Okeechobee High School

2020-21 Schoolwide Improvement Plan

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Okeechobee High School

2800 US HIGHWAY 441 N, Okeechobee, FL 34972

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

Demographics

Principal: Lauren Myers   Start Date for this Principal: 8/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Native American Students* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (49%) 2017-18: C (50%) 2016-17: C (46%) 2015-16: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan was approved by the Okeechobee County School Board on 10/13/2020.

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.

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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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	82%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

School Board Approval

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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. 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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Myers, Lauren	Principal	
Box, Beth	Instructional Technology	
Talas, Mike	Teacher, K-12	
Coleman, Michelle	Other	
Harvey, Callyn	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	
Thompson, Carrie	Instructional Coach	
Goggans, Vicki	Principal	
Stuart, Brent	Assistant Principal	
Norman, Christina	Assistant Principal	
Trent, Sheri	Teacher, K-12	
Smith, Nicole	Assistant Principal	

Demographic Information

Principal start date
Saturday 8/1/2020, Lauren Myers

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
8

Total number of teacher positions allocated to the school
106

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Native American Students* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (49%) 2017-18: C (50%) 2016-17: C (46%) 2015-16: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	402	335	305	270	1312
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	46	37	35	52	170
One or more suspensions	0	0	0	0	0	0	0	0	0	22	21	21	7	71
Course failure in ELA	0	0	0	0	0	0	0	0	0	16	29	5	10	60
Course failure in Math	0	0	0	0	0	0	0	0	0	3	10	13	14	40
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	114	84	90	44	332
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	59	50	92	45	246

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	92	64	86	46	288

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	24	20	7	6	57
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	1	0	2	6

Date this data was collected or last updated

Tuesday 9/1/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	6	472	349	470	1297
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	3	108	100	142	353
One or more suspensions	0	0	0	0	0	0	0	0	0	3	103	85	98	289
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	3	207	70	95	375
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	4	125	72	99	300

The number of students identified as retainees:

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

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	6	472	349	470	1297
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	3	108	100	142	353
One or more suspensions	0	0	0	0	0	0	0	0	0	3	103	85	98	289
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	3	207	70	95	375
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	4	125	72	99	300

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

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

	EWS Indicators as Input Earlier in the Survey				
Indicator	**Grade Level (prior year reported)**				**Total**
	9	**10**	**11**	**12**	
	(0)	(0)	(0)	(0)	0 (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	2019	41%	40%	1%	55%	-14%
	2018	52%	52%	0%	53%	-1%
Same Grade Comparison		-11%				
Cohort Comparison						
10	2019	46%	46%	0%	53%	-7%
	2018	42%	42%	0%	53%	-11%
Same Grade Comparison		4%				
Cohort Comparison		-6%				

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**
2019	66%	64%	2%	67%	-1%
2018	61%	60%	1%	65%	-4%
Compare		5%			

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	59%	57%	2%	70%	-11%
2018	53%	52%	1%	68%	-15%
Compare		6%			

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

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

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	15	33	33	21	21	26	24	31		73	34
ELL	28	42	38	29	28	40	60	47		71	83
AMI								55		67	70
BLK	24	27	16	22	21	21	70	43		69	52
HSP	40	43	33	36	27	27	60	53		80	67
MUL	38	48		54	36			73		82	
WHT	51	47	41	43	32	29	73	67		82	68
FRL	39	41	33	35	28	27	66	52		77	64
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 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

			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
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

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	557
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	64
Native American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

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

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

2018-19 scores OFC - Alg - 9th gr proficiency decrease 6 points; 9th gr learning gains decreased 26 points. State avg decreased 13 points (from 46% to 33%). OFC was 1 point above state avg at 34%. Factors: last 2 years we used Agile Minds that was written to Common Core standards and not Florida Standards (we have eliminated Agile Minds software); teacher recruiting and retention is difficult for Algebra; attendance for lower performing students was low.
OHS- Math Proficiency rate (38%) For OHS this is achieved through Geometry proficiency. BQ and LG are both achieved primarily at OFC when looking at students in Alg 1 compared to 8th grade FSA and students in Geometry who were successful on Alg I EOC from previous year.

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

2018-19 scores: OFC ELA- 9th gr proficiency decreased 11 points; 9th gr learning gains decreased 9 points. State avg increased 2 points (from 53% to 55%). OFC was 13 points below the state avg at 41%. Factors: teacher recruiting and retention in ELA/Reading has been difficult; attendance for lower performing students was low.

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

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

2018-19 scores: OFC Alg 1 - 9th gr proficiency decrease 6 points; 9th gr learning gains decreased 26 points. State avg decreased 13 points (from 46% to 33%). Factors: last 2 years we used Agile Minds that was written to Common Core standards and not Florida Standards (we have eliminated Agile Minds software); teacher recruiting and retention is difficult for Algebra; attendance for lower performing students was low.

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

OHS: Math learning gains had the greatest gap when compared to the state average (-19%). Need to have experienced and certified teachers teaching Alg I (area in which majority of LG is calculated).

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

2018-19 scores: Biology and US History are tied for most improvement. In Biology, environmental science was moved to 9th grade as a pre-requisite course for Biology so only students that were on grade level were tested in science. Progress monitoring questions for Biology were reviewed and restructured to reflect NGSSS questions. US History teachers followed curriculum maps with fidelity. Acceleration data also improved 9 percentage points. This was accomplished by looking at the individuals within a cohort and making sure acceleration opportunities were available to every student eligible. (SLS1101, industry certs, dual enrollment)

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

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

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

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

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Administrators and Reading/Instructional Coach will frequently visit classrooms to monitor and provide feedback. PD for Administrators: Equity book study (with district- ongoing), College Board PD for Teachers via Instruction Partners, Reading Coach, IT Coach, AVID, College Board Focus on Math BQ Math Achievement: Math Nation, iXL, Study Island, PLATO, Khan Academy, ALEKS., Exact Path, USA Test Prep, Pre-AP framework and AP Classroom ELA Achievement EWS: Early Warning System- we will monitor the EWS and provide interventions. Parental Engagement will assist in building relevance for student and families.
Measurable Outcome:	Observation data and feedback will promote growth for staff and trickle down to students. Teacher PD in Feedback and Math Discourse Math BQ growth should increase to over 35% EWS monitoring and intervening will build and support students at risk. Increase parent involvement on campus and in their student's education.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	ELA BQ Instruction scheduled into Leadership Techniques course for ELA support. Revamp curriculum Map for Instruct Techs. course to utilize supplemental texts from Collections. (Close Reader) ELL (LY) students will be scheduled into English Language Development for Language Learners for support. Imagine Learning. Continue structure of Math Alg I delivery for BQ students at OFC: Alg iA and Alg I B model for double time of math instruction All Algebra I and Eng 1 students= Pre-AP course code (honors level) and framework Explore relevant PD opportunities for Administrators and Teachers. Math will Utilize supplemental resources: Math Nation, iXL, Study Island, Exact Path, US Test Prep, PLATO, Khan Academy ELA will Utilize supplemental resources: Study Island, HMH, Khan Academy (grammar), NWEA diagnostic and skill gap practice Parent Nights for assisting parents in preparing their students for graduation, college, and/or the workforce.
Rationale for Evidence-based Strategy:	Monitor: ELA Writing prompt assessments Use NWEA predictive data for closing gaps and earning gains in ELA Use Edmentum Study Island and Exact Path, Albert IO, and Imagine Learning for ELL Observation Data: evaluation tool and IPG Title 1 Parent Engagement Plan

Action Steps to Implement

1. Set up dates for coaching cycles with Instruction Partners (ELA and Math)
2. Use progress monitoring tools to measure movement toward standards mastery
3. Provide regular data and support to teachers
4. Seek out PD opportunities and promote to teachers

5. Utilize the data provided by the EWS to conference with students regularly (grad coach/admin/ guidance)

Person Responsible   [no one identified]

#2. Instructional Practice specifically relating to Graduation	
Area of Focus Description and 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.
Measurable 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.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Positive messages on the morning announcements daily. Build upon Brahman Traditions: Alternative dates for 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 GAP Program 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
Rationale for Evidence-based Strategy:	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.
Action Steps to Implement	

1. Monitor at-risk students through graduation coach
2. Use EWS to monitor attendance regularly: use information to hold SIT if necessary
3. Early identification of students eligible for waivers (test scores)
4. Continue school expectation of Khan Academy practice through Khan Wednesdays
5. Promote The Brahman Way daily through the announcements
6. Identify eligible students for GAP program

Person Responsible   [no one identified]

#3. Instructional Practice specifically relating to Career & Technical Education	
Area of Focus Description and 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
Measurable Outcome:	83% Acceleration is attainable. Students should seek out acceleration opportunities and experiences. CTE programs will showcase students to share with Middle Schools and community.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Increase on-campus sections of SLS1101. Identify all seniors with 2.5+ GPA that have not yet had dual enrollment opportunities and enroll them in SLS1101. Continue implementation of AP Capstone program w/Seminar 2020 Utilize the AP Potential program to identify unique students who have not yet taken an AP course. Implement another section of AP Principles of Computer Science course. Identify native Spanish speakers who have been successful in Spanish 2 and provide the opportunity to audit the AP Spanish exam. Check Ag. Foundations and teacher recommendation for CTE placement Strategically build the 2/3 block CTE rosters based on the students' Core certification status. Communicate the ability to waive Science and Math courses in CTE areas that offer qualifying certifications and AP Computer Science. OFC students in Building Construction, Automotive, and Health Science A & P programs OFC: Pre-AP courses (Alg 1 and Eng 1) to promote higher level (honors) classes at 10th grade
Rationale for Evidence-based Strategy:	Identify and schedule SLS Identify and schedule AP courses Identify and schedule CTE programs We need to get proficient at building and utilizing Crystal report that identifies students without an acceleration opportunity. Subject area teachers need to make SAT score reports (through Khan Academy) part of the discussion about continuing education and long term goals, and use the Potential report to target opportunities for more rigorous courses in the future.

Action Steps to Implement

1. Identify Seniors with 2.5 GPA who have never taken SLS1101
2. Identify seniors that have a core CTE credit that could continue to industry cert. earning course for 2/3 block.
3. Utilize AP Potential report for 9th - 11th graders to recruit students for AP courses
4. Preview CTE programs at middle schools for recruitment in 9th grade
5. Plan AP showcase event to allow students an opportunity to "experience" an AP course

Person Responsible	[no one identified]

#4. ESSA Subgroup specifically relating to African-American	
Area of Focus Description and Rationale:	To provide support to the demographic subgroups identified by the ESSA report as performing under 41% achievement. Our Black/African America population is currently performing at 37% and the student with disabilities are performing at 31% achievement level.
Measurable Outcome:	We hope to increase 5% within each identified subgroup bringing the Black.African American achievement level to 42% and our SWD achievement level to 36% in one year.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	All ESE inclusion students with a GPA under 2.5 are scheduled into Learning Strategies course for core content support. ESE Inclusion teachers are using tracking sheets that monitor student progress through grades, missing assignments, and parent contacts. ELA BQ Instruction scheduled into Leadership Techniques course for ELA support. Change structure of Math Alg I delivery for BQ students at OFC: Alg 1A and Alg I B model for double time of math instruction Explore relevant PD opportunities for Administrators and Teachers. Math will Utilize supplemental resources: Math Nation, iXL, Study Island, preAP framework and AP Classroom, US Test Prep, PLATO, Khan Academy ELA will Utilize supplemental resources: Study Island, HMH, Khan Academy (grammar), Exact Path, NWEA diagnostic and skill gap practice.
Rationale for Evidence-based Strategy:	Provide academic support for core content areas within Math and ELA courses. Provide academic support for core content areas through ESE support class. Monitoring progress through EWS and program data (Edmentum, NWEA, PreAP ALg 1 and Pre AP English 1, Imagine Learning, US Test Prep, Study Island, Math Nation, iXL, and Khan Academy)

Action Steps to Implement

1. Get baseline data from Exact Path diagnostic tool.
2. Combine data with EWS to identify students at risk.
3. Conference with students via instructional coach, counselor, inclusion teacher, and grad coach (when applicable)
4. Seek out PD for teachers to strength instructional practice
5. Use progress monitoring tools to measure improvement toward standards mastery.

Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Leadership will participate in equity book study with district leadership teams.
Admin will help guidance counselors with future scheduling by looking at scores on PSAT and SAT to help with placement in rigorous academic courses.
Mentoring and tutoring sessions with individuals about graduation status, GPA and course completion progress will take place with graduation coach, administration, & guidance counselors.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Communication: Daily announcements combine with Admin from OFC. One message from one school shared on two campuses. Weekly parent newsletters from main campus, bi-weekly parent newsletters from OFC sent using Skyward Messaging System (SkyLink) and posting on Facebook. OHS Info Center: parent and student app for daily announcements, link to our school activities calendar, and push notifications for upcoming events and news.
The Brahman Way: Weekly focus that highlights an element of The Brahman Way. 3rd period mentoring groups that using PRIDE time to talk about The Brahman Way and how it is applicable to the daily lives of students. 3rd hour groups also are accountability partners for attendance and grades.
Graduation Coach: Meets with students identified by EWS 9th - 12th, and those who have under 2.29 GPA (BQ seniors). Quarterly presentations/classes with 9th grade abut GPA and how it is calculated. Regular meetings with BQ seniors (GPA) abut progress toward graduation.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Graduation	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Career & Technical Education	$0.00

4	III.A.	Areas of Focus: ESSA Subgroup: African-American	$0.00
		Total:	$0.00