Okeechobee High School

leadership
analysis
students
Florida
mission
college and career
ambitious
family and community involvement
school improvement
striving
achievement
teaching
relationships
success
resources
areas of focus
instruction
needs assessment
strategic planning
collaboration
vision
learning
supportive environment
growth

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	76%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

This plan is pending approval by the Okeechobee County School Board.

SIP Authority

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.

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
Tedders, Dylan	Principal
Goggans, Vicki	Assistant Principal
Myers, Lauren	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
Kruger, Cindy	Teacher, ESE
Reister, Wendy	Teacher, K-12
Raulerson, Debbie	Teacher, K-12
Sills, Tracy	School Counselor
Mullins, Pattie	Teacher, ESE
Sherlock, Jean	Instructional Media
Tabbert, Melanie	Teacher, Career/Technical
Matchett, Eddie	Teacher, K-12
Brewer, Drema	School Counselor
Wagner, Sandy	School Counselor
LaFlam, Courtney	Teacher, K-12

Duties

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

The leadership team meets bi-monthly to discuss upcoming events, the current state of academic and school focus areas, and plan for future growth.

Team is comprised of Department Heads, Counselors, Academic Coaches, Advocates, and Administration.

Early Warning Systems

Year 2017-18

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	0	100	97	197

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	2	163	178	189	532

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	0	28	18	20	66
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Wednesday 7/25/2018

Year 2016-17 - 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	0	0	0	0	
One or more suspensions	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	
Level 1 on statewide assessment	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	

Year 2016-17 - 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	0	0	0	0	
One or more suspensions	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	
Level 1 on statewide assessment	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	

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Math and ELA Lowest 25th Percentile. Trend shows a one point increase from last year but still well below the state average in both areas.

Which data component showed the greatest decline from prior year?

Social studies achievement (US History one point) and grad rate (one point).

Which data component had the biggest gap when compared to the state average?

Social studies achievement (US History) has a gap of 17% when compared to the state average.

Which data component showed the most improvement? Is this a trend?

Math Learning Gains showed a 12% increase. This is significant increase but the trend had been downward in the years prior.

Describe the actions or changes that led to the improvement in this area.

Change of teacher in Geomety, use of district develioped curriculum maps in math classes, access to Math Nation and IXL supplemental programs.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	48%	48%	56%	36%	36%	52%
ELA Learning Gains	50%	50%	53%	42%	42%	46%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	35%	35%	44%	31%	31%	38%
Math Achievement	40%	40%	51%	25%	25%	43%
Math Learning Gains	46%	46%	48%	34%	34%	39%
Math Lowest 25th Percentile	33%	33%	45%	41%	41%	38%
Science Achievement	62%	62%	67%	55%	55%	65%
Social Studies Achievement	54%	54%	71%	48%	48%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	1 (0)	86 (0)	86 (0)	106 (0)	279 (0)
One or more suspensions	0 (0)	98 (0)	114 (0)	132 (0)	344 (0)
Course failure in ELA or Math	1 (0)	135 (0)	132 (0)	120 (0)	388 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	100 (0)	97 (0)	197 (0)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	52%	52%	0%	53%	-1%
	2017	41%	40%	1%	52%	-11%
Same Grade Comparison		11%				
Cohort Comparison						
10	2018	42%	42%	0%	53%	-11%
	2017	35%	34%	1%	50%	-15%
Same Grade Comparison		7%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2018	61%	60%	1%	65%	-4%
2017	53%	52%	1%	63%	-10%
Compare		8%			

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC

Year	School	District	School Minus District	State	School Minus State
2018	53%	52%	1%	68%	-15%
2017	54%	54%	0%	67%	-13%
Compare		-1%			

ALGEBRA EOC

Year	School	District	School Minus District	State	School Minus State
2018	38%	54%	-16%	62%	-24%
2017	29%	46%	-17%	60%	-31%
Compare		9%			

GEOMETRY EOC

Year	School	District	School Minus District	State	School Minus State
2018	38%	44%	-6%	56%	-18%
2017	31%	37%	-6%	53%	-22%
Compare		7%			

Subgroup Data

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 2016-17	C & C Accel 2016-17
SWD	19	34	27	21	29	21	23	32		65	32
ELL	7	38	38	30	48	38	54	10		64	
AMI	50	57								45	
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				
WHT	53	50	35	45	51	35	65	63		75	61
FRL	44	48	34	38	44	33	58	51		74	54

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
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	10	28	23	14	28	28	24	26		59	35
ELL	7	31	38	18	19	29	23			45	
AMI	8	13	30	13	27		25	50		55	
BLK	17	30	13	19	27	22	45	39		82	33
HSP	35	39	34	34	32	35	50	41		77	45
MUL	50	60		27	33		56			60	
WHT	45	49	44	38	36	32	62	66		77	60
FRL	33	41	34	31	32	29	50	50		75	43

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Academic Growth in Core Areas
Rationale	Administrators and Reading Coach will frequently visit classrooms to monitor and provide feedback. PD for Administrators: Model School's Conference, Josten's Renaissance Conference, College Board PD for Teachers via Instruction Partners, Reading Coach, IT Coach, AVID, College Board Focus on ELA BQ: Even though ELA BQ Growth increased during 17-18: this is an area where more growth can occur. Math BQ: Agile Minds Curriculum. OFC will Utilize supplemental resources: Math Nation, iXL, Study Island, PLATO, Khan Academy, ALEKS. EWS: Early Warning System: we will monitor the EWS and provide interventions. Parental Engagement will assist in building relevance for student and families.
Intended Outcome	Observation data and feedback will promote growth for staff and trickle down to students. Teacher PD in Questioning and Math Discourse ELA BQ growth should increase to over 40% EWS monitoring and intervening will build and support students at risk. Increase parent involvement on campus and in their student's education.
Point Person	Dylan Tedders (teddersdy@okee.k12.fl.us)
Action Step	
Description	ELA BQ Instruction scheduled into Leadership Techniques B course for ELA support. ELL (LY) students will be scheduled into English Language Development for Language Learners for support. System 44 / Rosetta Stone. Explore relevant PD opportunities for Administrators and Teachers. Math will Utilize supplemental resources: Math Nation, iXL, Study Island, PLATO, Khan Academy ELA will Utilize supplemental resources: iXL, Study Island, HMH, Khan Academy (grammar) Parent Nights for assisting parents in preparing their students for graduation, college, and/or the workforce.
Person Responsible	Dylan Tedders (teddersdy@okee.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Monitor: ELA Writing prompt assessments Use Edmentum Study Island, Albert IO, and System 44 and Rosetta Stone for ELL Observation Data Title 1 Parent Engagement Plan
Person Responsible	Dylan Tedders (teddersdy@okee.k12.fl.us)

Activity #2	
Title	Increase Graduation Rate
Rationale	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.
Intended Outcome	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.
Point Person	Dylan Tedders (teddersdy@okee.k12.fl.us)
Action Step	
Description	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
Person Responsible	Dylan Tedders (teddersdy@okee.k12.fl.us)
Plan to Monitor Effectiveness	
Description	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.
Person Responsible	Dylan Tedders (teddersdy@okee.k12.fl.us)

Activity #3	
Title	Increase Acceleration Opportunities
Rationale	Students should be pushed to take rigorous coursework. All students with a 2.5+ GPA should graduate with meeting an acceleration indicator or area. Dual Enrollment Advanced Placement Career and Technical Education Industry Certification
Intended Outcome	80% Acceleration is attainable. Students should seek out acceleration opportunities and experiences. CTE programs will showcase students to share with Middle Schools and community.
Point Person	Dylan Tedders (teddersdy@okee.k12.fl.us)

Action Step	
Description	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. Apply for the AP Capstone program Utilize the AP Potential program to identify unique students who have not yet taken an AP course. Implement 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. OFC students in Building Construction and Automotive programs
Person Responsible	Dylan Tedders (teddersdy@okee.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Identify and schedule SLS Identify and schedule AP courses Identify and schedule CTE programs We need to create/purchase a data mining report that will allow us to drill down to the individual and monitor their progress toward an acceleration credit. 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.
Person Responsible	Dylan Tedders (teddersdy@okee.k12.fl.us)

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, Â§ 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.

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.

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.

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. Peer Counseling courses provide academically successful students the opportunity to mentor and tutor in classes comprised of students who struggle academically. The Academic Support Forum is a student led group that supports students in preparing for Advanced Placement Exams and preparation for the SAT.
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. In addition the district will provide addtiional programs to support mental health services.

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, including an on campus tour and information session for CTE classes in the spring of their 8th grade year prior to scheduling for 9th grade.

OHS guidance department offers Financial Aide Night in the fall to advise seniors of FASFA and scholarship requirements.

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. 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. 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

Total:	$275,000.00