

Okeechobee County School District

Okeechobee High School



2017-18 Schoolwide Improvement Plan

Okeechobee High School

2800 US HIGHWAY 441 N, Okeechobee, FL 34972

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	81%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	C

**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 is pending approval by the Okeechobee County School Board.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Okeechobee High School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

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

2. School Environment

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

Mentoring occurs through 3rd hour classes. These teachers focus on grades and attendance patterns to build talking points about the importance of academics and attendance in future endeavors. Students involved in school activities will have someone "looking out" for them. This 3rd hour "mentor group" will ensure that ALL students have someone checking in with them.

This year students and staff are working to define "The Brahman Way". This will define our expectations and culture for how Brahmans handle themselves and move forward. Staff gave thoughts during pre-plan week. Students gave input during 3rd hour discussions and via email directly to administration. These lists will eventually be transformed into declarative statements. Parents will also have input via newsletters.

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

Students know they have a voice. Each student personally receives and email from the Principal asking various culture related questions. This serves two purposes: it increases communication and provides and honest forum for student feedback about the processes of the school.

The daily announcements are another avenue for the Administration to communicate the message of "Together We Are Brahmans". There is always a positive thought of the day and the majority of the messages are about supporting others and Moving Forward as a school family. Current issues, on or off-campus can be addressed. Parents also have access to these announcements via YouTube and Parent Newsletters sent each Sunday.

c. 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.

Major and minor discipline infractions are governed by the District Code of Conduct. At OHS, major infractions are dictated by the consequences established in the Code of Conduct. Minor infractions are dealt with in a proactive manner. If a pattern of negative behavior develops, teachers are the front-line defense to eliminate negative patterns. Communication is vital. Teachers communicate with the student, parents, and any available advocates (counselors, coaches, mentors) on campus. If the pattern continues, the Dean of Students will be involved to discuss the pattern. Academic focus is a priority of the conversations with the Dean. This meeting will result in a plan for future disciplinary incidents. Continuations of negative behavior pattern(s) will result in progressive discipline consequences, starting with Administrative Counseling and potentially ending with Out-of School Suspension and/or requesting Alternative Placement.

School behavior expectations are reviewed with staff and students at the beginning of the year and refreshers are periodically included in the Brahman Bulletin which is emailed each week. School-wide patterns of behavior and reminders can be sent via the Bulletin.

d. 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.

OHS will provide an atmosphere conducive to learning. We focus on the cognitive, emotional, behavioral, and social needs of students. The use of a structured, data-based problem-solving is utilized to make instructional decisions to implement a multi-tiered system of supports. This is achieved through accurately identifying problems and goals, analyzing data and generating and confirming hypotheses about why the students are not yet demonstrating the desired skill, designing, supporting and implementing academic interventions and behavioral supports, and using student-centered data to evaluate MTSS. Contracted services are utilized when needed. The Check and Connect program will pair students with on-campus adult mentors to provide assistance with various needs. Friends for Life program will pair students with students with disabilities to provide relationship building opportunities. The Renaissance Club is a student led group that works on culture building activities to get more students involved in campus life. Peer Counseling courses provide academically successful students the opportunity to mentor and tutor in classes comprised of students who struggle academically.

Students have access to our Guidance Department at all times. The Counselors have access to School District and Community-based resources for students with a specific need. Students with special needs, homeless students, Migrant students, and other documented groups also have a catalog of services for support.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Attendance: we follow the District Attendance policy. 3rd hour teachers monitor attendance and document notification and students approaching 9 unexcused absences. Excuse notes are turned in to 3rd hour teacher.

Discipline: We follow progressive discipline and communication is a vital piece. Students are counseled on academics and choices. Code of Conduct is followed for major infractions.

Drop-out Risk: Graduation coach and Guidance works to identify students in danger of dropping out.

Credit Retrieval: Plato program is used to retrieve credit and repair GPA's

Intensive Reading: Level 1 and Level 2 FSA ELA students are provided a reading class to prepare for re-takes and focus on concordant scores via SAT/ACT

Intensive Math: Level 1 and Level 2 FSA Alg. 1 students are provided a math class to prepare for re-takes and focus on concordant scores via SAT/ACT and PERT.

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

1. 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	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Attendance: we follow the District Attendance policy. OHS works in conjunction with the Director of Student Services to break the pattern of non-attendance with our OHS students. Teachers, 3rd hour mentors, Guidance Counselors, and Attendance secretary monitor and maintain data.

Students with continues discipline are counseled and tracked through Guidance and the Dean's office. Academics is the focus and negative patterns of behavior are addressed. Parents are involved in conferences and decisions related to disciplinary actions. Mentoring, behavior plans, and programs like Check and Connect are used for students in need.

OHS uses Plato for credit retrieval purposes. Students can work during the school-day, after-school, and during the summer to catch up with credits and their cohort, if necessary. Plato courses are recommended by Guidance and sent to the Lead Teacher of Credit retrieval. This person monitors completion of course work and reports completed credit back to Guidance for updating in database.

Level 1 students are monitored through ELA courses. Progress is also monitored via FAIR testing administered three times a year. KHAN Academy is used school-wide, 25 minutes a week, for improved SAT scores which can also be used as concordant scores for the FSA ELA graduation requirement.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

We work to get parents on-campus or on-line for communication purposes. We have 2 Open Houses at the beginning of the year. Each class (10th, 11th, 12th) has a Parent Information Night to discuss academics and expectations toward graduation. The Arts (Band and Drama) and Athletic programs are other ways we get parents on campus to display the works of our students. Banquets, awards nights, and scholarships nights are year-end events that draw parents to campus.

On-line access is provided through Skyward, the School District's Student Information Database. our OHS Website, and information also is posted on Facebook and Twitter with the hashtag #GoBrahmans.

2. 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.

Our school is inviting to the public:

Open Houses at the beginning of the year: one for incoming 10th graders and one for every student 10-12.

Parent Information Nights are held for each grade

Financial Aid Night for 12th grade parents

Each week a Parent Newsletter is sent to each parent with an email in Skyward. It is also shared via Facebook and the OHS School Website.

Extra-Curricular Events such as Athletics, Band and Drama are well attended by parents and community members.

Our local community consistently supports the students. In 2016-17, over \$660,000 was provided in local scholarships to OHS seniors.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Tedders, Dylan	Principal
Goggans, Vicki	Assistant Principal
Myers, Lauren	Assistant Principal
Roehm, Daryl	Dean
Sherlock, Jean	Instructional Coach
Revels, Carol	Other
Box, Beth	Instructional Technology
Talas, Mike	Teacher, K-12
Rowland, Kimberly	Teacher, Career/Technical
Coleman, Michelle	Other
Tabbert, Melanie	Other
Harvey, Callyn	Teacher, K-12
Joyner, Sonda	Teacher, K-12
Kruger, Cindy	Teacher, ESE
Reister, Wendy	Teacher, K-12
Raulerson, Debbie	Teacher, K-12
Sills, Tracy	School Counselor
Matchett, Eddie	
Mullins, Pattie	Teacher, ESE

b. Duties

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

The leadership team serves in the capacity of working together to align systems and keep the focus on moving students forward. These members are Department Heads, Instructional Coaches, or responsible for subgroups such as ESE, ELL, or other areas such as Career and Technical Education. Department Head meetings occur bi-weekly with administration and bi-weekly with departments to keep current with communications.

Any staff member at OHS can be a part of the PRIDE team. Meetings occur during the summer months and each 9 weeks during the year. This group will organize and evaluate initiatives and data from previous year to develop the focus for the next school year. Past initiatives such as school-wide Interactive Notebooks, schedules for Chromebook delivery, and Khan Academy 25 minutes a week were developed from PRIDE.

2. 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.

Any staff member at OHS can be a part of the PRIDE team. Meetings occur during the summer months and each 9 weeks during the year. This group will organize and evaluate initiatives and data from previous year to develop the focus for the next school year. Past initiatives such as school-wide

Interactive Notebooks, schedules for Chromebook delivery, and Khan Academy 25 minutes a week were developed from PRIDE. This past summer the PRIDE team met to work on clear expectations on campus.

The School Improvement plan mirror 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 has a piece in moving our campus forward.

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

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Leah Suarez	Education Support Employee
Steve Dobbs	Parent
Dana Tedders	Education Support Employee
Flerida Algarin	Education Support Employee
Elizabeth Ruiz	Education Support Employee
Jajuan Cherry	Student
Isaura Henry	Parent
Cristian Rios	Student
Artha Jonassaint	Student
Delaenum Akahoho	Student
Michelle Coleman	Education Support Employee
Brooke O'Hagan	Student
Jackie Bass	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Each year goals and previous year data is evaluated. Adjustments to the plan and goals are made by staff and SAC committee.

b. Development of this school improvement plan

Each year goals and previous year data is evaluated. Adjustments to the plan and goals are made by staff and SAC committee.

c. Preparation of the school's annual budget and plan

Each year goals and previous year data is evaluated. Adjustments to the plan and goals are made by staff and SAC committee.

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

Each year goals and previous year data is evaluated. Adjustments to the plan and goals are made by staff and SAC committee. SAC also manages a limited budget for honoring teacher proposals.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Sherlock, Jean	Instructional Coach
Carrier, Karen	Teacher, K-12
Kruger, Cindy	Teacher, K-12
Myers, Lauren	Assistant Principal
Thompson, Carrie	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Reading in all content areas is priority. The Literacy Coach aides in strategies to promote reading in the content areas. The Media Specialist searches for ways for teachers to incorporate the library and digital materials into lessons. School-wide announcements focus on reading and highlighting reading across campus. WICOR strategies will be modeled and reinforced school-wide.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Teachers meet with subject area groups every two weeks. These meetings consist of content discussions, what is going well, and what does the group need support with. This information is documented and shared with Administration. Logistics of events are shared with this group via Department Heads. These meetings build cohesion with the group.

PLC's are scheduled twice a month to assist teachers with PD. These meetings are focused on strategies and useful tools. PLC's are scheduled through planning period which allows for a cross-section of the faculty to visits with others. Teachers can share what is going on in their content with teachers from other areas.

Leadership groups, such as PRIDE, can be joined by all staff. This group meets during the summer and periodically through-out the year and serves as a guide for recommending initiative for moving students and the school forward. Any staff member on campus can join and feel they have a voice in the focus of the school.

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

The school works with the Director of Human Resources in an effort to recruit develop and retain highly qualified, certified-in-field, effective teachers. The school district supports the endeavor by having an online application forum. Additionally, the school uses Teachers-Teachers.com to locate and recruit highly qualified, certified-in-field, effective teachers. The school encourages all current teachers to achieve and maintain the status of highly qualified and certified-in-field teacher.

The district draws upon several resources to recruit new teachers. Administrators attend recruitment fairs both locally and out of state. Openings are advertised on social media. Networking and online job boards are also utilized. Recruitment incentives are available to current employees. Individual school site recruitment is handled by the administrator.

Each new teacher to the district is placed with a mentor who helps the new teacher to develop the skills necessary to become effective in the classroom.

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

The school's mentoring program is a district-wide mentoring initiative. District mentors are trained and assigned teachers throughout the district based off of level- elementary or secondary. Teams of mentors are responsible for teams of mentees. Mentor teams are responsible for providing after-school PD on a monthly basis. In addition, each school is assigned a POST facilitator. (Project ONE Support Team) These facilitators are responsible for providing school-based leadership professional development after school on a monthly basis as well. These two forms of support provide support at the classroom, school, and district level for all of our new educators. The rationale for this way of work is wanting to provide "professional development insulation" for our new teachers with a collective team approach to working together. The hope is this team-based work will sustain the support and assistance needed to retain teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The Okeechobee County School District reviews, selects, adopts, and implements high quality instructional materials aligned to the Florida Standards. The process of curriculum selection and/or development and implementation at OCSD is done in coordination with the Heartland Educational Consortium. OCSD's Instructional Services department and school leadership teams conduct an ongoing review of the curriculum and instructional materials implemented in each course in order to ensure alignment with the Florida Standards.

b. Instructional Strategies

1. 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.

All student achievement data is evaluated for scheduling purposes. All OHS students will have 25 minutes a week to enrich through Khan Academy SAT preparation. All achievement levels can be impacted through Khan.

EOC data is used for placement in Algebra 1, Geometry, and Algebra 2. Study Island and Algebra Nation program is used to individualized instruction.

Interim Assessment data will be used in Biology and US History to progress monitor. These interim assessments are common and used each 9 weeks and semester to gauge progress towards standards.

FSA ELA data is used to identify students in need of interventions to ensure meeting Graduation requirements. Level 1 and Level 2 students are monitored via ELA grades. Level 1 students are monitored further through English classes with FAIR

Concordant score data is collected from sources such as SAT, ACT, and PERT for progress monitoring.

2. 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: After School Program

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Open Houses and school tours are used for introduction to the OHS campus. OHS Guidance counselors meet with OFC students to explain scheduling and graduations requirements. OFC students are incorporated nito OHS extracurricular activities such as athletics, band, and drama programs. Several OFC classes take place on the OHS campus, such as Band, JROTC, and PE classes.

Middle School students have access to our CTE programs various times of the year.

b. College and Career Readiness

1. 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.

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.

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

ADOBE010

Adobe Certified Associate (Dreamweaver)

Adobe Systems

Digital Design

ADOBE011

Adobe Certified Associate (Flash)

Adobe Systems

Digital Design

ADOBE021

Adobe Certified Associate (InDesign)

Adobe Systems

Digital Design

ADOBE021

Adobe Certified Associate (Photoshop)

Adobe Systems

Digital Design

ADOBE018

Adobe Certified Associate (Premiere)

Adobe Systems

Digital Design

MICRO069

Microsoft Office Specialist (MOS) Bundle Cert.

Microsoft Corporation

Digital Design

NIASE014

A4-Steering and Suspension

ASE

Automotive Maintenance & Light Repair

NIASE007

A5-Brakes

ASE

Automotive Maintenance & Light Repair

NIASE008

A6-Electrical/Electronic Systems

ASE

Automotive Maintenance & Light Repair

NIASE011
A7-Heating and Air Conditioning
ASE
Automotive Maintenance & Light Repair
NIASE076
G1-Maintenance and Light Repair
ASE
Automotive Maintenance & Light Repair
NCCER005
Level 1 Carpentry
NCCER
Building Construction Technologies
FLFBR004
Ag Mechanics Certification
AEST
Technical Ag Operations
FLFBR005
Animal Science Certification
AEST
Animal Science Services
FLFBR001
Agritechnology Certification
AEST
Animal Science Services
FDMQA002
Certified Nursing Assistant
FL Dept of Health
Nursing Assistant

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

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of the programs include:

The SAT School Day test administration which allows the opportunity for students to take the SAT on their own school campus during a school day to remove barriers to Saturday testing.

Career Fairs are held at the middle school and high school levels to promote career awareness

College Day Fairs are held annually at the high school level.

The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies.

The high school seniors dress in Caps and Gowns and visit elementary schools to promote the idea of staying in school to graduate.

Guidance services work with schools to inform and support students and parents in graduation and college readiness goals.

The promotion of Advanced Placement and Dual Enrollment classes for students to earn college credit during high school.

Business advisory councils participate in Career-Tech courses and are guest speakers to the classes.

Local community provides over six hundred thousand dollars in scholarships to the graduating seniors.

4. 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.

Emphasis on all students taking the PERT test

Students in grades 9-12 will devote each week thirty minutes to work on SAT practices skills through KAHN Academy.

Counselors conduct classroom guidance and individual counseling sessions with students

Meetings held with parents to discuss with parents their role in assisting students with being college ready

Hiring a graduation coach for the secondary level.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** All instruction will be Standards Based in core academic classrooms.
- G2.** Graduation will be a priority.
- G3.** Acceleration opportunities (DE, AP, CTE) for all qualifying students will be a priority.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. All instruction will be Standards Based in core academic classrooms. 1a

G098404

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	40.0
ELA/Reading Gains	45.0
ELA/Reading Lowest 25% Gains	35.0
FSA Mathematics Achievement	40.0
Math Gains	40.0
Math Lowest 25% Gains	40.0
Bio I EOC Pass	60.0
U.S. History EOC Pass	60.0

Targeted Barriers to Achieving the Goal 3

- Training and use of WICOR strategies
- Student readiness for Math courses.
- Media Center will support core academic classrooms

Resources Available to Help Reduce or Eliminate the Barriers 2

- 1:1 access for all students via Chromebooks
- Khan Academy: 25 minutes a week per student every Wednesday
- Media Center usage increase
- New curriculum maps
- Restructuring of support based on ELA performance
- Vertical and horizontal teaming with OFC in alike academic areas
- Supplemental curriculum materials for Math
- Learning Strategies course

Plan to Monitor Progress Toward G1. 8

FSA, EOC, PSAT, SAT and data for accountability reporting

Person Responsible

Dylan Tedders

Schedule

Evidence of Completion

Scores reports, GPA's, supports needed in scheduling.

G2. Graduation will be a priority. 1a

G098405

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	80.0

Targeted Barriers to Achieving the Goal 3

- Passing State required tests (Alg. 1 and FSA ELA)
- GPA under 2.0

Resources Available to Help Reduce or Eliminate the Barriers 2

- Graduation Coach
- Concordant opportunities (SAT, ACT, PERT)
- Support classes (GPA and credit retrieval)

Plan to Monitor Progress Toward G2. 8

9 week and semester grades and graduation data will be checked regularly.

Person Responsible

Michelle Coleman

Schedule

Semiannually, from 8/10/2017 to 5/25/2018

Evidence of Completion

Skyward database, grad checks, class lists

G3. Acceleration opportunities (DE, AP, CTE) for all qualifying students will be a priority. 1a

G098406

Targets Supported 1b

Indicator	Annual Target
CTE Industry Certification Exam Participation	350.0
AP Exam Passing Rate	60.0
High School Acceleration	75.0
CTE Industry Certification Exam Passing Rate	75.0

Targeted Barriers to Achieving the Goal 3

- Identification of those eligible and not participating in Acceleration programs.
- Reliable reports from Skyward

Resources Available to Help Reduce or Eliminate the Barriers 2

- GSP support/CTE coach and grad coach records and communication

Plan to Monitor Progress Toward G3. 8

Increase in Enrollment and Success in DE, AP, CTE

Person Responsible

Dylan Tedders

Schedule

Semiannually, from 12/15/2017 to 5/25/2018

Evidence of Completion

Increase in acceleration rate

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. All instruction will be Standards Based in core academic classrooms. **1**

 G098404

G1.B1 Training and use of WICOR strategies **2**

 B264735

G1.B1.S1 WICOR refresher. Provide WICOR summary handouts during Pre-Plan. **4**

 S280529

Strategy Rationale

Quality engagement strategies embedded in all classes. Writing, Inquiry, Collaboration, Organization, Reading evident.

Action Step 1 **5**

Pre-Plan Introduction to WICOR as a part of the back-to-school meetings with each department.

Person Responsible

Dylan Tedders

Schedule

On 8/9/2017

Evidence of Completion

Sign-in sheets for each department in training

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

Pre-Plan WICOR provided

Person Responsible

Dylan Tedders

Schedule

Daily, from 8/7/2017 to 8/9/2017

Evidence of Completion

Staff Sign-in sheets from Department Meet with Admin.

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

Walk throughs, In-formals, ELEOT observations

Person Responsible

Carrie Thompson

Schedule

Daily, from 8/10/2017 to 10/12/2018

Evidence of Completion

Eleot data for Accreditation

G1.B1.S2 PLC's planned with aspects of WICOR. 4

S280530

Strategy Rationale

WICOR will become the common language to replace Literacy.

Action Step 1 5

PLC on WICOR strategies will occur during the 1st month of school.

Person Responsible

Courtney LaFlam

Schedule

On 8/31/2017

Evidence of Completion

PLC Agenda and sign-in sheet

Action Step 2 5

WICOR walkthroughs by Admin.(Myers/Goggans) and Reading Coach (Thompson)

Person Responsible

Dylan Tedders

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data collected formally and informally.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Attendance and sign-in sheets collected and submitted for PD credit.

Person Responsible

Dylan Tedders

Schedule

Monthly, from 8/4/2017 to 5/25/2018

Evidence of Completion

Planning for PLC's, scheduling (campus activities calendar), attendance, delivery and follow-up walk-throughs with documentation.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

In-house walk-through data, District walk-through data will indicate WICOR strategies are evident in all classes.

Person Responsible

Dylan Tedders

Schedule

Weekly, from 8/10/2017 to 5/25/2018


Evidence of Completion

Feedback from patterns and observations on campus shared during planning meetings and District visits.

G1.B2 Student readiness for Math courses. 2

 B264736

G1.B2.S1 Intensive Algebra @ OFC, blocked class. 4

 S280531

Strategy Rationale

Students will come to OHS with the Algebra background necessary to take Geometry in 10th grade.

Action Step 1 5

Algebra 1 students at OFC will complete an intensified Algebra program designed to fill in gaps in student mathematics knowledge.

Person Responsible

Carol Revels

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Students are identified and scheduled into the course.

Action Step 2 5

Teachers for the Intensified Algebra program will receive professional development prior to the start of the 2017-2018 school year.

Person Responsible

Carol Revels

Schedule

On 7/28/2017

Evidence of Completion

Sign in sheets for attendance of PD.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Project monitoring assessments will be embedded in the class to monitor student success.

Person Responsible

Carol Revels

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data from the assessments will be used to guide instruction.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Classroom observations to monitor the implementation of curriculum.

Person Responsible

Carol Revels

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans and classroom observation notes.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

EOC Data for future Math placement

Person Responsible

Dylan Tedders


Schedule

On 5/18/2018

Evidence of Completion

EOC Data

G1.B2.S2 Liberal Arts classes will be used for Level 1's on Algebra 1 EOC **4**

 S280532

Strategy Rationale

Use of this course will build necessary skills for students below achievement levels

Action Step 1 **5**

Track Interim progress and grades for Liberal Arts Math and Geometry

Person Responsible

Vicki Goggans

Schedule

Monthly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Performance Matters score reports

Plan to Monitor Fidelity of Implementation of G1.B2.S2 **6**

Department Meetings and Common plan meetings

Person Responsible

Vicki Goggans

Schedule

Biweekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Early release days will be arranged by District for Pd and Common Subject planning. Teacher Workdays and Math Department meetings will provide opportunity to collaborate.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Administration involved in Math planning and Meetings

Person Responsible

Vicki Goggans


Schedule

Biweekly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Curriculum maps and Lesson plans with meeting notes

G1.B3 Media Center will support core academic classrooms 2

 B264737

G1.B3.S1 Media Specialist will work with ELA teachers to develop lessons and increase use of media materials 4

 S280533

Strategy Rationale

Student centers (using furniture and hand-on materials) will provide students and classrooms available space for research, collaborative projects, and study spaces.

Action Step 1 5

Media Specialist coordinates schedule with ELA teachers.

Person Responsible

Jean Sherlock

Schedule

On 5/25/2018

Evidence of Completion

Media Center Schedule

Action Step 2 5

Organize new furniture to set-up student and classroom work stations that encourage inquiry and collaboration.

Person Responsible

Lauren Myers

Schedule

On 8/4/2017

Evidence of Completion

Furniture arranged, white board track hung on existing bookshelves, versatile shelving used as room dividers

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Media Specialist is part of School Leadership Team

Person Responsible

Jean Sherlock

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Schedule and communication with Media Specialist.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Ongoing communication with Media Specialist and Operations with on-site maintenance

Person Responsible

Lauren Myers

Schedule

On 11/30/2017

Evidence of Completion

Completion of all projects involving the moving, removal, and replacement of furniture and fixtures.

G1.B3.S2 Media Center inventory will be updated and open during lunch periods for access to materials, printing, and computer labs. 4

S280534

Strategy Rationale

Media center will be a resource for students to generate individual and collaborative products in multiple formats.

Action Step 1 5

Create student centers equipped with space for collaboration using Chromebooks and charging access.

Person Responsible

Lauren Myers

Schedule

On 8/11/2017

Evidence of Completion

Environment will reflect access and usability; increased student and classroom frequency

Action Step 2 5

Updating inventory to include current series and selections.

Person Responsible

Jean Sherlock

Schedule

On 8/25/2017

Evidence of Completion

Software installed on student-accessible computer for poster printer; increased use of printing through the media center lab

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Orientation and training will be provided for students and teachers

Person Responsible

Jean Sherlock

Schedule

Quarterly, from 8/10/2017 to 5/11/2018

Evidence of Completion

Increased use of printing and work stations

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Continuous communication with Operations to finalize the transformation including construction of furniture/bookshelves and installation of cart.

Person Responsible

Schedule

Weekly, from 7/31/2017 to 9/29/2017

Evidence of Completion

Weekly progress is made toward the completed projects planned for the media center environment.

G2. Graduation will be a priority. 1

G098405

G2.B1 Passing State required tests (Alg. 1 and FSA ELA) 2

B264738

G2.B1.S1 Khan Academy (SAT Prep), Leadership/Critical Thinking classes, ESE waivers are all resources students can use to improve scores, obtain a concordant score, and build a portfolio towards a Standards Diploma. 4

S280535

Strategy Rationale

Multiple opportunities for students to get across the stage.

Action Step 1 5

Students are identified by need and supported appropriately

Person Responsible

Lauren Myers

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Grad checks, grades, communications, meeting logs

Action Step 2 5

OHS Staff understand role in Accountability System

Person Responsible

Dylan Tedders

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

PLC's agendas, Dept. meeting notes, Achievement Data

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

Monitoring students at risk to not graduate

Person Responsible

Michelle Coleman

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Meeting notes with students with GPA's from 1.7 and 2.2.

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

Graduation rate

Person Responsible

Dylan Tedders

Schedule

On 5/25/2018

Evidence of Completion

Ensure that all seniors have the opportunity to get across the stage.

G2.B2 GPA under 2.0 **2**

 B264739

G2.B2.S1 Credit retrieval (Enrico), Personal course for those under 1.7 GPA (Harris and McAllister), and Learning Strategies classes for ESE students under 2.5 GAP **4**

 S280536

Strategy Rationale

Access to building and repairing GPA towards requirement of 2.0 to Graduate in May.

Action Step 1 **5**

Scheduling at-risk students into the appropriate classes based on needs.

Person Responsible

Dylan Tedders

Schedule

Annually, from 7/12/2017 to 7/31/2017

Evidence of Completion

Master schedule and student scheduling.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Administrators and Guidance Counselors will schedule with at-risk groups in mind

Person Responsible

Dylan Tedders

Schedule

Annually, from 7/24/2017 to 5/25/2018

Evidence of Completion

Student scheduling and monitoring of progress in those classes.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Monitoring for success

Person Responsible

Dylan Tedders

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Progress collected and reported to all stakeholders: students, teachers, and parents.

G3. Acceleration opportunities (DE, AP, CTE) for all qualifying students will be a priority. 1

G098406

G3.B1 Identification of those eligible and not participating in Acceleration programs. 2

B264740

G3.B1.S1 Monitoring and tracking those eligible and not enrolled in Acceleration opportunities. 4

S280537

Strategy Rationale

Students do not know they are eligible for AP, DE, or CTE. Student Student Success class will be used for those in Senior year with no acceleration credit.

Action Step 1 5

Use AP potential from PSAT for identification for AP

Person Responsible

Lauren Myers

Schedule

Semiannually, from 11/17/2017 to 4/27/2018

Evidence of Completion

College Board reports from PSAT in October and SAT in March

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Reports downloaded from College Board Site

Person Responsible

Lauren Myers

Schedule

Semiannually, from 11/17/2017 to 4/27/2018

Evidence of Completion

Data used to check placement and alignment of future course selections.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Students signed up for appropriate course as predicted by AP potential reports.

Person Responsible

Dylan Tedders

Schedule

On 7/6/2018

Evidence of Completion

Course selection and master schedule building reports.

G3.B2 Reliable reports from Skyward **2**

 B264741

G3.B2.S1 Working to input all data to access a cumulative report with CTE success, AP success, and DE success. **4**

 S280539

Strategy Rationale

Not able to do this currently.

Action Step 1 **5**

Constructing a updated list to ensure all eligible seniors have opportunity to take an acceleration course.

Person Responsible

Daryl Roehm

Schedule

Monthly, from 8/25/2017 to 12/15/2017

Evidence of Completion

Enrollment in Student Success for 2nd semester

Plan to Monitor Fidelity of Implementation of G3.B2.S1 **6**

Highlight and notify students

Person Responsible

Daryl Roehm

Schedule

Quarterly, from 9/15/2017 to 1/12/2018

Evidence of Completion

Track students in AP and CTE programs to check on success, possible enrollment in Student Success.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Monitor enrollment and focus on underclass acceleration

Person Responsible

Dylan Tedders

Schedule

Weekly, from 8/18/2017 to 5/25/2018

Evidence of Completion

Increase in enrollment in AP, DE and CTE. Student Success class for all student with over a 2.5 GPA to ensure acceleration AVID program will ensure 100% acceleration for Seniors.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M409733	FSA, EOC, PSAT, SAT and data for accountability reporting	Tedders, Dylan	6/15/2018	Scores reports, GPA's, supports needed in scheduling.	No End Date one-time
G1.B2.S1.A2 A378239	Teachers for the Intensified Algebra program will receive professional development prior to the...	Revels, Carol	6/30/2017	Sign in sheets for attendance of PD.	7/28/2017 one-time
G2.B2.S1.A1 A378247	Scheduling at-risk students into the appropriate classes based on needs.	Tedders, Dylan	7/12/2017	Master schedule and student scheduling.	7/31/2017 annually
G1.B3.S1.A2 A378242	Organize new furniture to set-up student and classroom work stations that encourage inquiry and...	Myers, Lauren	7/24/2017	Furniture arranged, white board track hung on existing bookshelves, versatile shelving used as room dividers	8/4/2017 one-time
G1.B1.S1.MA1 M409721	Pre-Plan WICOR provided	Tedders, Dylan	8/7/2017	Staff Sign-in sheets from Department Meet with Admin.	8/9/2017 daily
G1.B1.S1.A1 A378235	Pre-Plan Introduction to WICOR as a part of the back-to-school meetings with each department.	Tedders, Dylan	8/4/2017	Sign-in sheets for each department in training	8/9/2017 one-time
G1.B3.S2.A1 A378243	Create student centers equipped with space for collaboration using Chromebooks and charging access.	Myers, Lauren	7/31/2017	Environment will reflect access and usability; increased student and classroom frequency	8/11/2017 one-time
G1.B3.S2.A2 A378244	Updating inventory to include current series and selections.	Sherlock, Jean	8/7/2017	Software installed on student-accessible computer for poster printer; increased use of printing through the media center lab	8/25/2017 one-time
G1.B1.S2.A1 A378236	PLC on WICOR strategies will occur during the 1st month of school.	LaFlam, Courtney	8/10/2017	PLC Agenda and sign-in sheet	8/31/2017 one-time
G1.B3.S2.MA1 M409731	Continuous communication with Operations to finalize the transformation including construction of...		7/31/2017	Weekly progress is made toward the completed projects planned for the media center environment.	9/29/2017 weekly
G1.B3.S1.MA1 M409729	Ongoing communication with Media Specialist and Operations with on-site maintenance	Myers, Lauren	7/17/2017	Completion of all projects involving the moving, removal, and replacement of furniture and fixtures.	11/30/2017 one-time
G3.B2.S1.A1 A378249	Constructing a updated list to ensure all eligible seniors have opportunity to take an acceleration...	Roehm, Daryl	8/25/2017	Enrollment in Student Success for 2nd semester	12/15/2017 monthly
G3.B2.S1.MA1 M409742	Highlight and notify students	Roehm, Daryl	9/15/2017	Track students in AP and CTE programs to check on success, possible enrollment in Student Success.	1/12/2018 quarterly
G3.B1.S1.MA1 M409740	Reports downloaded from College Board Site	Myers, Lauren	11/17/2017	Data used to check placement and alignment of future course selections.	4/27/2018 semiannually
G3.B1.S1.A1 A378248	Use AP potential from PSAT for identification for AP	Myers, Lauren	11/17/2017	College Board reports from PSAT in October and SAT in March	4/27/2018 semiannually
G1.B3.S2.MA1 M409732	Orientation and training will be provided for students and teachers	Sherlock, Jean	8/10/2017	Increased use of printing and work stations	5/11/2018 quarterly
G1.B2.S1.MA1 M409724	EOC Data for future Math placement	Tedders, Dylan	5/18/2018	EOC Data	5/18/2018 one-time
G1.B2.S2.MA1 M409727	Administration involved in Math planning and Meetings	Goggans, Vicki	8/10/2017	Curriculum maps and Lesson plans with meeting notes	5/18/2018 biweekly
G1.B2.S2.MA1 M409728	Department Meetings and Common plan meetings	Goggans, Vicki	8/10/2017	Early release days will be arranged by District for Pd and Common Subject planning. Teacher Workdays and Math Department meetings will provide opportunity to collaborate.	5/18/2018 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S2.A1 A378240	Track Interim progress and grades for Liberal Arts Math and Geometry	Goggans, Vicki	8/10/2017	Performance Matters score reports	5/18/2018 monthly
G2.MA1 M409738	9 week and semester grades and graduation data will be checked regularly.	Coleman, Michelle	8/10/2017	Skyward database, grad checks, class lists	5/25/2018 semiannually
G3.MA1 M409743	Increase in Enrollment and Success in DE, AP, CTE	Tedders, Dylan	12/15/2017	Increase in acceleration rate	5/25/2018 semiannually
G1.B2.S1.MA1 M409725	Project monitoring assessments will be embedded in the class to monitor student success.	Revels, Carol	8/10/2017	Data from the assessments will be used to guide instruction.	5/25/2018 quarterly
G1.B2.S1.MA2 M409726	Classroom observations to monitor the implementation of curriculum.	Revels, Carol	8/10/2017	Lesson plans and classroom observation notes.	5/25/2018 monthly
G1.B2.S1.A1 A378238	Algebra 1 students at OFC will complete an intensified Algebra program designed to fill in gaps in...	Revels, Carol	8/10/2017	Students are identified and scheduled into the course.	5/25/2018 daily
G1.B3.S1.MA1 M409730	Media Specialist is part of School Leadership Team	Sherlock, Jean	8/14/2017	Schedule and communication with Media Specialist.	5/25/2018 weekly
G1.B3.S1.A1 A378241	Media Specialist coordinates schedule with ELA teachers.	Sherlock, Jean	8/14/2017	Media Center Schedule	5/25/2018 one-time
G2.B1.S1.MA1 M409734	Graduation rate	Tedders, Dylan	8/10/2017	Ensure that all seniors have the opportunity to get across the stage.	5/25/2018 one-time
G2.B1.S1.MA1 M409735	Monitoring students at risk to not graduate	Coleman, Michelle	8/10/2017	Meeting notes with students with GPA's from 1.7 and 2.2.	5/25/2018 daily
G2.B1.S1.A1 A378245	Students are identified by need and supported appropriately	Myers, Lauren	8/10/2017	Grad checks, grades, communications, meeting logs	5/25/2018 daily
G2.B1.S1.A2 A378246	OHS Staff understand role in Accountability System	Tedders, Dylan	8/10/2017	PLC's agendas, Dept. meeting notes, Achievement Data	5/25/2018 monthly
G2.B2.S1.MA1 M409736	Monitoring for success	Tedders, Dylan	8/10/2017	Progress collected and reported to all stakeholders: students, teachers, and parents.	5/25/2018 quarterly
G2.B2.S1.MA1 M409737	Administrators and Guidance Counselors will schedule with at-risk groups in mind	Tedders, Dylan	7/24/2017	Student scheduling and monitoring of progress in those classes.	5/25/2018 annually
G3.B2.S1.MA1 M409741	Monitor enrollment and focus on underclass acceleration	Tedders, Dylan	8/18/2017	Increase in enrollment in AP, DE and CTE. Student Success class for all student with over a 2.5 GPA to ensure acceleration AVID program will ensure 100% acceleration for Seniors.	5/25/2018 weekly
G1.B1.S2.MA1 M409722	In-house walk-through data, District walk-through data will indicate WICOR strategies are evident...	Tedders, Dylan	8/10/2017	Feedback from patterns and observations on campus shared during planning meetings and District visits.	5/25/2018 weekly
G1.B1.S2.MA1 M409723	Attendance and sign-in sheets collected and submitted for PD credit.	Tedders, Dylan	8/4/2017	Planning for PLC's, scheduling (campus activities calendar), attendance, delivery and follow-up walk-throughs with documentation.	5/25/2018 monthly
G1.B1.S2.A2 A378237	WICOR walkthroughs by Admin.(Myers/Goggans) and Reading Coach (Thompson)	Tedders, Dylan	8/10/2017	Data collected formally and informally.	5/25/2018 daily
G3.B1.S1.MA1 M409739	Students signed up for appropriate course as predicted by AP potential reports.	Tedders, Dylan	6/15/2018	Course selection and master schedule building reports.	7/6/2018 one-time
G1.B1.S1.MA1 M409720	Walk throughs, In-formals, ELEOT observations	Thompson, Carrie	8/10/2017	Eleot data for Accreditation	10/12/2018 daily

V. Professional Development Opportunities

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

G1. All instruction will be Standards Based in core academic classrooms.

G1.B1 Training and use of WICOR strategies

G1.B1.S1 WICOR refresher. Provide WICOR summary handouts during Pre-Plan.

PD Opportunity 1

Pre-Plan Introduction to WICOR as a part of the back-to-school meetings with each department.

Facilitator

Dylan Tedders

Participants

Teachers

Schedule

On 8/9/2017

G1.B1.S2 PLC's planned with aspects of WICOR.

PD Opportunity 1

PLC on WICOR strategies will occur during the 1st month of school.

Facilitator

Courtney LaFlam

Participants

teachers

Schedule

On 8/31/2017

G1.B2 Student readiness for Math courses.

G1.B2.S1 Intensive Algebra @ OFC, blocked class.

PD Opportunity 1

Teachers for the Intensified Algebra program will receive professional development prior to the start of the 2017-2018 school year.

Facilitator

Agile Mind

Participants

Algebra 1 Teachers at OFC.

Schedule

On 7/28/2017

G2. Graduation will be a priority.

G2.B1 Passing State required tests (Alg. 1 and FSA ELA)

G2.B1.S1 Khan Academy (SAT Prep), Leadership/Critical Thinking classes, ESE waivers are all resources students can use to improve scores, obtain a concordant score, and build a portfolio towards a Standards Diploma.

PD Opportunity 1

OHS Staff understand role in Accountability System

Facilitator

Dylan Tedders

Participants

All OHS Staff

Schedule

Monthly, from 8/10/2017 to 5/25/2018

G3. Acceleration opportunities (DE, AP, CTE) for all qualifying students will be a priority.

G3.B1 Identification of those eligible and not participating in Acceleration programs.

G3.B1.S1 Monitoring and tracking those eligible and not enrolled in Acceleration opportunities.

PD Opportunity 1

Use AP potential from PSAT for identification for AP

Facilitator

College Board presenter

Participants

Administration

Schedule

Semiannually, from 11/17/2017 to 4/27/2018

VI. Technical Assistance Items

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

G2. Graduation will be a priority.

G2.B2 GPA under 2.0

G2.B2.S1 Credit retrieval (Enrico), Personal course for those under 1.7 GPA (Harris and McAllister), and Learning Strategies classes for ESE students under 2.5 GAP

TA Opportunity 1

Scheduling at-risk students into the appropriate classes based on needs.

Facilitator

Dylan Tedders

Participants

identified students and their schedules

Schedule

Annually, from 7/12/2017 to 7/31/2017

VII. Budget

1	G1.B1.S1.A1	Pre-Plan Introduction to WICOR as a part of the back-to-school meetings with each department.	\$0.00
2	G1.B1.S2.A1	PLC on WICOR strategies will occur during the 1st month of school.	\$0.00
3	G1.B1.S2.A2	WICOR walkthroughs by Admin.(Myers/Goggans) and Reading Coach (Thompson)	\$0.00
4	G1.B2.S1.A1	Algebra 1 students at OFC will complete an intensified Algebra program designed to fill in gaps in student mathematics knowledge.	\$0.00
5	G1.B2.S1.A2	Teachers for the Intensified Algebra program will receive professional development prior to the start of the 2017-2018 school year.	\$0.00
6	G1.B2.S2.A1	Track Interim progress and grades for Liberal Arts Math and Geometry	\$0.00
7	G1.B3.S1.A1	Media Specialist coordinates schedule with ELA teachers.	\$0.00
8	G1.B3.S1.A2	Organize new furniture to set-up student and classroom work stations that encourage inquiry and collaboration.	\$0.00
9	G1.B3.S2.A1	Create student centers equipped with space for collaboration using Chromebooks and charging access.	\$0.00
10	G1.B3.S2.A2	Updating inventory to include current series and selections.	\$0.00
11	G2.B1.S1.A1	Students are identified by need and supported appropriately	\$0.00
12	G2.B1.S1.A2	OHS Staff understand role in Accountability System	\$0.00

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13	G2.B2.S1.A1	Scheduling at-risk students into the appropriate classes based on needs.	\$0.00
14	G3.B1.S1.A1	Use AP potential from PSAT for identification for AP	\$0.00
15	G3.B2.S1.A1	Constructing a updated list to ensure all eligible seniors have opportunity to take an acceleration course.	\$0.00
Total:			\$0.00