

Okeechobee County School District

# Okeechobee High School



## 2019-20 School Improvement Plan

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# Okeechobee High School

2800 US HIGHWAY 441 N, Okeechobee, FL 34972

<http://okeechobeehighschool.sites.thedigitalbell.com/>

## Demographics

**Principal: Lauren Myers**

Start Date for this Principal: 7/29/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	76%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Native American Students Students With Disabilities White Students
<b>School Grade</b>	2018-19: C
<b>School Grades History</b>	2017-18: C 2016-17: C 2015-16: C 2014-15: C 2013-14: C
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">Diane Leinenbach</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	

<b>Support Tier</b>	NOT IN DA
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**School Board Approval**

This plan was approved by the Okeechobee County School Board on 10/8/2019.

**SIP Authority**

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

**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. 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: School Information

### School Mission and Vision

#### Provide the school's mission statement

In Partnership with all stakeholders, Okeechobee High School aspires to:

Encourage Perseverance  
Foster Respect  
Expect Integrity  
Demonstrate Dependability  
Instill Ethics

to create a global community of life-long learners,

#### Provide the school's vision statement

"The Brahman Way"

As Brahmans, we will:

- \* Model the pillars of P.R.I.D.E
- \* Create a community of graduates and life-long learners
- \* Live as the example we want to see in others
- \* Build a supportive campus environment to grow as a Brahman family
- \* Be of service to those in need, on and off campus
- \* Move Forward and Be Great

Excellence through P.R.I.D.E. (Perseverance, Respect, Integrity, Dependability, and Ethics.)

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Myers, Lauren	Principal	
Goggans, Vicki	Assistant Principal	
Roehm, Daryl	Dean	
Revels, Carol	Other	
Box, Beth	Instructional Technology	
Talas, Mike	Teacher, K-12	
Coleman, Michelle	Other	
Harvey, Callyn	Teacher, K-12	
Joyner, Sonda	Teacher, K-12	
	Teacher, ESE	
Reister, Wendy	Teacher, K-12	
Raulerson, Debbie	Teacher, K-12	
Sills, Tracy	Guidance Counselor	
Mullins, Pattie	Teacher, ESE	
Sherlock, Jean	Instructional Media	
Tabbert, Melanie	Teacher, Career/Technical	
Matchett, Eddie	Teacher, K-12	
Brewer, Drema	Guidance Counselor	
Wagner, Sandy	Guidance Counselor	
LaFlam, Courtney	Teacher, K-12	
Thompson, Carrie	Instructional Coach	

**Early Warning Systems**

**Current Year**

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	6	472	349	470	1297
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	3	108	100	142	353
One or more suspensions	0	0	0	0	0	0	0	0	0	0	3	103	85	98	289
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	3	207	70	95	375
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	4	125	72	99	300

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	2	29	11	17	59
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	1	3	5

**FTE units allocated to school (total number of teacher units)**

85

**Date this data was collected or last updated**

Monday 7/29/2019

**Prior Year - As Reported**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	86	86	106	279
One or more suspensions	0	0	0	0	0	0	0	0	0	0	98	114	132	344
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	1	135	132	120	388
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	100	97	197	197

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	2	163	178	189	532

**Prior Year - Updated**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	86	86	106	279
One or more suspensions	0	0	0	0	0	0	0	0	0	0	98	114	132	344
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	1	135	132	120	388
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	100	97	197	197

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	2	163	178	189	532

## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	44%	44%	56%	48%	48%	56%
ELA Learning Gains	44%	44%	51%	50%	50%	53%
ELA Lowest 25th Percentile	35%	35%	42%	35%	35%	44%
Math Achievement	38%	38%	51%	40%	40%	51%
Math Learning Gains	29%	29%	48%	46%	46%	48%
Math Lowest 25th Percentile	28%	28%	45%	33%	33%	45%
Science Achievement	67%	67%	68%	62%	62%	67%
Social Studies Achievement	59%	59%	73%	54%	54%	71%

<b>EWS Indicators as Input Earlier in the Survey</b>					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	6 (0)	472 (0)	349 (0)	470 (0)	1297 (0)
Attendance below 90 percent	3 (1)	108 (86)	100 (86)	142 (106)	353 (279)
One or more suspensions	3 (0)	103 (98)	85 (114)	98 (132)	289 (344)
Course failure in ELA or Math	3 (1)	207 (135)	70 (132)	95 (120)	375 (388)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (100)	0 (97)	0 (197)

### Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

<b>ELA</b>						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	41%	40%	1%	55%	-14%
	2018	52%	52%	0%	53%	-1%
Same Grade Comparison		-11%				
Cohort Comparison						
10	2019	46%	46%	0%	53%	-7%
	2018	42%	42%	0%	53%	-11%
Same Grade Comparison		4%				
Cohort Comparison		-6%				



<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	66%	64%	2%	67%	-1%
2018	61%	60%	1%	65%	-4%
Compare		5%			

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	59%	57%	2%	70%	-11%
2018	53%	52%	1%	68%	-15%
Compare		6%			

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	34%	52%	-18%	61%	-27%
2018	38%	54%	-16%	62%	-24%
Compare		-4%			

<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	42%	47%	-5%	57%	-15%
2018	38%	44%	-6%	56%	-18%
Compare		4%			

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	33	33	21	21	26	24	31		73	34
ELL	28	42	38	29	28	40	60	47		71	83
BLK	24	27	16	22	21	21	70	43		69	52
HSP	40	43	33	36	27	27	60	53		80	67
MUL	38	48		54	36			73		82	
AMI								55		67	70
WHT	51	47	41	43	32	29	73	67		82	68
FRL	39	41	33	35	28	27	66	52		77	64

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	19	34	27	21	29	21	23	32		65	32
ELL	7	38	38	30	48	38	54	10		64	
BLK	33	47	25	24	32	45	38	35		66	40
HSP	43	49	36	37	43	28	58	46		82	58
MUL	56	58		44	50		92				
AMI	50	57								45	
WHT	53	50	35	45	51	35	65	63		75	61
FRL	44	48	34	38	44	33	58	51		74	54

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	557
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

<b>English Language Learners</b>	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	64
Native American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
<b>White Students</b>	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### **Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

#### **Which data component showed the lowest performance? Explain the contributing factor(s) to last year’s low performance and discuss any trends**

OFC - Alg - 9th gr proficiency decrease 6 points; 9th gr learning gains decreased 26 points. State avg decreased 13 points (from 46% to 33%). OFC was 1 point above state avg at 34%. Factors: last 2 years we used Agile Minds that was written to Common Core standards and not Florida Standards (we have eliminated Agile Minds software); teacher recruiting and retention is difficult for Algebra; attendance for lower performing students was low.

OHS- Math Proficiency rate (38%) For OHS this is achieved through Geometry proficiency. BQ and LG are both achieved primarily at OFC when looking at students in Alg 1 compared to 8th grade FSA and students in Geometry who were successful on Alg I EOC from previous year.

#### **Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline**

OFC ELA- 9th gr proficiency decreased 11 points; 9th gr learning gains decreased 9 points. State avg increased 2 points (from 53% to 55%). OFC was 13 points below the state avg at 41%. Factors: teacher recruiting and retention in ELA/Reading has been difficult; attendance for lower performing students was low.

OHS/OFC: Greatest decrease was with Math learning gains falling 17 percentage points from 2018 - 2019. LG in Math is primarily determined at OFC in Alg I and Geometry and at OHS in Geometry courses. Teacher experience/certification at 9th grade level.

#### **Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends**

OFC Alg 1 - 9th gr proficiency decrease 6 points; 9th gr learning gains decreased 26 points. State avg decreased 13 points (from 46% to 33%). Factors: last 2 years we used Agile Minds that was written to Common Core standards and not Florida Standards (we have eliminated Agile Minds software); teacher recruiting and retention is difficult for Algebra; attendance for lower performing students was low.

OFC Alg 1 - State proficiency was 61% all grades in Algebra.

OHS: Math learning gains had the greatest gap when compared to the state average

(-19%). Need to have experienced and certified teachers teaching Alg I (area in which majority of LG is calculated).

**Which data component showed the most improvement? What new actions did your school take in this area?**

Biology and US History are tied for most improvement. In Biology, environmental science was moved to 9th grade as a pre-requisite course for Biology so only students that were on grade level were tested in science. Progress monitoring questions for Biology were reviewed and restructured to reflect NGSSS questions. US History teachers followed curriculum maps with fidelity. Acceleration data also improved 9 percentage points. This was accomplished by looking at the individuals within a cohort and making sure acceleration opportunities were available to every student eligible. (SLS1101, industry certs, dual enrollment)

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Students with Disabilities and Black/African American student groups were below 41%.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year**

1. Math achievement
2. Math Learning Gains
3. ELA achievement
4. Achievement of students with disabilities
5. Achievement of black/African American students

## **Part III: Planning for Improvement**

### **Areas of Focus:**

<b>#1</b>	
<b>Title</b>	Academic Growth in Core Areas Administrators and Reading Coach will frequently visit classrooms to monitor and provide feedback. PD for Administrators: Model School's Conference (summer 2020), College Board PD for Teachers via Instruction Partners, Reading Coach, IT Coach, AVID, College Board
<b>Rationale</b>	Focus on Math BQ (Alg 1A and 1B) Math Achievement: Math Nation, iXL, Study Island, PLATO, Khan Academy, ALEKS., Exact Path EWS: Early Warning System: we will monitor the EWS and provide interventions. Parental Engagement will assist in building relevance for student and families.
<b>State the measurable outcome the school plans to achieve</b>	Observation data and feedback will promote growth for staff and trickle down to students. Teacher PD in Feedback and Math Discourse Math BQ growth should increase to over 35% EWS monitoring and intervening will build and support students at risk. Increase parent involvement on campus and in their student's education.
<b>Person responsible for monitoring outcome</b>	[no one identified]
<b>Evidence-based Strategy</b>	ELA BQ Instruction scheduled into Leadership Techniques B course for ELA support. Revamp curriculum Map for Instruct Techs. course to utilize supplemental texts from Collections. ELL (LY) students will be scheduled into English Language Development for Language Learners for support. Imagine Learning. Change structure of Math Alg I delivery for BQ students at OFC: Alg iA and Alg I B model for double time of math instruction Explore relevant PD opportunities for Administrators and Teachers. Math will Utilize supplemental resources: Math Nation, iXL, Study Island, Exact Path, US Test Prep, PLATO, Khan Academy ELA will Utilize supplemental resources: Study Island, HMH, Khan Academy (grammar), Exact Path diagnostic and skill gap practice Parent Nights for assisting parents in preparing their students for graduation, college, and/or the workforce.
<b>Rationale for Evidence-based Strategy</b>	Monitor: ELA Writing prompt assessments Use Edmentum Study Island and Exact Path, Albert IO, and Imagine Learning for ELL Observation Data: evaluation tool and IPG Title 1 Parent Engagement Plan

Action Step

**Description**

1. Set up dates for observations and PD with Instruction Partners (ELA and Math)
2. Use progress monitoring tools to measure movement toward standards mastery
3. Provide regular data and support to teachers
4. Seek out PD opportunities and promote to teachers
5. Utilize the data provided by the EWS to conference with students regularly (grad coach/admin/guidance)

**Person Responsible**

[no one identified]

<b>#2</b>	
<b>Title</b>	Increase Graduation Rate
<b>Rationale</b>	<p>Building Healthy and Safe School Culture: The Brahman Way                      Ensure GPA's is 2.5 and up (Retrieval, Replacement)                      Monitor Attendance (3rd hour)                      Increase Khan Academy link rate and use for concordant scores.</p>
<b>State the measureable outcome the school plans to achieve</b>	<p>Increased students supporting each other: The Brahman Way                      Increase pride in academics and minimize use of credit retrieval.                      Decrease student missing more than 18 days per semester and increasing the likelihood of graduation.                      Khan: students plan and prepare for growth in SAT for graduation requirements and scholarship opportunities.</p>
<b>Person responsible for monitoring outcome</b>	[no one identified]
<b>Evidence-based Strategy</b>	<p>Positive messages on the morning announcements daily.                      Build upon Brahman Traditions: Homecoming Week Activities, Theme Days, Yearbook Jam, Awards Night, Scholarship Night, Fine Arts Night, Senior Class Day, etc.                      Continue the relationship with Josten's to provide resources and products for students to memorialize their high school experience: Banner Signings, Ring Ceremony, Cap and Gowns, Graduation Announcements, etc.                      Monitor GPA reports after each 9 weeks and semesters. Recommend SIT meetings for at-risk students                      Print attendance reports weekly for patterns leading to SIT meetings for chronic absences.                      Khan Time (25 minutes) built into the Wednesday schedule for SAT practice</p>
<b>Rationale for Evidence-based Strategy</b>	<p>Assess Climate Survey indicators for areas of improvement related to culture. "I am Proud of My School", etc.                      Assess # of students who meet 2.0 graduation required GPA for improvement.                      Assess # of students who miss more the 10% of the school year.                      Assess Link Rate from College Board for SAT/Khan Linking.</p>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Monitor at-risk students through graduation coach</li> <li>2. Use EWS to monitor attendance regularly: use information to hold SIT if necessary</li> <li>3. Early identification of students eligible for waivers (test scores)</li> <li>4. Continue school expectation of Khan Academy practice through Khan Wednesdays</li> <li>5. Promote The Brahman Way daily through the announcements</li> </ol>
<b>Person Responsible</b>	[no one identified]



<b>#3</b>	
<b>Title</b>	Increase Acceleration Opportunities
<b>Rationale</b>	<p>Students should be pushed to take rigorous coursework. All students with a 2.5+ GPA should graduate with meeting an acceleration indicator or area.</p> <p>Dual Enrollment Advanced Placement Career and Technical Education Industry Certification</p>
<b>State the measureable outcome the school plans to achieve</b>	<p>83% Acceleration is attainable. Students should seek out acceleration opportunities and experiences. CTE programs will showcase students to share with Middle Schools and community.</p>
<b>Person responsible for monitoring outcome</b>	[no one identified]
<b>Evidence-based Strategy</b>	<p>Increase on-campus sections of SLS1101. Identify all seniors with 2.5+ GPA that have not yet had dual enrollment opportunities and enroll them in SLS1101. Continue implementation of AP Capstone program (Seminar 2020) Utilize the AP Potential program to identify unique students who have not yet taken an AP course. Implement another section of AP Principles of Computer Science course. Identify native Spanish speakers who have been successful in Spanish 2 and provide the opportunity to audit the AP Spanish exam. Check Ag. Foundations and teacher recommendation for CTE placement Strategically build the 2/3 block CTE rosters based on the students' Core certification status. Communicate the ability to waive Science and Math courses in CTE areas that offer qualifying certifications and AP Computer Science. OFC students in Building Construction, Automotive, and Health Science A &amp; P programs</p>
<b>Rationale for Evidence-based Strategy</b>	<p>Identify and schedule SLS Identify and schedule AP courses Identify and schedule CTE programs</p> <p>We need to get proficient at building and utilizing Crystal report that identifies students without an acceleration opportunity. Subject area teachers need to make SAT score reports (through Khan Academy) part of the discussion about continuing education and long term goals, and use the Potential report to target opportunities for more rigorous courses in the future.</p>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Identify Seniors with 2.5 GPA who have never taken SLS1101</li> <li>2. Identify seniors that have a core CTE credit that could continue to industry cert. earning course for 2/3 block.</li> <li>3. Utilize AP Potential report for 9th - 11th graders to recruit students for AP courses</li> <li>4. Preview CTE programs at middle schools for recruitment in 9th grade</li> </ol>

5. Plan AP showcase event to allow students an opportunity to "experience" an AP course

**Person  
Responsible**

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[no one identified]

<b>#4</b>	
<b>Title</b>	ESSA SubGroup Focus
<b>Rationale</b>	To provide support to the demographic subgroups identified by the ESSA report as performing under 41% achievement. Our Black/African America population is currently performing at 37% and the student with disabilities are performing at 31% achievement level.
<b>State the measureable outcome the school plans to achieve</b>	We hope to increase 5% within each identified subgroup bringing the Black.African American achievement level to 42% and our SWD achievement level to 36% in one year.
<b>Person responsible for monitoring outcome</b>	[no one identified]
<b>Evidence-based Strategy</b>	<p>All ESE inclusion students with a GPA under 2.5 are scheduled into Learning Strategies course for core content support.</p> <p>ESE Inclusion teachers are using tracking sheets that monitor student progress through grades, missing assignments, and parent contacts.</p> <p>ELA BQ Instruction scheduled into Leadership Techniques course for ELA support.</p> <p>Change structure of Math Alg I delivery for BQ students at OFC: Alg iA and Alg I B model for double time of math instruction</p> <p>Explore relevant PD opportunities for Administrators and Teachers.</p> <p>Math will Utilize supplemental resources: Math Nation, iXL, Study Island, Exact Path, US Test Prep, PLATO, Khan Academy</p> <p>ELA will Utilize supplemental resources: Study Island, HMH, Khan Academy (grammar), Exact Path diagnostic and skill gap practice.</p> <p>Provide academic support for core content areas within Math and ELA courses.</p>
<b>Rationale for Evidence-based Strategy</b>	<p>Provide academic support for core content areas through ESE support class.</p> <p>Monitoring progress through EWS and program data (Edmentum, Exact Path, Albert IO, Imagine Learning, US Test Prep, Study Island, Math Nation, iXL, and Khan Academy)</p>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Get baseline data from Exact Path diagnostic tool.</li> <li>2. Combine data with EWS to identify students at risk.</li> <li>3. Conference with students via instructional coach, counselor, inclusion teacher, and grad coach (when applicable)</li> <li>4. Seek out PD for teachers to strength instructional practice</li> <li>5. Use progress monitoring tools to measure improvement toward standards mastery.</li> </ol>
<b>Person Responsible</b>	[no one identified]

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

Okeechobee County Schools welcome every opportunity to enhance relationships with parents, families and other community stakeholders to fulfill the school mission and support the needs of students. Open House is an annual activity where students and families are invited on campus to meet their child's teachers, administration and many of the support staff that are in direct contact with students. In addition to Open House, parent nights are held throughout the year and focus around a student activity and/or content area, such as ELA, Science and Math. Secondary sites even host a CTE Spotlight where community members, students and parents can attend and learn more about the CTE courses and programs that are available at the secondary level.

#### **PFEP Link**

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

### **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**

The Okeechobee County School District has an extensive program designed to identify barriers to learning and promote social emotional health while implementing programs that address mental health so that our students are academically successful. The school guidance counselor is trained to identify students who may need student support services. The guidance counselor, with open communication with families, can often provide the supports needed. In some cases Threat Assessments are conducted to determine if a student is in danger to themselves or others. This Threat Assessment is completed by a team that includes law enforcement and a trained crisis counselor. If a threat exists, counseling is recommended to the parents as well as parenting classes offered. In addition to the services provided by school personnel, identified students have access to services provided through our Community Collaborative Council. The community council partners with organizations that can provide food for families, financial assistance for electric bills, financial assistance for medical services, school supplies, parenting classes, mental health counseling, and clothing.

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

Through vertical teaming meetings, teachers in the LEA meet and discuss the various characteristics of cohorts both entering and leaving the school. This discussion enables teachers to better-support the students in each cohort.

**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**

The OHS School Leadership Team represents all departments on campus. The groups meets bi-weekly to discuss and address school and student needs. The School Leadership team works with administration to develop the School Improvement Plan to identify and align resources. The School Improvement plan mirrors the FLDOE accountability system for high school grading to ensure all stockholders are aware of the requirements and accountability system in place to evaluate the school. If our OHS students can master the Florida Standards, gain acceleration through Advanced Placement courses, Dual Enrollment courses, Career and Technical Education Certifications, and walk across the state at Graduation, we have accomplished our goals. All OHS staff have a piece in moving our campus forward.

Any new initiative will go through the process of evaluation by the School Leadership Team before dissemination to OHS staff and students.

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

OHS has the following CTE programs: Aquaculture, Automotive, Construction, Ag. Mechanics, Animal Science, Nursing, Digital Design, and Informational Technology. Okeechobee’s CTE program works with business and industry partners to ensure students complete CTE courses having the skill set that ensures students are employable. Presentations from local industry and vocational schools are included to give students information about post secondary opportunities. Each group has an advisory board consisting of members of the business community. All programs also meet state requirements and qualify annually for state grants. OHS has a CTE Career Coach on campus to advise and assist students of post secondary options. Okeechobee has a superb relationship with Indian River State College and high school students may take dual enrollment courses for high school and college credit. Many students graduate with an AA degree at the same time they graduate from high school. A College Fair is held each fall to allow students the opportunity to have face to face contact with representatives from post secondary schools.

**Part V: Budget**

<b>1</b>	<b>III.A</b>	<b>Areas of Focus: Academic Growth in Core Areas</b>				<b>\$221,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5900	120-Classroom Teachers	0101 - Okeechobee High School	Title, I Part A	4.0	\$4,000.00

			<i>Notes: Tutoring</i>			
	5000	360-Rentals	0101 - Okeechobee High School	Title, I Part A		\$25,000.00
			<i>Notes: Online academic support programs</i>			
	6400	310-Professional and Technical Services	0101 - Okeechobee High School	Title, I Part A		\$25,000.00
			<i>Notes: Professional development to support academic areas</i>			
	6150	510-Supplies	0101 - Okeechobee High School	Title, I Part A		\$1,500.00
			<i>Notes: Supplies to support parent engagement in academic support</i>			
	6150	360-Rentals	0101 - Okeechobee High School	Title, I Part A		\$2,000.00
			<i>Notes: Online program for parent engagement with academic support (school parent app)</i>			
	6400	130-Other Certified Instructional Personnel	0101 - Okeechobee High School	Title, I Part A	2.0	\$110,000.00
			<i>Notes: Reading Coaches (2 total: OFC, OHS)</i>			
	5000	510-Supplies	0101 - Okeechobee High School	Title, I Part A		\$46,000.00
			<i>Notes: Supplies supporting academics</i>			
	6400	750-Other Personal Services	0101 - Okeechobee High School	Title, I Part A		\$4,000.00
			<i>Notes: Substitutes for teacher professional development</i>			
	5100	610-Library Books	0101 - Okeechobee High School	Title, I Part A		\$2,000.00
			<i>Notes: Library Books</i>			
	5100	519-Technology-Related Supplies	0101 - Okeechobee High School	Title, I Part A		\$1,500.00
			<i>Notes: Ink</i>			
<b>2</b>	<b>III.A</b>	<b>Areas of Focus: Increase Graduation Rate</b>				<b>\$0.00</b>
<b>3</b>	<b>III.A</b>	<b>Areas of Focus: Increase Acceleration Opportunities</b>				<b>\$0.00</b>
<b>4</b>	<b>III.A</b>	<b>Areas of Focus: ESSA SubGroup Focus</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$221,000.00</b>