

Okeechobee County School District

Okeechobee High School



2021-22 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: 9/20/2021

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
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* 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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 10/5/2021.

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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	95%
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	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

In Partnership with all stakeholders, Okeechobee High School aspires to:

Encourage Perseverance
Foster Respect
Expect Integrity
Demonstrate Dependability
Instill Ethics

to create a global community of life-long learners,

Provide the school's vision statement.

"The Brahman Way"

As Brahmans, we will:

- * Model the pillars of P.R.I.D.E
- * Create a community of graduates and life-long learners
- * Live as the example we want to see in others
- * Build a supportive campus environment to grow as a Brahman family
- * Be of service to those in need, on and off campus
- * Move Forward and Be Great

Excellence through P.R.I.D.E. (Perseverance, Respect, Integrity, Dependability, and Ethics.)

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Coleman, Michelle	Graduation Coach	
Causier, Tami	Teacher, K-12	SLT Member
Myers, Lauren	Principal	Principal, Main Campus
Box, Beth	Instructional Technology	Instructional Technology Coach
Talas, Mike	Teacher, K-12	ELA Department Chair
Kruger, Cindy	Teacher, ESE	Department Chair ESE
Reister, Wendy	Teacher, K-12	Department Chair Science
Raulerson, Debbie	Teacher, K-12	Department Chair Fine Arts
Harvey, Callyn	Teacher, K-12	Electives Department Chair
Roehm, Daryl	School Counselor	Sophomore Class Guidance Counselor Department Chair, Guidance
Sherlock, Jean	Instructional Media	Media Specialist, Dual Enrollment Coordinator
Tabbert, Melanie	Teacher, Career/Technical	Career and Technical Education Coach
Matchett, Eddie	Teacher, K-12	Department Chair History
Kidd, Ashley	School Counselor	Junior Guidance Counselor
Wagner, Sandy	School Counselor	Senior Guidance Counselor
LaFlam, Courtney	Teacher, K-12	AVID Site Team Coordinator
Thompson, Carrie	Instructional Coach	Instructional Coach
Goggans, Vicki	Principal	Principal Freshman Campus
Stuart, Brent	Assistant Principal	Assistant Principal, Main Campus
Norman, Christina	Assistant Principal	Assistant Principal, Main Campus

Name	Position Title	Job Duties and Responsibilities
Trent, Sheri	Teacher, K-12	Department Chair - Math
Shirley, Alyson	Assistant Principal	Assistant Principal - Freshman Campus
Thomas, Dan	Dean	

Demographic Information

Principal start date

Monday 9/20/2021, 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.*

47

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.*

55

Total number of teacher positions allocated to the school

78

Total number of students enrolled at the school

1,124

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

9

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

6

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	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	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	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	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	
Students with 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	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 9/20/2021

2020-21 - 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	0	402	335	305	270	1312
Attendance below 90 percent	0	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	0	22	21	21	7	71
Course failure in ELA	0	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	0	3	10	13	14	40
Level 1 on 2019 statewide ELA assessment	0	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	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

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	0	0	0	0	0	0	402	335	305	270	1312
Attendance below 90 percent	0	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	0	22	21	21	7	71
Course failure in ELA	0	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	0	3	10	13	14	40
Level 1 on 2019 statewide ELA assessment	0	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	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

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				44%	44%	56%	48%	48%	56%
ELA Learning Gains				44%	44%	51%	50%	50%	53%
ELA Lowest 25th Percentile				35%	35%	42%	35%	35%	44%
Math Achievement				38%	38%	51%	40%	40%	51%
Math Learning Gains				29%	29%	48%	46%	46%	48%
Math Lowest 25th Percentile				28%	28%	45%	33%	33%	45%
Science Achievement				67%	67%	68%	62%	62%	67%
Social Studies Achievement				59%	59%	73%	54%	54%	71%

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
09	2021					
	2019	41%	40%	1%	55%	-14%
Cohort Comparison						
10	2021					
	2019	46%	46%	0%	53%	-7%
Cohort Comparison		-41%				

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
2021					
2019	66%	64%	2%	67%	-1%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	59%	57%	2%	70%	-11%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	34%	52%	-18%	61%	-27%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	42%	47%	-5%	57%	-15%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

NWEA, USATestPrep, Performance Matters (Unify)

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	67%	69%	68%
	Economically Disadvantaged			
	Students With Disabilities	37%	45%	38%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31%	40%	34%
	Economically Disadvantaged			
	Students With Disabilities	14%	21%	7%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	16%	26%	n/a
	Economically Disadvantaged			
	Students With Disabilities	17%	33%	n/a
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
English Language Learners	Number/% Proficiency	Fall	Winter	Spring
	All Students	15%	33%	33%
	Economically Disadvantaged			
	Students With Disabilities			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	65%	68%	81%
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	51%	64%	74%
	English Language Learners	44%	44%	78%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	32%	35%	
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	27%	41%	
	English Language Learners	29%	14%	
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	45%	47%	55%
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	47%	51%	63%
	English Language Learners	64%	64%	79%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25%	41%	
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	29%	39%	
	English Language Learners	18%	55%	
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	47%	54%	63%
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	12%	20%	
	English Language Learners	43%	28%	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	9%	30%	
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	11%	33%	
	English Language Learners	0%	0%	
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

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	21	38	33	15	24	21	33	26		86	26
ELL	14	33	48	21	28	20	50	48		81	57
AMI	41	59		33	20					93	62
BLK	16	39	44	10	24	21	41	30		91	38
HSP	41	47	40	30	25	25	67	50		88	64

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
MUL	20	27		6	12					80	67
WHT	50	50	47	37	28	28	71	51		87	64
FRL	35	39	39	27	25	22	61	43		85	56
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

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	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	544
Total Components for the Federal Index	11
Percent Tested	93%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	32
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	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	51
Native American Students Subgroup Below 41% in the Current Year?	NO
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	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	35
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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.

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

Math Achievement scores, LG, and BQ all dropped this past year. Although ELA increased in each area, Achievement level is still below the state average. ESE achievement and achievement amongst African American/Black student populations is still well below the minimum 41%.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Math is our largest area for improvement, with 20% below the state average in achievement (2021). We are systemically also looking at how to continue to raise the ELA scores across the board. Though we showed an increase, we are still under 50% in all areas. We are also looking for ways in which to support progress monitoring in core content areas that will yield more valuable data. The progress monitoring data for Biology 10th - 11th is not giving an accurate analogy of success on the EOC.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors would include lost instructional time at the end of the 19-20 school year due to transition to at home learning due to COVID -19 concerns as well as students who chose Option 2 Sync model during the first semester of last year. Students came into the year with deficits and many of those students who needed additional supports chose at at home learning environment that made delivering supports a challenge.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

US History and Biology both showed improvements based off of End of Course assessments, with a 2% increase in each area. (Both areas have dropped overall with the 2021 data.) 10th grade Biology almost double their score from 28% to 50%. We have seen a significant climb in the graduation rate, however we are still far below most high schools in Florida and are trying to figure out what we are missing (in the BQ of the state).

What were the contributing factors to this improvement? What new actions did your school take in this area?

Our Biology teachers (10th grade) began using a new program to provide regular practice at depth of standard questions similar to what can be found on the EOC. They also began to incorporate more frequent inquiry based labs. Our graduation rate continues to increase based on the efforts of our graduation coach who monitors the bottom 25% of the graduating class from the beginning of the year. Our district has also implemented the GAP (Graduation Acceleration Program) and Night School.

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

Identification and additional supports for students in ELA , Geometry, and Algebra 1. Tier 2 and 3 students in ELA will have a separate period dedicated to reading instruction. At 9th grade 40 students identified as Tier 3 in math have an additional period or math instruction. All Algebra 1 students in 9th grade will have Illustrative Math Algebra 1 supports incorporated into daily instruction to support unfinished learning.

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.

AVID strategies will be taught throughout the year using a strategy of the month approach at 9th grade. Teachers will also have data chats with the instructional coach to review NWEA data and areas of weakness for students. Teachers will be given the opportunity to participate in specific trainings: USATestPrep and with Algebra Nation with specific training for teaching strategies and how to incorporate aspects of their system/curriculum to encourage engagement and collaboration. We are also seeking opportunities with neighboring districts to arrange for our Math (Geometry) teachers to observe "master" teachers, or ones that have had tremendous success with the EOC.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Saavas "My Perspectives" training for the new ELA curriculum. Teachers will continue to work on the new curriculum maps, making adjustments and recommendations for the next year. Implement Read180 curriculum for all intensive reading classes 9th - 11th grade.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Increase ELA Achievement, ELA Learning Gains, and Bottom Quartile scores: Though we met or exceeded the state average on Learning Gains and BQ, we were still well off of the state average for ELA Achievement.

Measurable Outcome: Meet or exceed the state average for Learning Gains and BQ
Increase 5% in ELA Achievement (to 51%)

NWEA data

Monitoring: Progress monitoring assessments (Writing)
Read180 Curriculum (Intensive Reading classes in 9th, 10th and 11th grades)

Person responsible for monitoring outcome: Carrie Thompson (thompsonc@okee.k12.fl.us)

Evidence-based Strategy: HMH: Read180
Saavas "My Perspectives" ELA curriculum
NWEA

Rationale for Evidence-based Strategy: Progress Monitoring, standards based instruction, individualized instruction (Read180)

Action Steps to Implement

My Perspectives training for all ELA teachers

Person Responsible Lauren Myers (myersl@okee.k12.fl.us)

Read180/System 44 training for Intensive Reading teachers (9th, 10th and 11th)

Person Responsible Lauren Myers (myersl@okee.k12.fl.us)

Progress monitoring by administering baseline, mid-year, and final NWEA assessment (ELA)

Person Responsible Carrie Thompson (thompsonc@okee.k12.fl.us)

Progress monitoring writing assessments (baseline, mid year, and final)

Person Responsible Mike Talas (talasm@okee.k12.fl.us)

Implement new curriculum maps 9th- 12th grade

Person Responsible Lauren Myers (myersl@okee.k12.fl.us)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Increase Math Achievement Scores (Algebra 1 and Geometry) Current 30%, state average 50%
Measurable Outcome:	Increase Math Achievement Score by 5%, while increasing or maintaining the Learning Gains and BQ Math scores
Monitoring:	Progress Monitoring: NWEA, USA Test Prep Unit/Common Assessments and Progress Monitoring Assessment (cumulative)
Person responsible for monitoring outcome:	Carrie Thompson (thompsonc@okee.k12.fl.us)
Evidence-based Strategy:	Teacher PD (USATestPrep, Algebra Nation) Utilize vetted 3rd party source for standards based progress monitoring assessments Utilized the program USATestPrep for regular depth of standard practice
Rationale for Evidence-based Strategy:	Increase teacher confidence and capacity with standards based instruction and collaborative teaching strategies Regular student practice using depth of standards questions

Action Steps to Implement

Deliver PLC on using USATestPrep: classroom resources, assessment building

Person Responsible Lauren Myers (myersl@okee.k12.fl.us)

Seek out opportunities for PD through Algebra Nation to ensure that we are using all of the available features within the course curriculum and how to use it for a collaborative Math classroom environment.

Person Responsible Lauren Myers (myersl@okee.k12.fl.us)

Create opportunities to go learn from successful Math teachers (classroom observations outside of the school district)

Person Responsible Lauren Myers (myersl@okee.k12.fl.us)

Build Common Assessments using USATestPrep (depth of standard questions)

Person Responsible Sheri Trent (sheri.trent@okee.k12.fl.us)

Build Progress Monitoring Assessments (baseline, mid-year, end)

Person Responsible Sheri Trent (sheri.trent@okee.k12.fl.us)

#3. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:	Current achievement level at 37% which falls below the minimum 41%.
Measurable Outcome:	Improve to 42%, gain of 5%
Monitoring:	Monitoring subgroup data of 10th grade (will impact ELA, Biology, and Geometry)
Person responsible for monitoring outcome:	Brent Stuart (stuartb@okee.k12.fl.us)
Evidence-based Strategy:	Progress monitoring Goal setting/Mentoring
Rationale for Evidence-based Strategy:	

Action Steps to Implement

No action steps were entered for this area of focus

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Currently performing at 31%, far below the 41% minimum
Measurable Outcome:	Increase 5% to 36% achievement level
Monitoring:	This area of focus will be monitored through the Learning Strategies classroom for those students who currently hold below a 2.5 GPA. The other students will be monitored through their ESE Inclusion teacher and tracking efforts.
Person responsible for monitoring outcome:	Lauren Myers (myersl@okee.k12.fl.us)
Evidence-based Strategy:	The use of Learning Strategies course code
Rationale for Evidence-based Strategy:	Learning Strategies: ESE course code that allows for students to receive small group intervention on subject areas of need. Students have the daily access to an ESE teacher who will use the class time to facilitate tutorial, small group instruction, and remediation as needed.

Action Steps to Implement

Identify students with disabilities who have under a 2.5 GPA.
Schedule the identified students into a Learning Strategies class
Monitor student progress within the learning strategies class by tracking grades and NWEA data in core content areas.

Person Responsible Pattie Mullins (mullinsp@okee.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Primary: Drug Incidents

We are hoping that with the implementation of the First Time Offender Program in 2020 we will see a decrease in the number of drug related instances. Students placed within the 1st time offender program will be required to undergo 9 weeks of DATA Counseling services and abstain from any extracurricular events until the counseling cycle has been completed.

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.

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 about GPA and how it is calculated. Regular meetings with BQ seniors (GPA) about progress toward graduation.

Build upon Brahman Traditions: Homecoming Week Activities, Theme Days, Yearbook Jam, Awards Night, Scholarship Night, Fine Arts Night, Senior Class Day, etc.

Continue the relationship with Josten's to provide resources and products for students to memorialize their high school experience: Banner Signings, Ring Ceremony, Cap and Gowns, Graduation Announcements, etc.

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

Administration Team: (combined team from OFC and main campus consisting of principal, assistant principals, and the dean) Communicate with all stakeholders the mission and vision of the school. Keep The Brahman Way as the centralized shared system of beliefs. Invite parents into the school so that they have an informed and active role in the success of their student's high school career.

Teachers: Hold students accountable for the expectations of The Brahman Way. Provide a supportive and productive learning environment in which the students feel empowered by their own learning.

Guidance and Coaches: Provide opportunities for goal setting and academic guidance and career/educational planning for during and after high school graduation. Be a resource of support and guidance for students and families for counseling and mental health service connections.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American	\$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00