Okeechobee Achievement Academy

2018-19 Schoolwide Improvement Plan

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Okeechobee Achievement Academy

1000 NW 34TH ST, Okeechobee, FL 34972

http://okeechobeeachievementacademy.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)
Combination School PK-12	Yes	82%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	63%

School Grades History

Year	2012-13
Grade	

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.

Okeechobee Achievement Academy is committed to providing our students a positive, stimulating, and safe learning environment that promotes the development of individual responsibility, acceptable social skills, and academic growth. Upon entering their next step in education, students will be able to make appropriate decisions and experience success in completing their education.

Provide the school's vision statement.

Achieving begins with believing.

School Leadership Team

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

Name	Title
Weigum, Randy	Principal
Finch, Christine	Other
Harden, Jennifer	Administrative Support
Whiteside, Albert	Dean
Emley, Jennifer	Instructional Coach
Presley, Pamela	Administrative Support

Duties

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

Ms. Finch is our Behavioral Specialist and leads our team for behavioral interventions and modifications. Ms. Harden is the school's secretary, bookkeeper and attendance clerk and interfaces most of our parents and students during the course of the day. Mr. Whiteside is our school dean and oversees the elements of referrals ISS and OSS. Ms. Pamela Presley by title is our inclusion teacher however her role is more leadership. We have a very high percent ESE population so her roles are working with staff on implementing the IEP and modifying instructional practices in order to meet the goals and objects of the IEP. She works closely with Ms. Finch in developing and implementing BIPs within the IEP. Ms. Jennifer Mangold is our Reading Coach but additionally plays many roles our our Guidance Counselor. OAA does not have an FTE for a Guidance Counselor so these duties are spread amongst other staff. Together this team makes up the core of our SST (Student Study Team) which meets regularly to monitor the social, emotional and academic well being of each of our students.

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	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	

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	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Tuesday 7/24/2018

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	2	4	4	6	3	0	0	19
One or more suspensions	0	0	0	0	1	1	4	6	7	11	4	0	0	34
Course failure in ELA or Math	0	0	0	0	0	0	0	2	2	3	2	0	0	9
Level 1 on statewide assessment	0	0	0	0	1	2	4	7	9	15	7	0	0	45

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	1	1	4	6	7	11	4	0	0	34

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	2	4	4	6	3	0	0	19
One or more suspensions	0	0	0	0	1	1	4	6	7	11	4	0	0	34
Course failure in ELA or Math	0	0	0	0	0	0	0	2	2	3	2	0	0	9
Level 1 on statewide assessment	0	0	0	0	1	2	4	7	9	15	7	0	0	45

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	1	1	4	6	7	11	4	0	0	34

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?

ELA was the component that we performed the lowest. This is atypical because we usually tend to excel at ELA gains as compared to state grading. There were some contributing factors that may have been the catalyst for the lower scores. The first factor would be that there are currently 19 student tests that have not been scored and factored into our total score in ELA as a school. Another contributing factor, unfortunately, was that our middle school ELA/Reading teaching post was inconstantly filled, we had a full-time substitute for the majority of the school year, but that person resigned a few weeks before state testing.

Which data component showed the greatest decline from prior year?

As previously stated, ELA was usually our best scoring component, but this year we saw a significant decrease in ELA. Along with the factors explained in question 1, our ESE student population moved 30% to over 50%. Many of these students had specific learning disabilities and targeted learning goals in reading.

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

ELA had the biggest gap when compared to the state average. This was due to writing. 19 students enter a non scored grade. When researched a wide variety of reasons contributed to these non-scored grade. Most had to do with students not writing enough to considered being scored.

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

Math is the component that we saw the most improvement.

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

We implemented a 22 minute reinforcement period, that contributed to the boost in math scores. During the 22 minute period, every teacher taught math. We mostly used i-Ready during that period to help supplement their mathematical instructions.

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	0%	0%	60%	0%	0%	55%
ELA Learning Gains	0%	0%	57%	0%	0%	54%
ELA Lowest 25th Percentile	0%	0%	52%	0%	0%	49%
Math Achievement	0%	0%	61%	0%	0%	56%
Math Learning Gains	0%	0%	58%	0%	0%	54%
Math Lowest 25th Percentile	0%	0%	52%	0%	0%	48%
Science Achievement	0%	0%	57%	0%	0%	52%
Social Studies Achievement	0%	0%	77%	0%	0%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													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 (2)	0 (4)	0 (4)	0 (6)	0 (3)	0 (0)	0 (0)	0 (19)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (1)	0 (1)	0 (4)	0 (6)	0 (7)	0 (11)	0 (4)	0 (0)	0 (0)	0 (34)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (2)	0 (2)	0 (3)	0 (2)	0 (0)	0 (0)	0 (9)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (1)	0 (2)	0 (4)	0 (7)	0 (9)	0 (15)	0 (7)	0 (0)	0 (0)	0 (45)

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
03	2018	0%	53%	-53%	57%	-57%
	2017	0%	50%	-50%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	0%	41%	-41%	56%	-56%
	2017	0%	44%	-44%	56%	-56%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2018	0%	44%	-44%	55%	-55%
	2017	0%	41%	-41%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	0%	41%	-41%	52%	-52%
	2017	0%	37%	-37%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2018	17%	32%	-15%	51%	-34%
	2017	14%	36%	-22%	52%	-38%
Same Grade Comparison		3%				
Cohort Comparison		17%				
08	2018	0%	40%	-40%	58%	-58%
	2017	0%	46%	-46%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison		-14%				
09	2018	0%	52%	-52%	53%	-53%
	2017	0%	40%	-40%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2018	0%	42%	-42%	53%	-53%
	2017	0%	34%	-34%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	0%	62%	-62%	62%	-62%
	2017	0%	67%	-67%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	0%	56%	-56%	62%	-62%
	2017	0%	56%	-56%	64%	-64%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2018	0%	56%	-56%	61%	-61%
	2017	0%	53%	-53%	57%	-57%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2018	0%	56%	-56%	52%	-52%
	2017	0%	44%	-44%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2018	17%	46%	-29%	54%	-37%
	2017	27%	37%	-10%	53%	-26%
Same Grade Comparison		-10%				
Cohort Comparison		17%				
08	2018	17%	54%	-37%	45%	-28%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	0%	39%	-39%	46%	-46%
Same Grade Comparison		17%				
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	0%	52%	-52%	55%	-55%
	2017					
Cohort Comparison						
08	2018	0%	37%	-37%	50%	-50%
	2017					
Cohort Comparison		0%				

BIOLOGY EOC						
Year	School	District	School Minus District	State	School Minus State	
2018	0%	60%	-60%	65%	-65%	
2017	0%	52%	-52%	63%	-63%	
Compare		0%				

CIVICS EOC						
Year	School	District	School Minus District	State	School Minus State	
2018	19%	50%	-31%	71%	-52%	
2017	38%	52%	-14%	69%	-31%	
Compare		-19%				

HISTORY EOC						
Year	School	District	School Minus District	State	School Minus State	
2018	0%	52%	-52%	68%	-68%	
2017	0%	54%	-54%	67%	-67%	
Compare		0%				

ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State	
2018	0%	54%	-54%	62%	-62%	
2017	17%	46%	-29%	60%	-43%	
Compare		-17%				

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	44%	-44%	56%	-56%
2017	0%	37%	-37%	53%	-53%
Compare		0%			

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
2017 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

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	ELA, Reading and Writing Instruction
Rationale	Current scores show that nearly 30% our grades are missing from school calculations so it is yet indeterminate. However, our ELA scores were the lowest in 10 years. Our population last year was over 50% ESE and over 80% Level 1 or 2 performance on Reading and we need to adjust to this rapidly changing population.
Intended Outcome	Meet or exceed the Florida state averages in ELA for alternative schools.
Point Person	Randy Weigum (weigumr@okee.k12.fl.us)
Action Step	
Description	1. Current scheduling reflects one section of 6-8 ELA/Reading and another section of 9-12 ELA/Reading. This will be split into 6-12 Reading and Writing and 6-12 ELA. 2. Reading Coach will work directly with this classroom teacher to pre-test, design differentiated intervention strategies for instruction, monitor, and adjust as indicated by data for each student. 3. ESE Specialist will work with the Reading Coach and classroom teacher to make sure all IEP objectives are met, accommodations in place and provide professional development on ESE intervention strategies. 4. Through a grant, the reading coach has acquired supplemental reading instruction curriculum, at a very foundational level, for the lowest of our readers. The reading coach will partner with the classroom teacher in the identification of these students and the implementation of the supplemental curriculum.
Person Responsible	Jennifer Emley (jennifer.mangold@okee.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Using data from district adopted progress monitoring tools the reading coach and intervention specialists will meet weekly with the principal to determine progress and design PLCs to address success and challenges.
Person Responsible	Jennifer Emley (jennifer.mangold@okee.k12.fl.us)

Activity #2	
Title	Math Instruction
Rationale	Our overal math scores came up 6 points from the year before but much work remains to make all elements of the math instruction coordinate efferctively
Intended Outcome	Achieve Improving level of performance as indicated on the State Alternative School grading scale
Point Person	Randy Weigum (weigumr@okee.k12.fl.us)
Action Step	
Description	1. Currently we have an additional 22 min block of time for additional math instruction. All classrooms during this time should be using targeted math instructional tools to be able close the achievement gaps. 2. Assess all students to determine their baseline mathematic skills and knowledge. 3. Using the Edmentum tools to design an individualized learning plan for each student. 4. These learning plans will be assigned for students during the 22 min. block. 5. The math teacher and the academic coach, during this 22 min. block will meet with all the other teacher to share with them the learning plan and the progress monitoring data. 6. The math teacher will meet with individual students to update each student's learning portfolio to reflect their progress during this intervention time as well as classroom progress.
Person Responsible	Jennifer Emley (jennifer.mangold@okee.k12.fl.us)
Plan to Monitor Effectiveness	
Description	The academic coach and math teacher will meet with the principal on a monthly basis to share progress monitoring data, and differentiated instructional strategies being implemented and impacts on growth
Person Responsible	Lalke McNeil (laike.mcneil@okee.k12.fl.us)

Activity #3	
Title	Science
Rationale	Overall our science scores are declining.
Intended Outcome	Be within 5% points of the district average on normed assessments.
Point Person	Randy Weigum (weigumr@okee.k12.fl.us)
Action Step	
Description	1. Increase engagement activities. 2. Use the curriculum map and the test item specification to help drive academic professional development, to target social studies instruction.
Person Responsible	Joseph Szentmartoni (joseph.szentmartoni@okee.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Using data from district adopted progress monitoring tools, we will track the progress of students, and implement appropriate differentiation and teaching strategies.
Person Responsible	[no one identified]

Activity #4	
Title	Social Emotional Health and School Engagement
Rationale	Being an alternative school many of our students have experience various forms and degrees of trauma that effects their abilities to perform academically and/or engage appropriately with peers or adults including school staff and/or parents.
Intended Outcome	Students will acquire skills that will allow them to interact effectively with adults and peers so as to successfully engage in academic tasks.
Point Person	Randy Weigum (weigumr@okee.k12.fl.us)

Action Step	
Description	1. Provide research based training to staff. Behavioral Tools, PBIS, CPI and Champs. 2. Provide tools to track student progress on behavioral mod. DoJo, Paw Bank, Step sheets and intervention tracking in behavior and ESE. 3. Implement a systems of support for students based on their individual needs. This includes a behavioral specialist and ESE specialist that will work with staff to refine skills in accommodations, effective interventions and restorative practices. 4. The dean will work with staff in determining referrals and writing them appropriately. 5. Train and implement Ripple Effects in our Leadership Classes and in ISS. 6. Continue to develop and integrate the FM database elements into the Student Study Team resources.
Person Responsible	Christine Finch (christine.finch@okee.k12.fl.us)

Plan to Monitor Effectiveness	
Description	We are looking to the first year Implimentation of Ripple Effects. This program will be overseen by Ms. Finch and Mr. Whiteside. They will use data from interventions, referrals, ISS, OSS to best target instruction and implement the curriculum. At this time we are unsure of the data given back but at least we will be able to tracks units. covered. Mr. Whiteside and Ms. Finch will report to the principal monthly on program effectiveness.
Person Responsible	Albert Whiteside (whitesidea@okee.k12.fl.us)

Activity #5	
Title	Social Studies
Rationale	Overall Social Studies scores are declining.
Intended Outcome	Be within 5% points of the district average on normed assessments.
Point Person	Randy Weigum (weigumr@okee.k12.fl.us)
Action Step	
Description	1. Increase engagement activities. 2. Use the curriculum map and the test item specification to help drive academic professional development, to target social studies instruction.
Person Responsible	Jennifer Emley (jennifer.mangold@okee.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Using data from district adopted progress monitoring tools, we will track the progress of students, and implement appropriate differentiation and teaching strategies.
Person Responsible	Jennifer Emley (jennifer.mangold@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.

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 generally focus around a student activity or content area, such as ELA or 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.

Elementary sites, participate in APTT, Academic Parent Teacher Teams. APTT meetings occur four times per year where student data is shared on foundational reading and math skills. Parents are able to see exactly where their child is performing compared to other students in the class. Teachers then teach an activity and provide materials for parents utilize at home with their child. These activities will enhance instruction and enrich skills needed to be successful in reading and math.

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 School Counselor facilitates a variety of services through community agencies that include anger management, stress and anxiety groups, bullying prevention, respect education, Too Cool for Violence, Cyber Safety, and Stranger Danger. Age appropriate school-wide mental/behavioral health and prevention curriculum (evidence-based curriculum) are available at all 10 school sites.

o Second Steps
o Child Safety Matters
o Lauren's Kids
o Stranger Danger/Gun Safety
o CyberSafety/Netsmartz
o Bullying (Awareness) Education/Consequences
o Know the Law
o Safety Assessment & Intervention
o Signs of Suicide
o Say Something
o Start With Hello
o Crime Watch (SAVE)
o D.A.R.E.
o Elk's Lodge Drug Prevention Program

Supports are delivered in a multi-tiered system based on the level of intervention needed for a specific student. These supports include curriculum, programs and services to address the needs of all students (Tier I); students who have been identified through the early warning system or universal screening process and require a higher level of service (Tier 2); and students who need intensive intervention and services (Tier 3).

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

Preschool sites collaborate with elementary schools to ensure a smooth transition into school. Pre-K students will participate in a field trip to their home school where they will walk the campus, visit the cafeteria, playground and front office. The same is true of elementary transitioning to middle school. A middle school counselor will talk to fifth graders about the transition and accompany them on a field trip to the middle school where they take a tour of the facility.

Secondary sites follow the same procedure to acclimate students to the new facility and or group of teachers. Grade alike Open Houses are held to provide specific information to a cohort of students and parents.

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.

Principal - School Leadership Team Meeting, Data Chats, Professional Development, PLC's
Assistant Principal- Discipline, Facilities, Student Support Services, classroom observations
Instructional Coaches- PLC's, Curriculum and Instruction, teacher resources, modeling, coaching
School Counselors- IEPs, LEPs, MTSS, PBIS

All of the above members serve on the school leadership team, attend leadership team meetings, grade-level team meetings and PLCs. These school leaders also actively participate in decision-making regarding the coordination of federal, state and local funds; school services and programs, fundraising efforts, allocation of resources, budget concerns, general school operations, school committees and student achievement.

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

Schools are participate in AVID which establishes a school-wide Career and/or College Ready mindset. Schools host career days, reality fairs and have guest speakers from the community to educate students about career opportunities in our local community. Okeechobee's CTE program works with business and industry partners to ensure our students complete CTE courses having the skill set that makes our students employable. 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.

Part V: Budget	
Total:	**$4,002.52**