

Okeehelée Middle School

2200 PINEHURST DR, Greenacres, FL 33413

www.okeehelée.org/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	84%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	90%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	B	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Okeehelée Middle School Mission is to foster safety through the implementation of positive problem solving techniques; to continue high expectations in academics by providing a supportive learning environment and to foster greater parental involvement; to challenge all to students to meet or exceed State, National and International standards; to promote character development by maintaining a school community that embraces mutual respect, integrity, and a commitment to the well-being of self and others.

Provide the school's vision statement

Okeehelée Middle School is committed to providing a safe, orderly, and positive learning environment. All students will be provided the opportunity to achieve interpersonal skills, academic excellence, and technical skills for high school readiness and throughout life.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust: historical literature, Holocaust Survivor presentation, class discussion, research projects
- History of Africans and African Americans: historical literature, class discussion, posters, bulletin boards
- Hispanic Contributions: class discussions, essay competition, literature, posters, bulletin boards, projects
- Women's Contributions: class discussions, thematic units, posters, research projects
- Sacrifices of Veterans: Letters to Veterans, Veteran Presentation, class discussion

Our school will provide and demonstrate to faculty members simple strategies for gaining information about students' cultures; focus on relationships, teach tolerance

- Our school will assure all teachers participate in the process of discussing climate guidelines along with their behavioral expectations; Teach Shared Values of school- Respect Everyone, Be Responsible for Yourself, You are Part of a Community
- Our school will provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings; in-house new teacher support program, teacher mentors, teachers observing each other.
- Our school will provide professional development to staff on increasing positive interactions with students; Best practice sharing by teachers at meetings

Describe how the school creates an environment where students feel safe and respected before, during and after school

- Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports;
- Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school

personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;

- Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

- Universal Guidelines and behavior matrix taught throughout the year to ensure students are aware of school expectations and Shared Values.
- Ensure teachers are trained in Classroom management strategies and understand Shared Values.
- To ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
- To make references to Universal Guidelines/Shared Values and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
- Make references to Universal Guidelines/Shared Values and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
- Class meetings will occur on a frequent basis to include student feedback.

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

- Operational school based team that meets weekly to discuss students with barriers to academic and social success;
- * Weekly Leadership meetings to discuss student concerns
- Instruction and various campus activities that address social/emotional needs of students;
- Connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc);
- Gems is a girls mentoring program by female teachers dedicating their time to assess the needs of the students and barriers blocking their success.
- Bridge is a boys mentoring program by male teachers dedicating their time to assess and the needs of the students and barriers blocking their success.
- Administration and guidance counselors loop with each grade level to build positive relationships with students and families.
- * Gender meetings two to three times a year to discuss topics relevant to current trends (examples: cyber bullying & appropriate use of social media, motivational speakers, self image, dealing with stress and problems)
- * "Houses": Students are divided into smaller groups by gender and have a "House" name. House teams participate in academic and physical competitions. They also discuss goal setting, social-emotional topics, social media and other relevant topics.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

- * Utilize data systems to identify students who have attendance, behavioral or academic concerns
- * Review and discuss data and students weekly at leadership meetings
- * Create plan for interventions based on individual student situation and needs

*Ensure teachers are aware of interventions and procedures for notification after students are identified as a concern.

*Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making) based on their attendance, and course failure.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	18	34	35	87
One or more suspensions	86	97	67	250
Course failure in ELA or Math	64	107	103	274
Level 1 on statewide assessment	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	42	62	51	155

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- Morning, afternoon and Saturday Academic Enrichment Camp
- Aftercare programs (Homework help, Tutoring, Intramural Sports)
- *Weekday and Saturday Course recovery program
- Tutors in the classroom assisting students
- *Guidance and Administrators meet individually with students to discuss concerns and problem solve
- Parent-Teacher Conferences
- Breakfast Club - allows students to have breakfast early in the morning
- Peer Counseling
- Home visits
- Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

- We are 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.
- During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators;
- Offer fun, interactive tutorials to parents who are unfamiliar with Ed-Line and other forms of educational technology;
- Communicate classroom and school news to parents;
- Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;
- Positive notes, letters, phone calls home;
- *Several Performance Evenings showcasing students: Dance, Chorus, Jazz Band, Band, Plays, La Tuna (musical group), sports (baseball, softball, volleyball, basketball, football, lacrosse, tennis, soccer, track & field)
- *Quarterly Honor Roll Assemblies
- *Sports banquet
- *ISA Awards
- * National Junior Honor Society
- *Open door policy for parents to meet with administrators, shadow their child, eat lunch with their child

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Parent and community involvement is a key factor in creating a safe school climate. Constituents include students, parents, teachers, school administrators, support staff, local business and civic leaders, and law enforcement officials.

- Ensuring a common vision and goals among all partners
- Establishing structured opportunities to engage stakeholders via the volunteer system
- Encouraging open dialogue about challenges and solutions that will raise student achievement
- Engaging stakeholders in the use of data

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Samore, David	Principal
Argain, Frank	Administrative Support
Parrado, Isabel	Guidance Counselor
Morales, Elizabeth	Assistant Principal
Perdomo, Osmary	Administrative Support
Maldonado, Nitza	Teacher, K-12
Winston, Laura	Teacher, K-12
Zecca, Julia	Guidance Counselor
Stewart, Dwight	Assistant Principal
Vegaortiz, Julio	Guidance Counselor
Livingston, Terri	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Leadership Team meets weekly to discuss current school related events including: student data (academic, attendance, behavioral), testing, reflect on school activities, procedures, discuss school wide decisions, district bulletins, academic initiatives and any other relevant topics related to teacher and student success/ school management.

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

SBT meets weekly 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. Okeehelée 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.

Title I funds are being utilized this year for tutorials before and after school, as well as Saturday. To purchase materials, and supplies for classrooms, for tutorial and parent training. Funds allow for a Parent Liaison, Math Coach/Resource teacher, Reading Coach/Resource, Learning Team Facilitator, and a Language Arts Teacher, .15% Science Teacher, translators as well as in school tutors. Funds are also used for various professional development opportunities.

Business partnerships create an environment that values and promotes student achievement, OCMS's number one goal, cannot be the sole responsibility of educators and the schools. It requires the concerted effort of the entire community.

Wellness Program is intended to improve and promote health and fitness.

Breakfast Club is a program established to promote better nutrition and reduce obesity.

Title I, Part C - Funds support high quality education programs for migratory children. Funds also ensure that migratory children not only are provided with appropriate education services (including

supportive services) that address their special needs but also that such children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Dr. David Samore	Principal
Kristina McMillon	Teacher
Andrew Anderson	Teacher
Carmen Moreira	Teacher
Nataly Dibisciegly	Teacher
Janira Morales	Parent
Albertina Cabrera	Parent
Francelia Graws	Parent
Michelle Beuckman	Parent
Rafael Ramon	Business/Community
Jean Morris	Business/Community
Kimberly Brodrick	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Advisory Council assisted in the evaluation of the School Improvement Plan for the 2015-2016 school year. Data was used to ensure that all funds were allocated according to the needs of our students' population with the focus on increasing student achievement. The SAC approved and ensured that the School Improvement Funds enhanced school performance through the development and implementation of the School Improvement Plan.

Development of this school improvement plan

Members of the SAC meet monthly to discuss data from the previous year state test 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.

Preparation of the school's annual budget and plan

Data was used in monthly meetings to identify the needs of our students, parents, and teachers to improve student achievement.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

- Roll over of the school funds from school 2015 will be used in 2016 (\$9,000)
- Professional Development \$ 1500.00
- Parental Workshop \$ 500.00
- Academic Enrichment \$

Workshops for Students \$ 2000.00
 6th, 7th & 8th Grade
 Awards; Continuation
 Ceremony \$ 3,000.00
 Volunteer Breakfast \$ 250.00
 Software Programs for
 students to increase
 Academic Achievement \$ 1,750.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Samore, David	Principal
Greene, Julie	Instructional Media
Leyendecker, Samantha	Teacher, K-12
Morales, Elizabeth	Assistant Principal
Oliver , Sandy	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

*School Wide Reading Initiative: students are encouraged to earn Reading Counts points (individual goal, class goal and school wide goal). They will be able to use the points to purchase items each nine weeks. At the end of the year, there will be a big ticket item auction

*Celebrate Literacy Week 2015-2016

*Battle of the Books - competition that tests the knowledge of the Sunshine State Readers. Students teams will compete in January 2016.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Common Planning by Subject/grade level

21st Century Teams (Cross Curricular): includes co-teaching, shared students, themed units

Sharing Best Practices in department meetings, faculty meetings, Professional Development Days

Mentoring new teachers (including all teachers that are new to Okeehetee)

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Recruit: word of mouth, PBS website advertisement, Multicultural Department (Spain and Puerto Rico), Job Fair

Develop: New Teachers Bi-monthly meetings (includes all teachers that are new to Okeehelée), Mentoring, Professional Development opportunities
Retain: Positive school climate, recognition of accomplishments, various team building activities, Sunshine Committee, supplements for extracurricular (tutoring, sports, clubs, department leaders, Compass).

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Okeehelée Middle School has established a mentoring program that includes:

- * Meeting with Principal/administrator every two weeks to discuss school related matters. During these meetings new teachers are able to ask questions, discuss solutions and pedagogical best practices.
- * Educator Support Program Model.
- * New teachers are assigned a buddy and a Department Chair in their discipline to consult, collaborate, encourage and share best practices in their field. Mentors model teaching strategies to new teachers and new teachers are able to see lesson plans as a guide to teach and incorporate the common core standards
- * New teachers are able to observe other teachers in action and to record themselves and evaluate their teaching style and effectiveness.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school can describe the Rtl process, the use of tutorials, the use of intensive reading, or the use of small group instruction.

The school ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school.
- * Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS).
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- * School wide daily reading time included in schedule along with weekly monitoring log.
- Providing resources to support instruction (classroom libraries, texts to support units of study, leveled books for small group instruction, class sets of novels)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings

- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students self-selecting texts based on Lexile level
- Students receiving push-in/pull out services for ESE/ELL
- Providing Process and Strategy anchor charts for reminders of teaching

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 4,800

Okeehelée 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 Rationale

Students are struggling with new standards and assessments.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Morales, Elizabeth, elizabeth.morales@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students sign-in; progress report; teacher's recommendations; report card; diagnostic testing; FSA scores, SRI Scores, Cella results and parents input.

Strategy: Weekend Program

Minutes added to school year: 4,900

Okeehelée 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 Rationale

Students are struggling with new standards and assessments.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Morales, Elizabeth, elizabeth.morales@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students sign-in; progress report; teacher's recommendations; report card; diagnostic testing; FSA scores, SRI Scores, Cella results and parents input.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

- * Guidance counselor visits elementary schools to present to incoming students.
- * 5th Grade student orientation in May (all feeder schools tour OMS)
- * 6th Grade Incoming Parent & Student Orientation in August
- * Incoming 6th graders and parents are given opportunities to visit the school and to learn about the different programs available (several times throughout the school year)
- * Individual tours by request
- * Grade Level Meeting once school has started to orient students (beginning and end of the year)
- * 8th grade high school/ magnet visit during school day.
- * 8th grade high school feeder guidance counselor visit OMS during school day.
- * 8th grade magnet orientation evening event for parents and students to assist in transition.

College and Career Readiness

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Parents will be provided with academic training to support student learning at home.
- G2.** If we implement focused reading strategies in the content areas aligned to the new standards, then student achievement will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Parents will be provided with academic training to support student learning at home. 1a

G069927

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	71.0
AMO Math - All Students	77.0
FCAT 2.0 Science Proficiency	45.0

Resources Available to Support the Goal 2

- Parent Liaison
- Parent Training materials
- iPads;

Targeted Barriers to Achieving the Goal 3

- Limited language acquisition of the English Language.

Plan to Monitor Progress Toward G1. 8

Quizzes, Test, Diagnostics, EDW, and FSA

Person Responsible

Elizabeth Morales

Schedule

Monthly, from 10/6/2015 to 6/5/2016

Evidence of Completion

Quizzes, Test, Diagnostics, EDW, and FSA

G2. If we implement focused reading strategies in the content areas aligned to the new standards, then student achievement will increase. **1a**

G069928

Targets Supported **1b**

Indicator	Annual Target
AMO Math - Asian	84.0
FCAT 2.0 Science Proficiency	45.0
AMO Math - All Students	77.0

Resources Available to Support the Goal **2**

- Reading, math, and science coaches, lab materials, curriculum, business partners, volunteers, Learning Team Facilitator

Targeted Barriers to Achieving the Goal **3**

- Teachers are unfamiliar with the new standards and assessments.
- Students have limited understanding of the new standards and assessments.

Plan to Monitor Progress Toward G2. **8**

EDW Reports, Diagnostics report and on going assessments will be reviewed weekly

Person Responsible

David Samore

Schedule

Weekly, from 8/18/2015 to 6/5/2016

Evidence of Completion

Achievement data related to goal and targets (EDW, FSA, EOCs, Uos Benchmark testing, RRR); completion of SIP mid-year review

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Parents will be provided with academic training to support student learning at home. **1**

 G069927

G1.B1 Limited language acquisition of the English Language. **2**

 B181984

G1.B1.S1 Parent Liaison will provide workshops and trainings to support academic at home. **4**

 S193644

Strategy Rationale

Parents need to be able to support academics at home.

Action Step 1 **5**

Parent Liaison will provide training and workshops to support academics at home.

Person Responsible

Carmen Moreira

Schedule

Daily, from 8/24/2015 to 5/29/2016

Evidence of Completion

Invitations, agendas, sign-in sheets

Action Step 2 5

Teachers will provide training and workshop to parents to support academic at home

Person Responsible

Elizabeth Morales

Schedule

Monthly, from 10/8/2015 to 4/6/2016

Evidence of Completion

Invitations, agendas, sign-ins

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Schedule of Parent Workshops, Agendas, Parent sign-in-sheets, surveys, students' progress report, report cards, EDW, and FSA

Person Responsible

Elizabeth Morales

Schedule

Monthly, from 8/15/2015 to 6/5/2016

Evidence of Completion

Schedule of Parent Workshops, Agendas, Parent sign-in-sheets, surveys, students' progress report, report cards, EDW, and FSA

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Quizzes, test, parent input, surveys, diagnostics, parent attendance in the different workshops; EDW; teachers' input; FSA scores.

Person Responsible

Elizabeth Morales

Schedule

Monthly, from 8/16/2015 to 5/29/2016

Evidence of Completion

Students' work, EDW, surveys; diagnostics, FSA scores

G2. If we implement focused reading strategies in the content areas aligned to the new standards, then student achievement will increase. 1

G069928

G2.B1 Teachers are unfamiliar with the new standards and assessments. 2

B181987

G2.B1.S1 Teachers will be provided with professional development related to the implementation of the FSA. 4

S193645

Strategy Rationale

Teacher have limited understanding of the new assessments and standards.

Action Step 1 5

Math Coach will provide professional development related to the new standards in the content area of math.

Person Responsible

David Samore

Schedule

Daily, from 8/12/2015 to 6/5/2016

Evidence of Completion

Sign-in-sheets, agenda

Action Step 2 5

Reading Coach will provide professional development related to the new standards in reading for all content areas.

Person Responsible

David Samore

Schedule

Daily, from 8/12/2015 to 6/5/2016

Evidence of Completion

Sign-in-sheets, agenda

Action Step 3 5

Learning Team Facilitator will conduct LTMs.

Person Responsible

David Samore

Schedule

Daily, from 8/12/2015 to 6/5/2016

Evidence of Completion

Sign-in-sheets, agenda

Action Step 4 5

Teachers will attend professional conference related to 21st Century Learning.

Person Responsible

David Samore

Schedule

On 5/31/2016

Evidence of Completion

TDE, conference program

Action Step 5 5

Teachers will attend summer PD related to 21st Century and integrating thematic units.

Person Responsible

David Samore

Schedule

On 8/5/2015

Evidence of Completion

Agendas, sign-ins

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Create a PD schedule and coaches/LTF schedules

Person Responsible

Elizabeth Morales

Schedule

Daily, from 8/12/2015 to 6/3/2016

Evidence of Completion

Copy of PDD schedules and coaches/LTF schedules, agendas, sign-in-sheets and artifacts

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Thematic units will be created to be incorporated into the curriculum 21st Century.

Person Responsible

David Samore

Schedule

On 8/12/2015

Evidence of Completion

Agenda, sign-ins, artifacts from the completed thematic units

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Coaches/ LTM/PDTeam will meet to review professional development plan

Person Responsible

David Samore

Schedule

Daily, from 8/12/2015 to 6/5/2016

Evidence of Completion

Professional Development schedule; coaches logs of service (on-going)

G2.B1.S2 Science instruction will be provided for students in Science classes. 4

 S193646

Strategy Rationale

Additional science support needed for ELL students.

Action Step 1 5

Provide additional Science teacher to support ELL students.

Person Responsible

David Samore

Schedule

Daily, from 8/17/2015 to 6/3/2016

Evidence of Completion

Schedule, student rosters, lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Formal and informal observations,

Person Responsible

Elizabeth Morales

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Evidence of review of lesson plans, observation notes, evidence of monitoring of teacher's course load, conference notes and teacher reflections

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Classroom observations; Teacher conferences; Lesson plans; students interviews

Person Responsible

Elizabeth Morales

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Evidence of progress monitoring the students (individual through grades, summative assessments, (unit test, 9 week exams, semester exams such as completed data reflection template.

G2.B5 Students have limited understanding of the new standards and assessments. 2

 B181991

G2.B5.S1 Students will be provided extended learning opportunities through tutorials and small group instruction. 4

 S193649

Strategy Rationale

Students need additional support to master skills need to perform on the FSA.

Action Step 1 5

Tutoring will be provided morning and afternoon along with Saturday

Person Responsible

Elizabeth Morales

Schedule

Daily, from 8/25/2015 to 5/29/2016

Evidence of Completion

Sign-in sheets of students attending tutoring; lesson plans from teachers

Action Step 2 5

Math Resource teacher will provide targeted support to students needing additional academic support.

Person Responsible

Elizabeth Morales

Schedule

Daily, from 8/17/2015 to 6/3/2016

Evidence of Completion

Schedules, student rosters

Action Step 3 5

Reading Resource teacher will provide targeted support to students needing additional academic support.

Person Responsible

Elizabeth Morales

Schedule

Daily, from 9/16/2015 to 6/3/2016

Evidence of Completion

Schedules, student rosters

Action Step 4 5

Additional teachers, translators and out of system tutors will support academics for Reading/ Language Arts

Person Responsible

Elizabeth Morales

Schedule

Daily, from 8/24/2015 to 6/2/2016

Evidence of Completion

Agendas, schedules, student rosters, progress reports

Action Step 5 5

Additional teachers, translators and out of system tutors will support academics for Math.

Person Responsible

Elizabeth Morales

Schedule

Daily, from 9/16/2015 to 6/2/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Review lesson plans, data reports, and student grades

Person Responsible

Elizabeth Morales

Schedule

Biweekly, from 9/16/2015 to 6/3/2016

Evidence of Completion

Classroom walk-through, lesson plans, observations, diagnostics, EDW (on-going)

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Lesson plans, classrooms' observations, data analysis, data chats, collegial planning/common planning

Person Responsible

Elizabeth Morales

Schedule

Every 6 Weeks, from 9/1/2015 to 6/5/2016

Evidence of Completion

Lesson plans, classrooms' observations, data analysis, data chats, collegial planning/common planning

G2.B5.S2 ELL teacher will provide support for English Language Learners. 4

S193650

Strategy Rationale

ELL students need additional support to acquire skills needed to master reading and math concepts.

Action Step 1 5

Provide reading and math support for ELL students.

Person Responsible

Elizabeth Morales

Schedule

Daily, from 8/17/2015 to 6/3/2016

Evidence of Completion

Schedule, student roster

Plan to Monitor Fidelity of Implementation of G2.B5.S2 6

Classroom observations and data chats will be conducted to assess student progress.

Person Responsible

Elizabeth Morales

Schedule

Biweekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Observation notes, review of lesson plans, note from chats

Plan to Monitor Effectiveness of Implementation of G2.B5.S2 7

Reading Coach/Learning Team Facilitator will assist teacher with disaggregation of student data and the development of rigorous and relevant instruction to improve reading, decoding, comprehension and writing.

Person Responsible

Elizabeth Morales

Schedule

Every 6 Weeks, from 8/18/2015 to 6/2/2016

Evidence of Completion

Achievement data related to goal and targets; completion of SIP mid-year review

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Parent Liaison will provide training and workshops to support academics at home.	Moreira, Carmen	8/24/2015	Invitations, agendas, sign-in sheets	5/29/2016 daily
G2.B1.S1.A1	Math Coach will provide professional development related to the new standards in the content area of math.	Samore, David	8/12/2015	Sign-in-sheets, agenda	6/5/2016 daily
G2.B1.S2.A1	Provide additional Science teacher to support ELL students.	Samore, David	8/17/2015	Schedule, student rosters, lesson plans	6/3/2016 daily
G2.B5.S1.A1	Tutoring will be provided morning and afternoon along with Saturday	Morales, Elizabeth	8/25/2015	Sign-in sheets of students attending tutoring; lesson plans from teachers	5/29/2016 daily
G2.B5.S2.A1	Provide reading and math support for ELL students.	Morales, Elizabeth	8/17/2015	Schedule, student roster	6/3/2016 daily
G1.B1.S1.A2	Teachers will provide training and workshop to parents to support academic at home	Morales, Elizabeth	10/8/2015	Invitations, agendas, sign-ins	4/6/2016 monthly
G2.B1.S1.A2	Reading Coach will provide professional development related to the new standards in reading for all content areas.	Samore, David	8/12/2015	Sign-in-sheets, agenda	6/5/2016 daily
G2.B5.S1.A2	Math Resource teacher will provide targeted support to students needing additional academic support.	Morales, Elizabeth	8/17/2015	Schedules, student rosters	6/3/2016 daily
G2.B1.S1.A3	Learning Team Facilitator will conduct LTMs.	Samore, David	8/12/2015	Sign-in-sheets, agenda	6/5/2016 daily
G2.B5.S1.A3	Reading Resource teacher will provide targeted support to students needing additional academic support.	Morales, Elizabeth	9/16/2015	Schedules, student rosters	6/3/2016 daily
G2.B1.S1.A4	Teachers will attend professional conference related to 21st Century Learning.	Samore, David	5/1/2016	TDE, conference program	5/31/2016 one-time
G2.B5.S1.A4	Additional teachers, translators and out of system tutors will support academics for Reading/Language Arts	Morales, Elizabeth	8/24/2015	Agendas, schedules, student rosters, progress reports	6/2/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A5	Teachers will attend summer PD related to 21st Century and integrating thematic units.	Samore, David	8/3/2015	Agendas, sign-ins	8/5/2015 one-time
G2.B5.S1.A5	Additional teachers, translators and out of system tutors will support academics for Math.	Morales, Elizabeth	9/16/2015		6/2/2016 daily
G1.MA1	Quizzes, Test, Diagnostics, EDW, and FSA	Morales, Elizabeth	10/6/2015	Quizzes, Test, Diagnostics, EDW, and FSA	6/5/2016 monthly
G1.B1.S1.MA1	Quizzes, test, parent input, surveys, diagnostics, parent attendance in the different workshops; EDW; teachers' input; FSA scores.	Morales, Elizabeth	8/16/2015	Students' work, EDW, surveys; diagnostics, FSA scores	5/29/2016 monthly
G1.B1.S1.MA1	Schedule of Parent Workshops, Agendas, Parent sign-in-sheets, surveys, students' progress report, report cards, EDW, and FSA	Morales, Elizabeth	8/15/2015	Schedule of Parent Workshops, Agendas, Parent sign-in-sheets, surveys, students' progress report, report cards, EDW, and FSA	6/5/2016 monthly
G2.MA1	EDW Reports, Diagnostics report and on going assessments will be reviewed weekly	Samore, David	8/18/2015	Achievement data related to goal and targets (EDW, FSA, EOCs, Uos Benchmark testing, RRR); completion of SIP mid-year review	6/5/2016 weekly
G2.B1.S1.MA1	Coaches/ LTM/PDTeam will meet to review professional development plan	Samore, David	8/12/2015	Professional Development schedule; coaches logs of service (on-going)	6/5/2016 daily
G2.B1.S1.MA1	Create a PD schedule and coaches/ LTF schedules	Morales, Elizabeth	8/12/2015	Copy of PDD schedules and coaches/ LTF schedules, agendas, sign-in-sheets and artifacts	6/3/2016 daily
G2.B1.S1.MA3	Thematic units will be created to be incorporated into the curriculum 21st Century.	Samore, David	8/12/2015	Agenda, sign-ins, artifacts from the completed thematic units	8/12/2015 one-time
G2.B5.S1.MA1	Lesson plans, classrooms' observations, data analysis, data chats, collegial planning/common planning	Morales, Elizabeth	9/1/2015	Lesson plans, classrooms' observations, data analysis, data chats, collegial planning/common planning	6/5/2016 every-6-weeks
G2.B5.S1.MA1	Review lesson plans, data reports, and student grades	Morales, Elizabeth	9/16/2015	Classroom walk-through, lesson plans, observations, diagnostics, EDW (on-going)	6/3/2016 biweekly
G2.B1.S2.MA1	Classroom observations; Teacher conferences; Lesson plans; students interviews	Morales, Elizabeth	8/17/2015	Evidence of progress monitoring the students (individual through grades, summative assessments, (unit test, 9 week exams, semester exams such as completed data reflection template.	6/2/2016 monthly
G2.B1.S2.MA1	Formal and informal observations,	Morales, Elizabeth	8/17/2015	Evidence of review of lesson plans, observation notes, evidence of monitoring of teacher's course load, conference notes and teacher reflections	6/2/2016 monthly
G2.B5.S2.MA1	Reading Coach/Learning Team Facilitator will assist teacher with disaggregation of student data and the development of rigorous and relevant instruction to improve reading, decoding, comprehension and writing.	Morales, Elizabeth	8/18/2015	Achievement data related to goal and targets; completion of SIP mid-year review	6/2/2016 every-6-weeks
G2.B5.S2.MA1	Classroom observations and data chats will be conducted to assess student progress.	Morales, Elizabeth	8/31/2015	Observation notes, review of lesson plans, note from chats	6/3/2016 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. If we implement focused reading strategies in the content areas aligned to the new standards, then student achievement will increase.

G2.B1 Teachers are unfamiliar with the new standards and assessments.

G2.B1.S1 Teachers will be provided with professional development related to the implementation of the FSA.

PD Opportunity 1

Math Coach will provide professional development related to the new standards in the content area of math.

Facilitator

Math Coach

Participants

All Staff

Schedule

Daily, from 8/12/2015 to 6/5/2016

PD Opportunity 2

Reading Coach will provide professional development related to the new standards in reading for all content areas.

Facilitator

Reading Coach

Participants

All Staff

Schedule

Daily, from 8/12/2015 to 6/5/2016

PD Opportunity 3

Learning Team Facilitator will conduct LTMs.

Facilitator

LTF

Participants

All Staff

Schedule

Daily, from 8/12/2015 to 6/5/2016

PD Opportunity 4

Teachers will attend professional conference related to 21st Century Learning.

Facilitator

Presenters at 21st Century Conference

Participants

Subject area teachers

Schedule

On 5/31/2016

PD Opportunity 5

Teachers will attend summer PD related to 21st Century and integrating thematic units.

Facilitator

Dr. Samore

Participants

Staff

Schedule

On 8/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Parent Liaison will provide training and workshops to support academics at home.				\$67,535.07
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2151 - Okeehetee Middle School	Title I Part A		\$65,008.45
<i>Notes: Salary and Benefits for Parent Liaison (C. Moreira)</i>						
			2151 - Okeehetee Middle School	Title I Part A		\$2,526.62
<i>Notes: Family Involvement Supplies - ink, paper, folders, markers, refreshments for parent trainings, pencils, notebooks, colored pencils, chart paper, white boards, books</i>						
2	G1.B1.S1.A2	Teachers will provide training and workshop to parents to support academic at home				\$4,462.75
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2151 - Okeehetee Middle School	Title I Part A		\$4,462.75
<i>Notes: Part-time in-system for parent training; include Fall, Winter, Spring, Literacy and FSA nights;</i>						
3	G2.B1.S1.A1	Math Coach will provide professional development related to the new standards in the content area of math.				\$32,504.23
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2151 - Okeehetee Middle School	Title I Part A		\$32,504.23
<i>Notes: Salary & Benefits for .5 Math Coach (F.Argain)</i>						
4	G2.B1.S1.A2	Reading Coach will provide professional development related to the new standards in reading for all content areas.				\$33,004.23
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2151 - Okeehetee Middle School	Title I Part A		\$32,504.23
<i>Notes: Salary & Benefits for .5 Reading Coach (S. Estupinan)</i>						
			2151 - Okeehetee Middle School	Title I Part A		\$500.00
<i>Notes: Supplies for Reading Coach include paper, ink, chart paper, ink pens, pencils, highlighters, notebooks</i>						

Budget Data						
5	G2.B1.S1.A3	Learning Team Facilitator will conduct LTMs.				\$65,008.45
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2151 - Okeehelée Middle School	Title I Part A		\$65,008.45
			<i>Notes: Salary & Benefits for 1.0 LTF (J. Shocket)</i>			
6	G2.B1.S1.A4	Teachers will attend professional conference related to 21st Century Learning.				\$11,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2151 - Okeehelée Middle School	Title I Part A		\$11,400.00
			<i>Notes: Travel in County conferences</i>			
7	G2.B1.S1.A5	Teachers will attend summer PD related to 21st Century and integrating thematic units.				\$14,754.80
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2151 - Okeehelée Middle School	Title I Part A		\$14,754.80
			<i>Notes: Stipends for summer PD</i>			
8	G2.B1.S2.A1	Provide additional Science teacher to support ELL students.				\$4,090.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2151 - Okeehelée Middle School	Title I Part A		\$4,090.00
			<i>Notes: Salary and benefits for .05 Science teacher (L. Kingsley)</i>			
9	G2.B5.S1.A1	Tutoring will be provided morning and afternoon along with Saturday				\$34,687.56
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2151 - Okeehelée Middle School			\$17,343.78
			<i>Notes: Salary and Benefits for Tutorial for Reading/Language Arts</i>			
			2151 - Okeehelée Middle School			\$17,343.78
			<i>Notes: salary and Benefits for Tutorial for Math</i>			
10	G2.B5.S1.A2	Math Resource teacher will provide targeted support to students needing additional academic support.				\$32,504.23
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
			2151 - Okeehoelee Middle School	Title I Part A		\$32,504.23
<i>Notes: Salary and benefits for .5 Math Resource (F. Argain)</i>						
11	G2.B5.S1.A3	Reading Resource teacher will provide targeted support to students needing additional academic support.				\$32,504.23
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2151 - Okeehoelee Middle School	Title I Part A		\$32,504.23
<i>Notes: Salary and benefits for .5 Reading Resource (Ms. Estupinan)</i>						
12	G2.B5.S1.A4	Additional teachers, translators and out of system tutors will support academics for Reading/Language Arts				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2151 - Okeehoelee Middle School			\$2,000.00
<i>Notes: Salary and Benefits for Tutorial for Non-Cert Highly Qualify Tutor for Reading/ Language Arts</i>						
13	G2.B5.S1.A5	Additional teachers, translators and out of system tutors will support academics for Math.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2151 - Okeehoelee Middle School			\$2,000.00
<i>Notes: Additional teachers, translators and out of system tutors will support academics for Reading/Language Arts</i>						
14	G2.B5.S2.A1	Provide reading and math support for ELL students.				\$32,504.23
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2151 - Okeehoelee Middle School	Title I Part A		\$32,504.23
<i>Notes: Salary and benefits for .5 ELL teacher (N. Desalvo)</i>						
Total:						\$368,959.78