014 school year, 50% of 8th graders (509) will score at Level 4.0 and higher in achievement in writing as measured by FCAT Writing Test.
- G4.** To increase the percentage of students proficient in mathematics from 56% to 71% (1439).
- G5.** To increase the number of students enrolled in Algebra I from 79 to 176 students..
- G6.** To increase the level of proficiency in the Science FCAT from 40% to 45% in FY14.

Goals Detail

G1. To increase parental participation by 5%

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Hire a teacher Parent Liaison to conduct parent training, solicit volunteers and business partners; provide parent training and workshops in their language or have language facilitator to translate Provide materials

Targeted Barriers to Achieving the Goal

- Lack of parent Involvement
- Language barrier (parents do not speak English)
- Lack of materials:
- Lack of parent participation in school-wide activities and lack of parenting skills

Plan to Monitor Progress Toward the Goal

surveys

Person or Persons Responsible

Title I Coordinator

Target Dates or Schedule:

On-going

Evidence of Completion:

Parents signatures

G2. To increase the percentage of students proficient in reading from 52% to 62% (1439)**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Read-180 PW Impact workbooks Edmodo Schoology Lexia Reading Spelling City Achieve 3000 Academic Saturday Camp ELLIS AIMSWeb Okeehoelee Achieves Reading (OAR) Scholastic Reading Counts Okeehoelee Reading League Competition Reading Coach Literacy Coordinator/Media Specialist Cross Curricular Teams Mentoring Program Department Chair I-pads LMLC@your library Mini tablets Computer on wheels (Laptops Labs)

Targeted Barriers to Achieving the Goal

- New Staff to OCMS,
- Students are in need of remediation
- Lack of material for tutorial Classroom Instruction
- Lack of reading for the classroom; lack of literature for classroom use
- Lack of understanding of Common Core Standards
- Lack of training on how to read data and achieve school's goals

Plan to Monitor Progress Toward the Goal

Diagnostics, Common Assessments, DFS, FAIR and SRI testing, ongoing progress monitoring; Progress reports, grades, reflective data feedback and strategies; Morning, afternoons and Saturday Academic Camp.

Person or Persons Responsible

Principal; Grade Level Assistant Principal; Department Chair; Learning Team Facilitators; Professional Development Personnel; New Teacher Mentoring Program.

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Cross Curricular team evaluation and analysis of data; Progress reports, grades, reflective data feedback and strategies; Winter and fall Diagnostic and FCAT.

G3. For the 2014 school year, 50% of 8th graders (509) will score at Level 4.0 and higher in achievement in writing as measured by FCAT Writing Test.

Targets Supported

- Writing

Resources Available to Support the Goal

- Schoology.com VocabularySpellingCity.com Multiple Benchmark Assessment (MBA) Scholastic Upfront/NY Times Classroom Magazines Common Core Writing Workbooks Ready Common Core Instructions Na Ccss Coach Ela-workbook for writing Academic morning, afternoon and Saturday Writing Camp Ed-modo Brain-Pop Learning Village Computer on Wheel (Laptop portable laboratory) FCAT Explorer Morning, afternoon and Saturday Academic Camp

Targeted Barriers to Achieving the Goal

- lack of writing skills and process
- to hire a .5 language teacher

Plan to Monitor Progress Toward the Goal

Observation; lesson plans; Marzano's walkthrough; data chats;

Person or Persons Responsible

Administration, Department Chairs, and Coaches

Target Dates or Schedule:

On-going

Evidence of Completion:

Palm Beach Writes and FCAT Writes

G4. To increase the percentage of students proficient in mathematics from 56% to 71% (1439).

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

Resources Available to Support the Goal

- Morning, Afternoon, and Saturday A+ Academic Camp Community Language Facilitator - Creole and Spanish Geo Math Trans-Math Professional Development Training Mentoring Program Inside Algebra Algebra Nation EOC Enrichment Camp Teacher led tutoring 3x a week for Algebra morning and afternoon Match Coach Paper, poster, glue, pen, markers, laminating supplies, erasers, flash cards, dictionaries, games, cards, flip-charts, easel and academic support materials Learning Village Brain-Pop FCAT Explorer Media Center Access After Care School Program

Targeted Barriers to Achieving the Goal

- Students reading comprehension levels are low. Inferences are not properly made from grade level text Transition of 6th graders from multiple feeder elementary schools Students lack of basic math skills Professional Development New Teachers Language Barrier Bus riders do not have access to am or pm tutoring Lack of parental support Lack of study skills Lack of Technology at home Lack of organizational skills Lack of self discipline Lack of expectations
- Lack of Understanding math concepts
- Students are too low as per diagnostics

Plan to Monitor Progress Toward the Goal

Fall and Winter Diagnostics and Palm Beach Writes

Person or Persons Responsible

Administration, Department Chairs, and Coaches

Target Dates or Schedule:

On going

Evidence of Completion:

Formal and informal assessment and FCAT Writes

G5. To increase the number of students enrolled in Algebra I from 79 to 176 students..

Targets Supported

- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Personnel Professional development opportunities materials sliding schedules curriculum Morning, Afternoon, and Saturday A+ Academic Camp Community Language Facilitator - Creole and Spanish Geo Math Professional Development Training Mentoring Program Inside Algebra Algebra Nation EOC Enrichment Camp Teacher led tutoring 3x a week for Algebra morning and afternoon Technology - Laptops on carts Learning Village

Targeted Barriers to Achieving the Goal

- Professional Development Instructional Strategies School culture Transported students

Plan to Monitor Progress Toward the Goal

Fall and winter diagnostics and EOC

Person or Persons Responsible

Learning Team Facilitator

Target Dates or Schedule:

On going

Evidence of Completion:

Data reported and discuss during cross curricular and departmental data chats.

G6. To increase the level of proficiency in the Science FCAT from 40% to 45% in FY14.

Targets Supported

- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Lab supplies and hands on lab equipment Scholastic Science Magazine Consumable Textbooks Learning Village-lessons, brain pop, videos, destination series. Discovery Streaming FCAT Explorer Net trekker Gizmos Video collection and DVD collection (in-house) Extensive library collection of science reference texts Professional Development -EDW training ESE Support Inclusion Model Co-Teaching Paper, poster, glue, pen, markers, laminating supplies, erasers, flash cards, dictionaries, games, cards, flip-charts, easel and Academic support materials Professional Development Workshops - LTF trainings

Targeted Barriers to Achieving the Goal

- Deficit in background information Class time constraints within schedule Lack of scientific thinking difficulties Lack of teacher planning time Scheduling conflicts - no common planning time Professional Development Students lacking supplies Students scoring below achievement levels of 4 and 5 in science.
- lack of Science concepts

Plan to Monitor Progress Toward the Goal

Diagnostics, Common Assessments, DFS, FAIR and SRI testing, ongoing progress monitoring; Progress reports, grades, reflective data feedback and strategies; Morning, afternoons and Saturday Academic Camp.

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule:

On going

Evidence of Completion:

EDW; science projects

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To increase parental participation by 5%

G1.B1 Lack of parent Involvement

G1.B1.S1 Hire a teacher parent Liaison to conduct training, solicit volunteers and business partners; Hire a para professional to assist with parent involvement activities

Action Step 1

Hire personnel to train parents

Person or Persons Responsible

Parent Liaison

Target Dates or Schedule

for the school year

Evidence of Completion

sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S1

School wide automated dialer for all events; parent sign-in sheet; conference sheets; flyers will be distributed to all parents via backpack;

Person or Persons Responsible

Administration, teachers, students

Target Dates or Schedule

year round and on going

Evidence of Completion

sign in sheets in Title I office; conference sheets in grade level

Plan to Monitor Effectiveness of G1.B1.S1

Sign in sheets;

Person or Persons Responsible

Administration, teachers and Title I Coordinator

Target Dates or Schedule

Year round; on going

Evidence of Completion

sign in sheet and surveys

G1.B3 Lack of materials:

G1.B3.S1 to purchase materials for parent training:

Action Step 1

Title I will purchase materials for parents

Person or Persons Responsible

Administration and Title I coordinator

Target Dates or Schedule

Before December 2013

Evidence of Completion

Receipts and purchase order

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Audit box

Person or Persons Responsible

Person from District

Target Dates or Schedule

Monthly

Evidence of Completion

Signatures and paper work on file

Plan to Monitor Effectiveness of G1.B3.S1

Purchase order

Person or Persons Responsible

Title I Coordinator and Bookkeeper

Target Dates or Schedule

on-going the whole school year

Evidence of Completion

Audit box

G1.B4 Lack of parent participation in school-wide activities and lack of parenting skills

G1.B4.S1 Provide additional funding for staff and a learning Team Facilitator to conduct parent training;

Action Step 1

to hire staff for parent training

Person or Persons Responsible

Title I Coordinator and Administration

Target Dates or Schedule

On going

Evidence of Completion

Sign in sheet and increase on parent involvement in the surveys

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. To increase the percentage of students proficient in reading from 52% to 62% (1439)

G2.B1 New Staff to OCMS,

G2.B1.S1 Hire a Science Teacher

Action Step 1

Hire a Science Teacher

Person or Persons Responsible

Administrators,

Target Dates or Schedule

On going

Evidence of Completion

Hiring of the personnel

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Interview candidate and hire the best qualified teacher to serve the needs of our students

Person or Persons Responsible

Administrators

Target Dates or Schedule

On -going

Evidence of Completion

Hiring process completed

Plan to Monitor Effectiveness of G2.B1.S1

Resumes

Person or Persons Responsible

Administration

Target Dates or Schedule

Beginning of school year

Evidence of Completion

hiring of the teacher

G2.B1.S2 Classroom-para

Action Step 1

Hire a para-professional to assist the students understanding concepts.

Person or Persons Responsible

Administrators

Target Dates or Schedule

one year plan

Evidence of Completion

Hiring the para-professional

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Para- will assist teachers with students

Person or Persons Responsible

Administrators and teachers

Target Dates or Schedule

on-going

Evidence of Completion

Para-schedule

Plan to Monitor Effectiveness of G2.B1.S2

Formal and Informal Observations; Fall and Winter Diagnostics and FCAT results

Person or Persons Responsible

Administrators; Title I Coordinator

Target Dates or Schedule

On-going

Evidence of Completion

FCAT results

G2.B2 Students are in need of remediation

G2.B2.S1 Provide after school, mornings, and Saturday enrichment camp

Action Step 1

Extended and flexible hours of enrichment programs (Mornings, afternoons, and Saturdays)

Person or Persons Responsible

Title I Coordinator, teachers and Language Facilitator as needed

Target Dates or Schedule

On- going

Evidence of Completion

sign-in-sheets; progress reports, semester grades and FCAT scores

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Lesson plans and sign-in-sheets

Person or Persons Responsible

Administrators, teachers and Title I Coordinator

Target Dates or Schedule

On-going

Evidence of Completion

Sing in sheets

Plan to Monitor Effectiveness of G2.B2.S1

Diagnostic/ Report Cards

Person or Persons Responsible

Title I Coordinator

Target Dates or Schedule

On-going

Evidence of Completion

copies of progress report; and FCAT scores

G2.B3 Lack of material for tutorial Classroom Instruction

G2.B3.S1 Provide materials to support tutorial and classroom instruction

Action Step 1

Purchase material for classroom and tutorial use.

Person or Persons Responsible

Title I Coordinator

Target Dates or Schedule

On going

Evidence of Completion

Invoices and purchase orders

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Observation

Person or Persons Responsible

Title I Coordinator

Target Dates or Schedule

On going

Evidence of Completion

Use of materials to support the classroom instruction

Plan to Monitor Effectiveness of G2.B3.S1

Diagnostics, FCAT scores

Person or Persons Responsible

Learning Team Facilitator

Target Dates or Schedule

On going

Evidence of Completion

FCAT scores

G2.B4 Lack of reading for the classroom; lack of literature for classroom use

G2.B4.S1 Provide I-pads for the reading classes

Action Step 1

Buy software and down load literature books

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Test scores

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Observation

Person or Persons Responsible

Teachers

Target Dates or Schedule

On going

Evidence of Completion

SAR scores

Plan to Monitor Effectiveness of G2.B4.S1

Daignostics, FCAT scores

Person or Persons Responsible

Learning Team Facilitator

Target Dates or Schedule

On going

Evidence of Completion

Information for EDW

G2.B5 Lack of understanding of Common Core Standards

G2.B5.S1 Provide professional development to Common Core Standards

Action Step 1

Teachers will attend summer institute

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going and as needed

Evidence of Completion

Teacher share during staff development meetings

Facilitator:

Teachers attending the workshop

Participants:

All Staff

Action Step 2

Professional/Staff Development

Person or Persons Responsible

Teachers

Target Dates or Schedule

On going and as needed

Evidence of Completion

Teacher share best practices with colleagues and implement new strategies in their classroom

Facilitator:

Teachers attending workshops

Participants:

All instruction personnel

Action Step 3

Collegial Planning

Person or Persons Responsible

Teachers

Target Dates or Schedule

As needed

Evidence of Completion

Agendas

Facilitator:

Teachers

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G2.B5.S1

Agendas from workshops

Person or Persons Responsible

Title I Coordinator

Target Dates or Schedule

When workshops are completed

Evidence of Completion

Certificate of Completion or agendas

Plan to Monitor Effectiveness of G2.B5.S1

Observations

Person or Persons Responsible

Administrators

Target Dates or Schedule

On -going

Evidence of Completion

EDW results

G2.B7 Lack of training on how to read data and achieve school's goals

G2.B7.S1 hire a half time Learning Team Facilitator

Action Step 1

Hire a Learning Team Facilitator

Person or Persons Responsible

Administration

Target Dates or Schedule

Beginning of the school year

Evidence of Completion

Sitting in different meetings and evaluating the information by an administrator

Facilitator:

Learning Team Facilitator and Administration

Participants:

Teachers and Administration

Plan to Monitor Fidelity of Implementation of G2.B7.S1

Based on sign-in sheets

Person or Persons Responsible

Administration

Target Dates or Schedule

On going

Evidence of Completion

Surveys of Teachers and Administration

Plan to Monitor Effectiveness of G2.B7.S1

Sign in sheets and surveys

Person or Persons Responsible

Learning Team Facilitator

Target Dates or Schedule

On going

Evidence of Completion

end of each meeting attendance sheets

G3. For the 2014 school year, 50% of 8th graders (509) will score at Level 4.0 and higher in achievement in writing as measured by FCAT Writing Test.

G3.B1 lack of writing skills and process

G3.B1.S1 Provide afterschool, morning and Saturdays Academic A+ writing camp

Action Step 1

To provide tutoring for before, after and Saturday camp.

Person or Persons Responsible

All Teachers and administrators

Target Dates or Schedule

On going

Evidence of Completion

Lesson plans, Palm Beach Writes results; Palm Beach Writes, Diagnostics, Anchor Paper Scoring, Writing Portfolios and progress monitoring

Facilitator:

Department Chair

Participants:

All Language Arts, Social Studies, Math, Science and members of the Cross Curricular team teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Informal and formal assessments; Scored writing samples will be used to determine progress; Rubrics

Person or Persons Responsible

all teachers

Target Dates or Schedule

on going

Evidence of Completion

Fall and winter diagnostics, FCAT writes results

Plan to Monitor Effectiveness of G3.B1.S1

Fall and Winter Diagnostics and Palm Beach Writes

Person or Persons Responsible

Learning Team Facilitator

Target Dates or Schedule

On going

Evidence of Completion

Educational Warehouse Data (EDW)

G3.B3 to hire a .5 language teacher

G3.B3.S1 hire a half time Language Arts teacher

Action Step 1

to hire a half time Language Arts Teachers

Person or Persons Responsible

Administration

Target Dates or Schedule

Beginning of the School Year

Evidence of Completion

Hiring of the personnel

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Review resumes

Person or Persons Responsible

Administration

Target Dates or Schedule

Beginning of the School year

Evidence of Completion

Hiring of the Language Arts Teacher

Plan to Monitor Effectiveness of G3.B3.S1

A list of resumes

Person or Persons Responsible

Administration

Target Dates or Schedule

Resumes will be evaluated

Evidence of Completion

hiring for the personnel

G4. To increase the percentage of students proficient in mathematics from 56% to 71% (1439).

G4.B1 Students reading comprehension levels are low. Inferences are not properly made from grade level text Transition of 6th graders from multiple feeder elementary schools Students lack of basic math skills Professional Development New Teachers Language Barrier Bus riders do not have access to am or pm tutoring Lack of parental support Lack of study skills Lack of Technology at home Lack of organizational skills Lack of self discipline Lack of expectations

G4.B1.S1 Students to use graphic organizers, gifted strategies, Project-based learning, relevant assignments Monitor progress by grade-level, using comprehension checks, provide information on morning tutoring through Title 1 Teachers are encouraged to attend professional developmental workshops and discuss in departmental meetings Teacher through repetition of basic math skills reinforced. Flash cards, Morning, afternoon, and Saturday A+ Academic Camp Increase utilization of RIM (Rotational Instructional Model) in Trans Math/Intensive Math Support Community Language Facilitator Experiential Learning Co-Teaching

Action Step 1

Purchase material for classroom and tutorial use

Person or Persons Responsible

Lack of Science concepts understanding

Target Dates or Schedule

On going

Evidence of Completion

Diagnostics, Common Assessments, FCAT 2013 Data comprehension checks Data Comprehension Checks End of Nine Weeks Grade Diagnostics Teacher assessments, FAA, data chats, Diagnostics, EDW reports

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Informal and formal assessments; Fall and winter Diagnostics; FCAT

Person or Persons Responsible

Administration, teachers, and coaches

Target Dates or Schedule

On-going

Evidence of Completion

FCAT math results

Plan to Monitor Effectiveness of G4.B1.S1

Fall and Winter Diagnostics and Palm Beach Writes

Person or Persons Responsible

Learning Team Facilitator

Target Dates or Schedule

On-going

Evidence of Completion

EDW Warehouse Data

G4.B2 Lack of Understanding math concepts

G4.B2.S1 Hire a Math coach to provide Professional Development on common core, analyze data, and model lessons

Action Step 1

the coach will analyze data; provide professional Development on Common core Standards and model lessons

Person or Persons Responsible

Math Coach

Target Dates or Schedule

On going

Evidence of Completion

Teacher will improve as per Administrative Observations

Facilitator:

Math Coach

Participants:

All staff

Plan to Monitor Fidelity of Implementation of G4.B2.S1

On going Observations

Person or Persons Responsible

Administration

Target Dates or Schedule

on going

Evidence of Completion

Observation of teacher

Plan to Monitor Effectiveness of G4.B2.S1

EDW

Person or Persons Responsible

Math Coach

Target Dates or Schedule

On going

Evidence of Completion

EDW

G4.B3 Students are too low as per diagnostics

G4.B3.S1 Provide afterschool, mornings and Saturday Camp

Action Step 1

Provide afterschool, mornings, and Saturday Academic Camp

Person or Persons Responsible

title I Coordinator will implement program and hire teachers

Target Dates or Schedule

On going

Evidence of Completion

School Grades and FCAT

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Teachers will be hired to assist students in the understanding of concepts

Person or Persons Responsible

Title I Coordinator and Teachers

Target Dates or Schedule

On going

Evidence of Completion

Report Cards and FCAT scores

Plan to Monitor Effectiveness of G4.B3.S1

EDW; grades

Person or Persons Responsible

Learning Team Facilitator

Target Dates or Schedule

On- going

Evidence of Completion

FCAT scores and grades

G5. To increase the number of students enrolled in Algebra I from 79 to 176 students..

G5.B1 Professional Development Instructional Strategies School culture Transported students

G5.B1.S1 Tutoring 3x a week by teacher morning and afternoon EOC Saturday Enrichment Camp The use of the internet to practice real life application

Action Step 1

Data Chats to review progress of students EOC Diagnostics results to implement new strategies as needed by the students

Person or Persons Responsible

Learning Team Facilitator Math Coach Department Chair Algebra Teachers

Target Dates or Schedule

On going

Evidence of Completion

EOC SY14

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Observations, walkthroughs; lesson plan monitoring, EOC and other assessments

Person or Persons Responsible

Administration, math coach, Department chair,

Target Dates or Schedule

On going

Evidence of Completion

EOC results

Plan to Monitor Effectiveness of G5.B1.S1

Diagnostics results

Person or Persons Responsible

Learning Team Faciliator

Target Dates or Schedule

Monthly; cross curricular team meeting

Evidence of Completion

Data analysis

G6. To increase the level of proficiency in the Science FCAT from 40% to 45% in FY14.

G6.B1 Deficit in background information Class time constraints within schedule Lack of scientific thinking difficulties Lack of teacher planning time Scheduling conflicts - no common planning time Professional Development Students lacking supplies Students scoring below achievement levels of 4 and 5 in science.

G6.B1.S1 GIZMOS; hands on lab activities; small group problem-based learning; Saturday FCAT Camp and 8th Grade FCAT Boot Camp Increase the use of manipulatives, hands-on science labs, outside experiential science labs, enrichment Saturday Camp. Provide student data chats on science Project-Based Learning Department provides basic supplies needed. Students to participate in district-wide competitions Students will use appropriate formulas and FCAT 2.0 reference sheet to identify specific problems, identify key words, and respond to questions correctly. Professional Development , Learning Team and Train U Training Workshops activities and educational conferences

Action Step 1

Students will follow benchmarks, scope and sequence in all grade levels. Hands on lab that correlates with the curriculum

Person or Persons Responsible

Teachers will incorporate the common core standards in their lesson. Teacher will instruct students in the steps scientific inquiry and critical thinking skills.

Target Dates or Schedule

on going

Evidence of Completion

Test quizzes; project base learning, fall and winter diagnostics, teacher assessment and homework

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Teacher observation review, In house assessment, Classroom observations; Critique and positive feedback

Person or Persons Responsible

Administrators, Coaches, Department Chairs, and teachers

Target Dates or Schedule

On-going

Evidence of Completion

Weekly lesson plans, formal assessments, observations, walk-through, projects, rubrics

Plan to Monitor Effectiveness of G6.B1.S1

Diagnostics

Person or Persons Responsible

Team Learning Facilitator

Target Dates or Schedule

On going

Evidence of Completion

EDW Date

G6.B2 lack of Science concepts

G6.B2.S1 Provide afterschool, morning, and Saturday Academic/enrichment Camp

Action Step 1

To hire Part-time in-system

Person or Persons Responsible

Title I Coordinator

Target Dates or Schedule

On going

Evidence of Completion

Sign in sheets and weekly, monthly and End of Semester reports

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Attendance sheets

Person or Persons Responsible

Title I Coordinator and Administration

Target Dates or Schedule

On going

Evidence of Completion

weekly, monthly and end of semester reports

Plan to Monitor Effectiveness of G6.B2.S1

Lesson plans

Person or Persons Responsible

title I coordinator

Target Dates or Schedule

On going

Evidence of Completion

sign in sheets

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I funds are being utilized this year for tutorials before and after school, as well as Saturday. Funds are used to purchase materials, and supplies for classroom, for student, tutorial and parent training. I-pads are purchased for classroom teachers (). Carmen J. Moreira, Parent Liaison, Frank Argain, Math Coach, Schocket, Learning Team Facilitator, Language Arts Teacher, Collegial planning, and Carmen de La Torre, Para-professional for the classroom are funded by Title I funds. Professional development conferences such as the Middle State Conference, Century 21 conference,

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. To increase the percentage of students proficient in reading from 52% to 62% (1439)

G2.B5 Lack of understanding of Common Core Standards

G2.B5.S1 Provide professional development to Common Core Standards

PD Opportunity 1

Teachers will attend summer institute

Facilitator

Teachers attending the workshop

Participants

All Staff

Target Dates or Schedule

On-going and as needed

Evidence of Completion

Teacher share during staff development meetings

PD Opportunity 2

Professional/Staff Development

Facilitator

Teachers attending workshops

Participants

All instruction personnel

Target Dates or Schedule

On going and as needed

Evidence of Completion

Teacher share best practices with colleagues and implement new strategies in their classroom

PD Opportunity 3

Collegial Planning

Facilitator

Teachers

Participants

Teachers

Target Dates or Schedule

As needed

Evidence of Completion

Agendas

G2.B7 Lack of training on how to read data and achieve school's goals

G2.B7.S1 hire a half time Learning Team Facilitator

PD Opportunity 1

Hire a Learning Team Facilitator

Facilitator

Learning Team Facilitator and Administration

Participants

Teachers and Administration

Target Dates or Schedule

Beginning of the school year

Evidence of Completion

Sitting in different meetings and evaluating the information by an administrator

G3. For the 2014 school year, 50% of 8th graders (509) will score at Level 4.0 and higher in achievement in writing as measured by FCAT Writing Test.

G3.B1 lack of writing skills and process

G3.B1.S1 Provide afterschool, morning and Saturdays Academic A+ writing camp

PD Opportunity 1

To provide tutoring for before, after and Saturday camp.

Facilitator

Department Chair

Participants

All Language Arts, Social Studies, Math, Science and members of the Cross Curricular team teachers

Target Dates or Schedule

On going

Evidence of Completion

Lesson plans, Palm Beach Writes results; Palm Beach Writes, Diagnostics, Anchor Paper Scoring, Writing Portfolios and progress monitoring

G4. To increase the percentage of students proficient in mathematics from 56% to 71% (1439).

G4.B2 Lack of Understanding math concepts

G4.B2.S1 Hire a Math coach to provide Professional Development on common core, analyze data, and model lessons

PD Opportunity 1

the coach will analyze data; provide professional Development on Common core Standards and model lessons

Facilitator

Math Coach

Participants

All staff

Target Dates or Schedule

On going

Evidence of Completion

Teacher will improve as per Administrative Observations

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	To increase parental participation by 5%	\$76,809
G2.	To increase the percentage of students proficient in reading from 52% to 62% (1439)	\$165,037
G3.	For the 2014 school year, 50% of 8th graders (509) will score at Level 4.0 and higher in achievement in writing as measured by FCAT Writing Test.	\$47,959
G4.	To increase the percentage of students proficient in mathematics from 56% to 71% (1439).	\$95,925
G6.	To increase the level of proficiency in the Science FCAT from 40% to 45% in FY14.	\$16,154
Total		\$401,884

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Other	Evidence-Based Program	Professional Development	Total
Title I	\$244,033	\$36,409	\$86,151	\$35,291	\$401,884
Total	\$244,033	\$36,409	\$86,151	\$35,291	\$401,884

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. To increase parental participation by 5%

G1.B1 Lack of parent Involvement

G1.B1.S1 Hire a teacher parent Liaison to conduct training, solicit volunteers and business partners;
Hire a para professional to assist with parent involvement activities

Action Step 1

Hire personnel to train parents

Resource Type

Personnel

Resource

To hire a Parent Liaison

Funding Source

Title I

Amount Needed

\$63,175

G1.B3 Lack of materials:

G1.B3.S1 to purchase materials for parent training:

Action Step 1

Title I will purchase materials for parents

Resource Type

Other

Resource

Ink paper, pencils, notebooks, poster paper, construction paper, chart paper, highlighters, post-its, white and colored paper, paper clips, white boards, books, makers, cleaners, postage, dictionaries (English, Spanish, creole), colored pencils, glue, index cards, file folders and student handbook; name tags, backpacks, spiral notebooks, covers for I-pads

Funding Source

Title I

Amount Needed

\$8,352

G1.B4 Lack of parent participation in school-wide activities and lack of parenting skills

G1.B4.S1 Provide additional funding for staff and a learning Team Facilitator to conduct parent training;

Action Step 1

to hire staff for parent training

Resource Type

Evidence-Based Program

Resource

To hire part time in system for parent training; and to hire personnel from Science Museum to teach parents about the STEM program and how we can applied they can use these resources at home to help their children increase their learning gains.

Funding Source

Title I

Amount Needed

\$5,282

G2. To increase the percentage of students proficient in reading from 52% to 62% (1439)

G2.B1 New Staff to OCMS,

G2.B1.S1 Hire a Science Teacher

Action Step 1

Hire a Science Teacher

Resource Type

Personnel

Resource

Teacher

Funding Source

Title I

Amount Needed

\$22,044

G2.B1.S2 Classroom-para

Action Step 1

Hire a para-professional to assist the students understanding concepts.

Resource Type

Personnel

Resource

Para-Professional to assist students understanding concepts

Funding Source

Title I

Amount Needed

\$24,118

G2.B2 Students are in need of remediation

G2.B2.S1 Provide after school, mornings, and Saturday enrichment camp

Action Step 1

Extended and flexible hours of enrichment programs (Mornings, afternoons, and Saturdays)

Resource Type

Other

Resource

Provide after school, morning, and Saturday enrichment camp and summer program

Funding Source

Title I

Amount Needed

\$16,154

G2.B3 Lack of material for tutorial Classroom Instruction

G2.B3.S1 Provide materials to support tutorial and classroom instruction

Action Step 1

Purchase material for classroom and tutorial use.

Resource Type

Evidence-Based Program

Resource

white and colored copy paper, pencils, pens, spiral notebooks, construction paper, chart paper, highlighters, post its; paper clips, white boards, books, markers, cleaners, dictionaries, colored pencils, glue, index cards, common core books; Scholastic Magazines, printing services for the students' handbook, correction tape, folders, rulers, composition notebooks, Dry-Erase Markers, sharpeners, Dry Erase paddles, blue masking tape; easels; Resources for Summer Enrichment Camp; I pads; backpack; paper, pencils, colored pencils, rulers, easel; lab coats; flash drives; summer reading books for students to read during the summer.

Funding Source

Title I

Amount Needed

\$11,889

G2.B4 Lack of reading for the classroom; lack of literature for classroom use

G2.B4.S1 Provide I-pads for the reading classes

Action Step 1

Buy software and down load literature books

Resource Type

Evidence-Based Program

Resource

I-pads and software

Funding Source

Title I

Amount Needed

\$10,469

G2.B5 Lack of understanding of Common Core Standards

G2.B5.S1 Provide professional development to Common Core Standards

Action Step 1

Teachers will attend summer institute

Resource Type

Evidence-Based Program

Resource

Attend different conferences to learn and become a master teacher on Common Core Standards; 21 Century, Middle School Academic conferences, Science, Math and Writing Conferences.

Funding Source

Title I

Amount Needed

\$17,534

Action Step 2

Professional/Staff Development

Resource Type

Evidence-Based Program

Resource

Attend workshops Century 21, Middle School Conference, Math, Science and Writing Workshops.

Funding Source

Title I

Amount Needed

\$17,264

Action Step 3

Collegial Planning

Resource Type

Evidence-Based Program

Resource

Professional Development/Collegial Planning

Funding Source

Title I

Amount Needed

\$10,274

G2.B7 Lack of training on how to read data and achieve school's goals

G2.B7.S1 hire a half time Learning Team Facilitator

Action Step 1

Hire a Learning Team Facilitator

Resource Type

Professional Development

Resource

Professional Development

Funding Source

Title I

Amount Needed

\$35,291

G3. For the 2014 school year, 50% of 8th graders (509) will score at Level 4.0 and higher in achievement in writing as measured by FCAT Writing Test.

G3.B1 lack of writing skills and process

G3.B1.S1 Provide afterschool, morning and Saturdays Academic A+ writing camp

Action Step 1

To provide tutoring for before, after and Saturday camp.

Resource Type

Personnel

Resource

Provide after school Academic/enrichment program

Funding Source

Title I

Amount Needed

\$16,154

G3.B3 to hire a .5 language teacher

G3.B3.S1 hire a half time Language Arts teacher

Action Step 1

to hire a half time Language Arts Teachers

Resource Type

Personnel

Resource

Personnel

Funding Source

Title I

Amount Needed

\$31,805

G4. To increase the percentage of students proficient in mathematics from 56% to 71% (1439).

G4.B1 Students reading comprehension levels are low. Inferences are not properly made from grade level text Transition of 6th graders from multiple feeder elementary schools Students lack of basic math skills Professional Development New Teachers Language Barrier Bus riders do not have access to am or pm tutoring Lack of parental support Lack of study skills Lack of Technology at home Lack of organizational skills Lack of self discipline Lack of expectations

G4.B1.S1 Students to use graphic organizers, gifted strategies, Project-based learning, relevant assignments Monitor progress by grade-level, using comprehension checks, provide information on morning tutoring through Title 1 Teachers are encouraged to attend professional developmental workshops and discuss in departmental meetings Teacher through repetition of basic math skills reinforced. Flash cards, Morning, afternoon, and Saturday A+ Academic Camp Increase utilization of RIM (Rotational Instructional Model) in Trans Math/Intensive Math Support Community Language Facilitator Experiential Learning Co-Teaching

Action Step 1

Purchase material for classroom and tutorial use

Resource Type

Other

Resource

Ink, paper, Common Core Resources, pencils, pens, construction paper, classroom libraries, chart paper, highlighters, post-its; paper clips; white boards; dictionaries (English, Spanish, Portuguese, Creole); glue, erasers, tape, index cards, file folders, notebooks, notepads, colored pencils, blue tape; colored paper; Summer Enrichment program paper; pens, pencils, colored pencils, backpacks, notebooks, composition books; lab coats;

Funding Source

Title I

Amount Needed

\$11,903

G4.B2 Lack of Understanding math concepts

G4.B2.S1 Hire a Math coach to provide Professional Development on common core, analyze data, and model lessons

Action Step 1

the coach will analyze data; provide professional Development on Common core Standards and model lessons

Resource Type

Personnel

Resource

Math Coach

Funding Source

Title I

Amount Needed

\$70,583

G4.B3 Students are too low as per diagnostics

G4.B3.S1 Provide afterschool, mornings and Saturday Camp

Action Step 1

Provide afterschool, mornings, and Saturday Academic Camp

Resource Type

Evidence-Based Program

Resource

Tutoring

Funding Source

Title I

Amount Needed

\$13,439

G6. To increase the level of proficiency in the Science FCAT from 40% to 45% in FY14.

G6.B2 lack of Science concepts

G6.B2.S1 Provide afterschool, morning, and Saturday Academic/enrichment Camp

Action Step 1

To hire Part-time in-system

Resource Type

Personnel

Resource

Personnel

Funding Source

Title I

Amount Needed

\$16,154