

Okeechobee County School District

# Okeechobee Youth Treatment Center (Oytc)



2019-20 Schoolwide Improvement Plan

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## Okeechobee Youth Treatment Center (Oytc)

7202 HWY 441 N, Okeechobee, FL 34972

<http://www.okee.k12.fl.us/>

### Demographics

**Principal: Audie Ash**

Start Date for this Principal: 7/5/2017

<b>2019-20 Status</b> (per MSID File)	Closed: 2021-06-30
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	0%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

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

## SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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## Okeechobee Youth Treatment Center (Oytc)

7202 HWY 441 N, Okeechobee, FL 34972

<http://www.okee.k12.fl.us/>

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

### School Grades History

Year  
Grade

### School Board Approval

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### SIP Authority

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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.

The mission of the OYTC is to empower all students to become well educated, productive citizens by providing appropriate, high quality, and rigorous educational programs in a safe learning environment.

"Quality Education Today for a Better Tomorrow"

#### Provide the school's vision statement.

Every OYTC student will be empowered to reach his maximum potential at school and be prepared for the challenges of life after graduation. All OYTC students will be a successful citizen and invest in the common good of all.

### School Leadership Team

#### Membership

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

Name	Title	Job Duties and Responsibilities
Ash, Audie	Principal	Members are responsible for identifying students in need of intervention through the use of our early warning system which determines at risk levels by considering students core subject GPA, number of referrals, grade level performance, number of grade levels behind cohort (retention), age, assessment performance, credits earned and GPA. The School Leadership Team is also responsible for overseeing professional development opportunities and providing instructional coaching and mentoring to teachers.

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	2	6	19	26	10	2	65	
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	2	6	19	26	10	2	65	
Level 1 on statewide assessment	0	0	0	0	0	0	0	1	3	10	12	5	1	32	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	1	3	10	12	5	1	32

**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	2	6	19	26	10	2	65
Students retained two or more times	0	0	0	0	0	0	0	2	6	19	26	10	2	65

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

4

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

Wednesday 9/18/2019

**Prior Year - As Reported****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

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

Indicator	Grade Level													Total
Students with two or more indicators														

**Prior Year - Updated****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	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 with two or more early warning indicators:**

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

## Part II: Needs Assessment/Analysis

### School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	44%	56%	0%	38%	53%
ELA Learning Gains	0%	44%	51%	0%	43%	49%
ELA Lowest 25th Percentile	0%	35%	42%	0%	34%	41%
Math Achievement	0%	38%	51%	0%	34%	49%
Math Learning Gains	0%	29%	48%	0%	34%	44%
Math Lowest 25th Percentile	0%	28%	45%	0%	32%	39%
Science Achievement	0%	67%	68%	0%	55%	65%
Social Studies Achievement	0%	59%	73%	0%	55%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	0 (0)	2 (0)	6 (0)	19 (0)	26 (0)	10 (0)	2 (0)	65 (0)
Attendance below 90 percent	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)	0 (0)
Course failure in ELA or Math	0 (0)	2 (0)	6 (0)	19 (0)	26 (0)	10 (0)	2 (0)	65 (0)
Level 1 on statewide assessment	0 (0)	1 (0)	3 (0)	10 (0)	12 (0)	5 (0)	1 (0)	32 (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.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019					



ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018					
Cohort Comparison		0%				
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019					
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

### Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
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

### ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

### Analysis

## Data Reflection

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

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

0% in Mathematics Achievement  
0% in Social Studies Achievement

Our program has experienced drastic funding reductions resulting in the reduction of staff from 25 to 14 and eliminating some instructional tools. No funding for Ascend Math, Study Island, Exact Path or similar tools. We have been limited in our ability to progress monitor our students. This school year we are working with our new school district, Okeechobee County, to acquire exact path.

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

NA

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

NA

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

NA

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

NA

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

1. Improve the utilization of progress monitoring tools for both FSA reading and math.
2. Provide students with more CR and grade forgiveness opportunities.
3. Improve remediation curriculum that will lead to prescribed academics.
4. Increase the use of technology in instruction.
- 5.

## Part III: Planning for Improvement

**Areas of Focus:**

#1	
<b>Title</b>	Overall FPP Below 41%
<b>Rationale</b>	Our program earn 2% of the Federal Percent of points which is far below the required 41%. It appears that the only factors contributing to this data are state test scores in ELA, Math, Science, and Social Studies.
<b>State the measurable outcome the school plans to achieve</b>	<p>10% of our students during the 2019-20 school year will test at proficiency level 3 in FSA ELA.</p> <p>10% of our students during the 2019-20 school year will test at proficiency level 3 in FSA Alg. 1.</p> <p>10% of our students during the 2019-20 school year will test at proficiency level 3 in US. History.</p> <p>10% of our students during the 2019-20 school year will test at proficiency level 3 in Biology.</p> <p>20% of our students during the 2019-20 school year will make a learning gain in FSA ELA.</p> <p>20% of our students during the 2019-20 school year will make a learning gain in FSA Alg. 1</p>
<b>Person responsible for monitoring outcome</b>	Audie Ash (audie.ash@okee.k12.fl.us)
<b>Evidence-based Strategy</b>	Increase technology use to determine achievement deficiencies, provide prescribed activities to eliminate these deficiencies, and utilize progress monitoring tools to track progress.
<b>Rationale for Evidence-based Strategy</b>	According to a multiple studies studies evaluating whether or not student tracking improved learning, the outcomes showed that tracking by initial achievement improves student learning because it allows the teacher to focus and adjust instruction based on the individual student's prescribed academic need.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Identify and acquire a computer program/tool that will meet our needs.</li> <li>2. Provide professional development for staff to utilize the program.</li> <li>3. Implement the program within our curriculum and instructional time.</li> <li>4. Monitor the programs success with data chats with teachers and students.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Audie Ash (audie.ash@okee.k12.fl.us)

#2	
<b>Title</b>	Black/African American Students Below 41%
<b>Rationale</b>	<p>Since our school is 90% Black/African American, the goals for this focus area will be the same as those listed in our initial area of focus "Overall FPP below 41%". Our program earned 2% of the Federal Percent of points which is far below the required 41%. It appears that the only factors contributing to this data are state test scores in ELA, Math, Science, and Social Studies.</p>
<b>State the measurable outcome the school plans to achieve</b>	<p>10% of our students during the 2019-20 school year will test at proficiency level 3 in FSA ELA.</p> <p>10% of our students during the 2019-20 school year will test at proficiency level 3 in FSA Alg. 1.</p> <p>10% of our students during the 2019-20 school year will test at proficiency level 3 in US. History.</p> <p>10% of our students during the 2019-20 school year will test at proficiency level 3 in Biology.</p> <p>20% of our students during the 2019-20 school year will make a learning gain in FSA ELA.</p> <p>20% of our students during the 2019-20 school year will make a learning gain in FSA Alg. 1</p>
<b>Person responsible for monitoring outcome</b>	Audie Ash (audie.ash@okee.k12.fl.us)
<b>Evidence-based Strategy</b>	Increase technology use to determine achievement deficiencies, provide prescribed activities to eliminate these deficiencies, and utilize progress monitoring tools to track progress.
<b>Rationale for Evidence-based Strategy</b>	According to John Hattie, tracking and monitoring student achievement has a positive .12 effect on student achievement and programmed/prescribed instruction has positive .23 effect on student achievement.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Identify and acquire a computer program/tool that will meet our needs.</li> <li>2. Provide professional development for staff to utilize the program.</li> <li>3. Implement the program within our curriculum and instructional time.</li> <li>4. Monitor the programs success with data chats with teachers and students.</li> <li>5.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Audie Ash (audie.ash@okee.k12.fl.us)

#3	
<b>Title</b>	Economically Disadvantaged Students Below 41%
<b>Rationale</b>	<p>Since our school is 100% Economically Disadvantaged Students Below 41%, the goals for this focus area will be the same as those listed in our initial area of focus "Overall FPP below 41%".</p> <p>Our program earned 2% of the Federal Percent of points which is far below the required 41%. It appears that the only factors contributing to this data are state test scores in ELA, Math, Science, and Social Studies.</p>
<b>State the measurable outcome the school plans to achieve</b>	<p>10% of our students during the 2019-20 school year will test at proficiency level 3 in FSA ELA.</p> <p>10% of our students during the 2019-20 school year will test at proficiency level 3 in FSA Alg. 1.</p> <p>10% of our students during the 2019-20 school year will test at proficiency level 3 in US. History.</p> <p>10% of our students during the 2019-20 school year will test at proficiency level 3 in Biology.</p> <p>20% of our students during the 2019-20 school year will make a learning gain in FSA ELA.</p> <p>20% of our students during the 2019-20 school year will make a learning gain in FSA Alg. 1</p>
<b>Person responsible for monitoring outcome</b>	Audie Ash (audie.ash@okee.k12.fl.us)
<b>Evidence-based Strategy</b>	Increase technology use to determine achievement deficiencies, provide prescribed activities to eliminate these deficiencies, and utilize progress monitoring tools to track progress.
<b>Rationale for Evidence-based Strategy</b>	According to John Hattie, tracking and monitoring student achievement has a positive .12 effect on student achievement and programmed/prescribed instruction has positive .23 effect on student achievement.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Identify and acquire a computer program/tool that will meet our needs.</li> <li>2. Provide professional development for staff to utilize the program.</li> <li>3. Implement the program within our curriculum and instructional time.</li> <li>4. Monitor the programs success with data chats with teachers and students.</li> </ol>
<b>Person Responsible</b>	[no one identified]

#### Additional Schoolwide Improvement Priorities (optional)

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

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan 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.**

Our program invites parental involvement at IEP meetings, and seeks parental input at student treatment team academic performance reviews. Telephone communication is often used to discuss student's goals and performance outcomes with the parent. Parents are invited to "Family Day" which occurs once every three months. At family day teachers and administration are available to answer any questions regarding student performance.

**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.**

OYTC coordinates with TrueCore to provide a variety of counseling services by TrueCore case managers and therapists. Group treatment sessions include focused topics such as substance abuse, gang activity, violence and domestic violence.

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

We work with each student to develop short and long term personal goals and career goals. All students in careers class explore different careers, complete career interest surveys, practice completing applications, writing resumes, and participate in mock interviews. Thus developing a career portfolio that includes career research, sample work, applications, college information, scholarship information and opportunities for employment.

**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.**

OYTC's leadership team meets every Monday morning to discuss the calendar of events, plan for the week, and plan for the next school year. Throughout the school year, we discuss the allocation of resources available and any instructional needs. Our team identified a need for resources to be allocated to our new vocational program, Informational Technology. Therefore, we discussed the findings with our entire staff during our Staff Meetings, which occur every Tuesday morning. Then we began working as a team to write a Perkins Grant in order to address the determined need. Fortunately, our program was awarded the funding for the 2019-20 school year. Unfortunately, the grant was rescinded due to the transition of authority changing from Washington County to Okeechobee County.

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

Our program in coordination with TrueCore hosts a career fair once a year. This career fair consists of local business and colleges attending and sharing information regarding their institution. Businesses share the requirements and salaries of their career field and colleges share their admission requirements and course of studies offered. This past year we had 15 business and 2 colleges participate in our annual career fair.

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Overall FPP Below 41%</b>	<b>\$0.00</b>
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Black/African American Students Below 41%</b>	<b>\$0.00</b>
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Economically Disadvantaged Students Below 41%</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$0.00</b>