

Okeechobee County School District

Okeechobee Achievement Academy



2021-22 Ungraded Schoolwide
Improvement Plan

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Okeechobee Achievement Academy

1000 NW 34TH ST, Okeechobee, FL 34972

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

Demographics

Principal: Audie Ash

Start Date for this Principal: 7/1/2019

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Hispanic Students* White Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Unsatisfactory 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

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.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

OAA is comprised of multiple schools within a school. Currently, OAA operates the alternative school programs, graduation acceleration programs (GAP), credit recovery programs (reach), and night school program. Additionally, OAA provides all the foundational support for the district's virtual school, is home to a VPK program and ACE pre-k program, and houses the elementary IBP program. Therefore, our population is extremely diverse.

We support the educational needs of our students by utilizing the specialized curriculum of edmentum, a computer based courseware. Academic and behavioral supports are provided by our Behavioral specialist, Dean, Guidance counselor, and AP.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Van Camp, Bryan	Principal	<p>Providing a safe place for students to learn and staff to work. Ensuring that academic policies and curriculum are followed. Developing and tracking benchmarks for measuring institutional success. Helping teachers maximize their teaching potential. Meeting and listening to concerns of students on a regular basis. Encouraging, guiding and assisting student leaders and teachers. Meeting with parents and administrators on a regular basis for problem resolution. Enforcing discipline when necessary. Providing an atmosphere free of any bias in which students can achieve their maximum potential.</p>
Ash, Audie	Assistant Principal	<p>Providing a safe environment for students to learn and staff to work. Ensuring that academic policies and curriculum are followed. Developing and tracking benchmarks for measuring institutional success. Helping teachers maximize their teaching potential. Meeting and listening to concerns of students on a regular basis. Encouraging, guiding and assisting student leaders and teachers. Meeting with parents and administrators on a regular basis for problem resolution. Enforcing discipline when necessary. Providing an atmosphere free of any bias in which students can achieve their maximum potential. All duties assigned by the principal.</p>
Whiteside, Albert	Dean	<p>Build positive relationships with students, staff, parents and community members. Collaborate and communicate effectively with key stakeholders through a variety of methods. Provide leadership of behavior management system and supervision of students. Facilitate the resolution of conflict. Plan, organize and manage time and resources. Issue appropriate discipline and communicate with parents and guardians. Active member of the safety team.</p>
Presley, Pamela	School Counselor	<p>Counsel students individually and/or in groups... 2. Advise and provide information to parents/guardians and teachers 3. Collect information for special reports from teachers, students and records. 4. Assist students filling out application forms for school, financial aid and jobs. 5. Write recommendations on behalf of students for colleges, technical schools, scholarships, special awards and military service. 6. Prepare student transcripts for schools, employers, etc.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>7. Send out applications, transcripts and recommendations to schools and agencies.</p> <p>8. Serve on individualized education program (IEP) teams when deemed appropriate.</p> <p>9. Compile class rank data for all students in grades nine through twelve.</p> <p>10. In September and January, review the records of all seniors to check their progress in meeting graduation requirements. He/she shall talk to any students who may have difficulty meeting graduation requirements and write letters in conjunction with the Senior High Principal, to parent(s)/guardian(s) regarding any such problems.</p> <p>11. Assist the Senior High Principal in coordinating and administering the testing program at the Junior/Senior High School.</p> <p>12. Coordinate and set up visits of representatives from colleges, technical schools, the military services and private training facilities.</p> <p>13. Call and write schools to set up visitation appointments and testing for students.</p> <p>14. Shall provide information on career areas and schools and administer and interpret interest tests.</p> <p>15. Act as contact person for parents/guardians and students regarding financial aid, educational planning, and student grades and programs.</p> <p>16. Discuss student programs and make recommendations as to what can be done in conjunction with teachers, parents and administration.</p>

Sheppard,
Hope

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date

Monday 7/1/2019, Audie Ash

Number of teachers with professional teaching certificates?

13

Number of teachers with temporary teaching certificates?

4

Total number of teacher positions allocated to the school.

17

Total number of students enrolled at the school.

245

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

Demographic Data

Early Warning Systems

2021-22

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	2	3	3	13	17	31	32	25	21	147
Attendance below 90 percent	0	0	0	0	2	3	3	6	5	10	11	10	8	58
One or more suspensions	0	0	0	0	0	2	1	0	0	3	2	3	1	12
Course failure in ELA	0	0	0	0	0	0	0	3	4	4	5	4	1	21
Course failure in Math	0	0	0	0	0	0	0	2	2	4	4	1	1	14
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	2	3	3	5	6	12	12	10	3	56
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	2	3	3	5	6	11	12	9	3	54
Number of students with a substantial reading deficiency	0	0	0	0	2	3	3	5	6	12	12	10	3	56

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	2	3	3	5	6	9	9	5	1	43

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	
Students retained two or more times	0	0	0	0	1	1	0	0	2	2	0	0	0	6

Date this data was collected or last updated

Tuesday 8/24/2021

2020-21 - 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	2	3	3	13	17	31	32	25	21	147
Attendance below 90 percent	0	0	0	0	2	3	3	6	5	10	11	10	8	58
One or more suspensions	0	0	0	0	0	2	1	0	3	2	3	1	0	12
Course failure in ELA	0	0	0	0	0	0	0	3	4	4	5	4	1	21
Course failure in Math	0	0	0	0	0	0	0	2	2	4	4	1	1	14
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	3	3	5	6	11	12	9	3	54
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	3	3	5	6	12	10	3	0	44

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	2	3	3	5	6	9	9	5	7	49

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	0
Students retained two or more times	0	0	0	0	1	1	0	0	2	2	0	0	0	6

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement						61%			60%
ELA Learning Gains						59%			57%
ELA Lowest 25th Percentile						54%			52%
Math Achievement						62%			61%
Math Learning Gains						59%			58%
Math Lowest 25th Percentile						52%			52%
Science Achievement						56%			57%
Social Studies Achievement						78%			77%

Grade Level Data Review - State Assessments

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	2021					
	2019	0%	59%	-59%	58%	-58%
Cohort Comparison						
04	2021					
	2019	0%	46%	-46%	58%	-58%
Cohort Comparison		0%				
05	2021					
	2019	0%	50%	-50%	56%	-56%
Cohort Comparison		0%				
06	2021					
	2019	0%	47%	-47%	54%	-54%
Cohort Comparison		0%				
07	2021					
	2019	9%	38%	-29%	52%	-43%
Cohort Comparison		0%				
08	2021					
	2019	26%	37%	-11%	56%	-30%
Cohort Comparison		-9%				
09	2021					
	2019	6%	40%	-34%	55%	-49%
Cohort Comparison		-26%				
10	2021					
	2019	40%	46%	-6%	53%	-13%
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	66%	-66%	62%	-62%
Cohort Comparison						
04	2021					
	2019	0%	60%	-60%	64%	-64%
Cohort Comparison		0%				
05	2021					
	2019	0%	56%	-56%	60%	-60%
Cohort Comparison		0%				
06	2021					
	2019	0%	54%	-54%	55%	-55%
Cohort Comparison		0%				
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	27%	55%	-28%	54%	-27%
Cohort Comparison		0%				
08	2021					
	2019	5%	51%	-46%	46%	-41%
Cohort Comparison		-27%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	0%	44%	-44%	53%	-53%
Cohort Comparison						
08	2021					
	2019	23%	41%	-18%	48%	-25%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	64%	-64%	67%	-67%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	27%	59%	-32%	71%	-44%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	57%	-57%	70%	-70%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	13%	52%	-39%	61%	-48%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	47%	-47%	57%	-57%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	7	27		6							
WHT	30			7	8						
FRL	17	20									
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	5	35		16	29						
HSP	33	36		15	18						
WHT	6	45		21	50						
FRL	17	37		26	31		20				
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	13
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	78
Total Components for the Federal Index	6
Percent Tested	49%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	10

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	

White Students	
Federal Index - White Students	15
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	9
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

Our previous focus was Math. We used the NWEA assessment to track our student performance and learning path. We also attempted to use small group instruction to remediate student deficits. This was difficult to accomplish while also social distancing.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

Science showed the most improvement. 100% of our students were level 1 or 2 in science. However, 40% demonstrated a learning gain.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

1. Improving scores in math, science, and ELA
2. Increase student engagement and time on task in the classroom.
3. Differentiation through small group instruction
4. Prescriptive gap closure and remediation with NWEA/exact path

What trends emerge across grade levels, subgroups and core content areas?

All grade levels with the exception of our acceleration programs have low level of student engagement. Additionally, the majority of our students demonstrate more than one of the early warning indicators.

What strategies need to be implemented in order to accelerate learning?

There is a need to incorporate more small group instruction prescribed by data chats.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teacher will be trained on how to have meaningful data chats and progress monitor.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

<p>Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>Students performing below standard per ESSA Federal Index.</p>
<p>Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p>	<p>Improve performance of subgroup to meet or exceed federal standards</p>
<p>Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.</p>	<p>1. NWEA 2. Branching Minds 3. FSA scores</p>
<p>Person responsible for monitoring outcome:</p>	<p>Bryan Van Camp (vancampb@okee.k12.fl.us)</p>
<p>Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.</p>	<p>Standards based small group instruction.</p>
<p>Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.</p>	<p>Because our classrooms have a mix of grade levels and student achievement levels, small group standards based instruction is necessary to meet individual student needs.</p>

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Implementation of READ 180 curriculum
2. Monitoring the fidelity and effectiveness of small group instruction.
3. Data chats: teacher/student; admin/teacher
4. Professional Learning Communities
5. Daily inclusion support in core academic classes.

Person Responsible Bryan Van Camp
(vancampb@okee.k12.fl.us)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#2. ESSA Subgroup specifically relating to Hispanic

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Students performing below standard per ESSA Federal Index

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Improve performance of subgroup to meet or exceed federal standards

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

- 1. NWEA
- 2. Branching Minds
- 3. FSA scores

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Standards based small group instruction

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Because our classrooms have a mix of grade levels and student achievement levels, small group standards based instruction is necessary to meet individual student needs.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- 1. Implementation of READ 180 curriculum
- 2. Monitoring the fidelity and effectiveness of small group instruction.
- 3. Data chats: teacher/student; admin/teacher
- 4. Professional Learning Communities
- 5. Daily inclusion support in core academic classes.
- 6. Support from bilingual or Spanish speaking staff members

Person Responsible

Bryan Van Camp
(vancampb@okee.k12.fl.us)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#3. ESSA Subgroup specifically relating to White

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Students performing below standard per ESSA Federal Index

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Improve performance of subgroup to meet or exceed federal standards

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

- 1. NWEA
- 2. Branching Minds
- 3. FSA scores

Person responsible for monitoring outcome:

Bryan Van Camp
(vancampb@okee.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Standards based small group instruction

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Because our classrooms have a mix of grade levels and student achievement levels, small group standards based instruction is necessary to meet individual student needs.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- 1. Implementation of READ 180 curriculum
- 2. Monitoring the fidelity and effectiveness of small group instruction.
- 3. Data chats: teacher/student; admin/teacher
- 4. Professional Learning Communities
- 5. Daily inclusion support in core academic classes.

Person Responsible

[no one identified]

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#4. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Students performing below standard per ESSA Federal Index

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Improve performance of subgroup to meet or exceed federal standards

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Standards based small group instruction

Person responsible for monitoring outcome:

Bryan Van Camp
(vancampb@okee.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

1. NWEA
2. Branching Minds
3. FSA scores

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Because our classrooms have a mix of grade levels and student achievement levels, small group standards based instruction is necessary to meet individual student needs.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Implementation of READ 180 curriculum
2. Monitoring the fidelity and effectiveness of small group instruction.
3. Data chats: teacher/student; admin/teacher
4. Professional Learning Communities
5. Daily inclusion support in core academic classes.

Person Responsible

[no one identified]

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#5. Leadership specifically relating to

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

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.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

We welcome the input of our parents and guardians and seek their ideas as we make school based decisions. They are also invited to participate in our SAC meetings, parent engagement nights, and parent teacher conferences.

We involve our community in our school and welcome their input and involvement. We have several business partners that engage the learning process with us. Just recently, we partnered with the Jeep club which sponsored school supplies for our most needy students and made a generous donation to our "Angel tree" program. Additionally, our local church stocks our food pantry that helps needy families.