

Okeechobee County School District

Osceola Middle School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	9
III. Planning for Improvement	14
IV. ATSI, TSI and CSI Resource Review	24
V. Reading Achievement Initiative for Scholastic Excellence	25
VI. Title I Requirements	27
VII. Budget to Support Areas of Focus	32

Osceola Middle School

825 SW 28TH ST, Okeechobee, FL 34974

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

School Board Approval

This plan was approved by the Okeechobee County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

OMS, partnering with families and the community, will empower all students to reach their maximum potential and be successful in their future endeavors.

Provide the school's vision statement.

Prepare today for YOUR tomorrow.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the 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
Shirley, Alyson	Principal	
Stanley, Krista	Assistant Principal	
Maggard, Sara	School Counselor	
Nielson, Taylor	School Counselor	
Jarriel, Glenda	Dean	
Stripling, Shannon	Instructional Coach	
Zerquera, Carlos	Instructional Coach	
Jennings, Trisha	Staffing Specialist	

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

At OMS, the SAC is used to fulfill ESSA 1114(b)(2) requirements. The SAC includes all required stakeholders: school leadership, teachers, staff, parents, students, and business/community leaders. The SAC utilizes stakeholder input to develop and implement the SIP. Continuous monitoring ensures the SIP effectively addresses the school's needs.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Osceola Middle School will adopt a proactive, data-driven, and collaborative approach to monitor the SIP's implementation and impact. We will facilitate the continuous improvement process, enabling us to refine strategies and interventions to best serve all students, particularly those facing achievement gaps.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	53%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	102	124	226	
One or more suspensions	0	0	0	0	0	0	0	33	47	80	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	16	46	62	
Course failure in Math	0	0	0	0	0	0	0	20	50	70	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	112	97	88	297	
Level 1 on statewide Math assessment	0	0	0	0	0	0	105	78	38	221	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	7	12	2	21
Students retained two or more times	0	0	0	0	0	0	1	5	1	7

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	71	79	84	234	
One or more suspensions	0	0	0	0	0	0	68	54	46	168	
Course failure in ELA	0	0	0	0	0	0	15	38	31	84	
Course failure in Math	0	0	0	0	0	0	23	44	27	94	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	75	66	70	211	
Level 1 on statewide Math assessment	0	0	0	0	0	0	85	51	40	176	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	21	19	9	49	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	97	87	76	260

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	13	17	19	49
Students retained two or more times	0	0	0	0	0	0	8	5	6	19

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	71	79	84	234	
One or more suspensions	0	0	0	0	0	0	68	54	46	168	
Course failure in ELA	0	0	0	0	0	0	15	38	31	84	
Course failure in Math	0	0	0	0	0	0	23	44	27	94	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	75	66	70	211	
Level 1 on statewide Math assessment	0	0	0	0	0	0	85	51	40	176	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	21	19	9	49	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	97	87	76	260

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	13	17	19	49
Students retained two or more times	0	0	0	0	0	0	8	5	6	19

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	36	37	49	42	39	50	37		
ELA Learning Gains				46			38		
ELA Lowest 25th Percentile				33			27		
Math Achievement*	42	44	56	51	32	36	55		
Math Learning Gains				56			47		
Math Lowest 25th Percentile				53			45		
Science Achievement*	35	34	49	41	50	53	45		
Social Studies Achievement*	64	53	68	65	59	58	75		
Middle School Acceleration	54	46	73	57	46	49	51		
Graduation Rate					36	49			
College and Career Acceleration					51	70			
ELP Progress	42	37	40	65	57	76	53		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	273
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	509
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	19	Yes	4	2
ELL	30	Yes	1	1
AMI				
ASN	41			
BLK	37	Yes	2	
HSP	40	Yes	1	
MUL	49			
PAC				
WHT	53			
FRL	42			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	3	1
ELL	45			
AMI				
ASN	72			
BLK	35	Yes	1	
HSP	52			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	63			
PAC				
WHT	50			
FRL	50			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	36			42			35	64	54			42
SWD	12			19			10	41	15		5	
ELL	20			26			21	43	28		6	42
AMI												
ASN	31			50							2	
BLK	23			34			32	60			4	
HSP	29			39			27	56	47		6	42
MUL	48			50							2	
PAC												
WHT	44			45			43	70	63		5	
FRL	33			37			30	63	47		6	43

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	42	46	33	51	56	53	41	65	57			65
SWD	15	31	29	25	41	45	17	38				
ELL	27	42	35	42	51	52	36	56	45			65
AMI												
ASN	55	70		82	82							

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
BLK	22	24	33	24	45	57	17	56				
HSP	37	48	34	51	57	54	45	59	60			71
MUL	56	59		63	72							
PAC												
WHT	47	46	33	54	56	50	41	71	53			
FRL	39	43	29	49	57	55	41	62	55			73

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	37	38	27	55	47	45	45	75	51			53
SWD	13	24	25	26	40	42	19	50	0			
ELL	18	23	23	42	35	29	24	71	27			53
AMI												
ASN												
BLK	27	27	17	39	49	53	38					
HSP	29	31	24	55	47	44	44	75	51			56
MUL	53	38		67	43							
PAC												
WHT	44	46	38	56	47	47	46	73	48			
FRL	31	35	25	49	45	37	39	74	43			54

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	36%	34%	2%	47%	-11%
08	2023 - Spring	36%	33%	3%	47%	-11%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	36%	35%	1%	47%	-11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	34%	38%	-4%	54%	-20%
07	2023 - Spring	54%	53%	1%	48%	6%
08	2023 - Spring	42%	35%	7%	55%	-13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	36%	33%	3%	44%	-8%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	72%	37%	35%	50%	22%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	63%	50%	13%	66%	-3%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

In the 22-23 academic year, ELA proficiency dropped from 42% to 33%. This marks the lowest proficiency level the school has observed in recent years. We attribute this decline to ongoing staff turnover and changing staff assignments before and during the academic year. Additionally, introducing a new curriculum, which necessitates extensive professional development, may have influenced the challenges faced by the ELA department. To address these issues, we've initiated a "walk to intervention" approach, offering tailored interventions or enrichment based on individual student needs.

Additionally, we've facilitated school-based professional development sessions on integrating small-group lessons effectively in the middle school environment.

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

The data component that showed the most significant decline from the prior year was ELA proficiency. Four of the six English Language Arts educators at Osceola Middle School were either new to the school or in the early stages of their ELA teaching career, with less than two years of experience. Furthermore, of the three ELA inclusion instructors, two served as long-term substitutes for a significant portion of the academic year. We believe a department of new and novice staff within the ELA department may have played a role in the challenges observed in the ELA performance data. We also introduced a new Professional Learning Community (PLC) model across the school, leading to a reorganization of each grade-level content team. This model not only redefined team structures but also facilitated avenues for leadership and collaborative endeavors within teams. Although this structure is now more effective, the initial phases of its implementation were met with challenges in the 2022-2023 academic year.

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.

When comparing Osceola Middle School's proficiency data with the state average, 8th-grade math emerged as the area with the most pronounced disparity. Specifically, Osceola Middle School recorded a math proficiency rate of 35% for its 8th graders, significantly lower than the state average of 55%. This results in a significant 20% gap in math proficiency. Students enrolled in the 8th-grade math FAST assessment often come from a background of achieving a level 1 or 2 in their previous math courses. These students demonstrate resilience and potential for growth as they continue to engage with mathematical concepts. Students who achieved a Level 3, 4, or 5 in previous courses, typically have the opportunity to enroll in Algebra 1, a high school-level course, offering them advanced enrichment within their middle school curriculum.

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

The data component reflecting the most improvement was our civics scores, which impressively maintained a consistent 65% during the 21-22 and 22-23 academic years. The Civics department was bolstered by a team of seasoned educators, each adept in their respective content areas. It is our assessment that their profound expertise, years of experience, and leadership in the subject matter played a pivotal role in achieving excellent results among their students. Furthermore, the Civics team integrated the new Professional Learning Community (PLC) model, collaborating cohesively to guarantee that all members were fully equipped to deliver top-tier, effective instruction to their students. Their collective efforts within this framework resulted in their commitment to academic excellence.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

A high absence rate of 10% or more among over 100 students per grade level is deeply concerning regarding a student's educational experience. Such a substantial rate of absenteeism disrupts the continuity of learning and cumulative nature of curriculum delivery. Students with frequent absences are at a heightened risk of falling behind academically, which can have long-term effects on their education. Regular school attendance is instrumental in fostering social skills, peer interactions, and personal development. Addressing this issue is crucial to ensure that every student has an equitable opportunity to succeed and thrive. We believe that the elevated absenteeism rates directly influence student progress and achievement. It is imperative that we address these concerns to positively impact students' proficiency in both mathematics and reading.

We also recognize the critical need to concentrate our efforts on offering tailored interventions and individualized support for students attaining a level 1 in either reading or math, given the significant number of students achieving this score across the school. As an educational institution, it's our duty to ensure differentiated instruction that caters to the diverse needs of every student.

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

For the upcoming school year, our top priority is to focus on increasing teacher retention, as a stable and experienced teaching workforce provides consistency and expertise in the learning environment. Following this, we aim to decrease school-wide discipline by emphasizing the improvement of both student and staff culture and climate, fostering an environment that promotes learning and mutual respect. Our next goal is to elevate students' proficiency in English Language Arts, ensuring they develop critical reading, writing, listening, and speaking skills. Simultaneously, we are committed to enhancing the proficiency of students with disabilities and students who are Black/African American in both reading and math, providing them with the specialized resources, interventions, and support they need. Lastly, we will work towards increasing students' proficiency school-wide in Math, laying down a robust foundation for their future academic and career paths.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Student Engagement**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students will master grade-level standards through the use of effective and engaging instruction.

Rationale: A thorough examination of student performance data unveils a notable disparity in 8th-grade Science achievement, as well as in English Language Arts (ELA) and mathematics proficiency across all grade levels. Attaining proficiency is paramount to guaranteeing that our students fulfill educational standards, thereby equipping them for a trajectory of academic success.

Measurable Outcome:

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

By the end of the year, OMS aims to increase student proficiency in all assessed subject areas. Specifically, we will increase overall ELA proficiency from 33% to 42%, bolster mathematics proficiency from 44% to 51%, elevate science scores from 36% to 42% proficiency, and raise civics scores to achieve a proficiency level of 73%, up from the current 65%.

Monitoring:

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

We will monitor our progress toward our academic goals by reviewing data from Walk to Intervention, Common Unit Assessments, NWEA, and FAST Progress Monitoring.

Person responsible for monitoring outcome:

Alyson Shirley (alyson.shirley@okee.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will utilize the PLC process while prioritizing Essential Standards within our Professional Learning Teams, organized by content areas. To ensure mastery for every student, we will employ Walk to Intervention. Our approach involves closely monitoring Essential Standards data along with Common Unit Assessment Data and Progress Monitoring (FAST) Data.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By systematically implementing these interventions, OMS can work toward achieving its academic goals of increasing student proficiency in all assessed subject areas. The combination of targeted instruction, data-driven decision-making, and collaborative efforts will contribute to measurable progress in student achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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.

Facilitate weekly Professional Learning Team meetings where teachers collaborate on instructional strategies, share best practices, align teaching methods with Essential Standards, and encourage targeted instructional planning. PLTs at OMS are guided by the four guiding questions-
 What do we want students to learn and be able to do? (Viable and guaranteed curriculum)
 How do we know if students have learned it? (Formative assessments, multiple sets of data, protocol for data analysis)
 How will we respond when they have not learned it? (Core instruction, differentiated instruction, systems of intervention/enrichment)
 How will we respond when they have learned it (Differentiated instruction, enrichment). PLT leaders (by subject/grade) facilitate these meetings. During PLT, PLT leaders and teachers also utilize data to design effective Walk to Intervention through small-group instruction. At the completion of each PLT session, teachers are asked to complete a PLT Reflection Survey where they determine where they are in the effectiveness of the PLC process.

Person Responsible: Alyson Shirley (alyson.shirley@okee.k12.fl.us)

By When: Throughout the academic year, we will assess our progress in achieving our academic objectives by analyzing data derived from FAST and NWEA assessments, and common formative assessments in each subject.

Bolster our structured Walk to Intervention program to identify struggling students, offer timely support, and design intervention strategies that are tailored to individual student needs and aligned with Essential Standards.

Person Responsible: Shannon Stripling (shannon.stripling@okee.k12.fl.us)

By When: Throughout the academic year, we will assess our progress toward bolstering our WTI program by analyzing data derived from FAST and NWEA assessments, and common formative assessments.

Regularly analyze Common Unit Assessment Data and Progress Monitoring (FAST) Data to track student progress toward proficiency goals.

Person Responsible: Carlos Zerquera (carlos.zerquera@okee.k12.fl.us)

By When: Throughout the academic year, we will regularly analyze CUA and FAST data through planned data chats with PLTs.

Identify students at risk of not meeting proficiency goals and implement targeted interventions through the MTSS process. Once students are identified, we will provide targeted instruction through a small-group setting both in class and during Walk to Intervention. These groups are fluid as we will consistently monitor and adjust instruction throughout the school year.

Person Responsible: Krista Stanley (krista.stanley@okee.k12.fl.us)

By When: Throughout the year, we will continuously monitor students and utilize the MTSS process.

Identify Tier 3 students in English Language Arts and place students in the Read 180 program to receive Tier 3 reading interventions.

Person Responsible: Carlos Zerquera (carlos.zerquera@okee.k12.fl.us)

By When: Throughout the year, we will continuously monitor students and utilize the MTSS process.

#2. Instructional Practice specifically relating to Professional Learning Communities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Prioritizing the enhancement of teacher retention and professional growth. This encompasses efforts to bolster teacher retention rates by 16% from last year to this year, refine instructional effectiveness, and ensure a comprehensive understanding of grade-level benchmarks among at least 90% of our teaching staff.

Measurable Outcome:

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

By the end of the academic year, we will increase teacher retention by 16% compared to the previous year and at least 90% of our teaching staff will attend professional development related to increasing their understanding of grade-level benchmarks.

Monitoring:

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

We will track professional development attendance using sign-in sheets and gauge session impact through follow-up surveys. Teacher effectiveness and growth will be evaluated using our internal walkthrough tool, complemented by both formal and informal teacher assessments.

Person responsible for monitoring outcome:

Alyson Shirley (alyson.shirley@okee.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Professional Learning Community (PLC) is a group of educators who convene consistently to share knowledge and collaboratively enhance their teaching capabilities to improve student learning outcomes. The PLC team leader for each grade level and content area serves as the content expert among their colleagues. All teachers will attend professional learning sessions focused on improving their knowledge of benchmarks and standards internally and at the district level.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

A Professional Learning Community (PLC) enhances educational outcomes for all students by fostering collaborative learning among educators. As educators engage in ongoing learning, their professional growth is exponentially enhanced.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Identify and develop relevant professional development sessions for all grade levels and content areas. Specific professional development focus areas will be standard/benchmark task alignment, collaborative

academic discussions, academic and behavioral MTSS, and student engagement. Other professional development will be offered based on the results of our classroom walkthroughs and district instructional rounds feedback.

Person Responsible: Alyson Shirley (alyson.shirley@okee.k12.fl.us)

By When: Professional development sessions will be offered throughout the school year. We will monitor the effectiveness of our PD sessions by reviewing post-PD survey data and trends in our classroom walkthrough data.

Create a system for collecting and analyzing informal walkthrough data using a shared document among the instructional leadership team.

Person Responsible: Alyson Shirley (alyson.shirley@okee.k12.fl.us)

By When: The system for collecting and analyzing informal walkthrough data will be created/implemented by September 2023 and will be utilized throughout the school year.

Create a system for evaluation of internal professional development and adjust future professional development sessions based on feedback from teachers.

Person Responsible: Krista Stanley (krista.stanley@okee.k12.fl.us)

By When: The system for evaluation of internal PD will be created by October 2023 and will be used to monitor the effectiveness of internal PD throughout the school year.

#3. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Enhance our school culture to foster mutual respect, inclusivity, and collaboration among students, teachers, and staff, with a measurable outcome of decreasing the number of discipline referrals by 10% over the next academic year.

Measurable Outcome:

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

By the end of the academic year, through fostering an enhanced school culture of respect and collaboration, we will achieve a 10% reduction in the number of discipline referrals compared to the previous year.

Monitoring:

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

The Assistant Principal will collect, analyze, and share discipline data and climate survey data on a quarterly basis to monitor and assess the progress of our school improvement goal.

Person responsible for monitoring outcome:

Krista Stanley (krista.stanley@okee.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Positive Behavioral Interventions and Supports (PBIS), Professional learning on de-escalation techniques provided at both the school and district levels

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Positive Behavioral Interventions and Supports (PBIS) is a proven three-tiered framework designed to enhance and consolidate the data, systems, and daily practices influencing student results. It aims to benefit all, particularly students with disabilities, ensuring every student thrives in our schools.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Train staff on de-escalation strategies and techniques to improve the relationship between students and staff.

Person Responsible: Carlos Zerquera (carlos.zerquera@okee.k12.fl.us)

By When: Staff will be trained throughout the year by onsite staff and the Mental Health and Behavioral Supports department.

Engage parents through regular communication about behavioral expectations and the importance of a positive school culture.

Person Responsible: Alyson Shirley (alyson.shirley@okee.k12.fl.us)

By When: Ongoing communication with parents will take place throughout the school year.

Offer workshops for parents on how they can support a positive school culture at home.

Person Responsible: Alyson Shirley (alyson.shirley@okee.k12.fl.us)

By When: Workshops for parents will be provided throughout the school year.

Recognize and celebrate students who consistently exhibit positive behavior and who exhibit academic growth.

Person Responsible: Krista Stanley (krista.stanley@okee.k12.fl.us)

By When: Students will be recognized throughout the school year.

Administer school climate surveys to students, faculty, and parents at least twice a year and use feedback to identify areas for improvement and modify strategies as needed.

Person Responsible: Krista Stanley (krista.stanley@okee.k12.fl.us)

By When: Climate surveys will be administered throughout the school year.

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students with Disabilities and Black/African American students represent ESSA subgroups identified by the state as requiring improvement.

The most recent subgroup data for SWD shows that 15% of students were proficient on the state reading assessment and 25% were proficient on the state math assessment. 17% of students were proficient on the science examination and 38% of students were proficient on the social studies examination.

The most recent subgroup data for Black/African American students showed that 22% were proficient on the state reading assessment and 24% were proficient on the state math assessment. 17% of students were proficient on the science examination and 56% of students were proficient on the social studies examination.

Measurable Outcome:

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

By the end of the academic year, we will raise student proficiency of Students with Disabilities by 6% and will raise student proficiency of students who are Black/African American by 8%.

Monitoring:

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

We will track student progress and growth through common unit assessments, weekly common formative assessments, quarterly grades, and FAST and NWEA progress monitoring assessments.

Person responsible for monitoring outcome:

Alyson Shirley (alyson.shirley@okee.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Foster a culture that holds high expectations for every student. Design and synchronize both formative and summative assessments to align with learning goals, ensuring they guide students towards mastery. Utilize formative assessments to consistently advance all students' journey towards mastering grade-level standards and use the assessments to focus on essential standards and implementing a walk-to-intervention model that ensures all students show mastery.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Creating a culture of high expectations motivates students to reach their full potential. This ensures students are offered a consistent learning experience across grades. Aligning assessments with learning objectives provides clear, actionable feedback, ensuring relevance and accuracy in measuring skills. Regular formative assessments monitor student progress, allowing for timely instructional adjustments. The overarching aim is to guide all students towards mastering grade-level standards, preparing them for subsequent academic challenges. The walk-to-intervention model in a school setting is a strategy employed to provide targeted and flexible instruction to meet students' individual needs based on data and student progress. The model is data-driven, timely, and specific to individual student needs.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Ensure that teachers are adequately trained and certified in addressing the educational needs of students with disabilities.

Person Responsible: Alyson Shirley (alyson.shirley@okee.k12.fl.us)

By When: Throughout the school year.

Align schedules of inclusion teachers to allow one teacher for ELA and Math for each grade level so each inclusion teacher is an essential part of their professional learning community.

Person Responsible: Krista Stanley (krista.stanley@okee.k12.fl.us)

By When: Throughout the school year.

Ongoing progress monitoring (CFAs, CUAs, PMs, etc.) and reporting, and utilizing walk-to-intervention to support students' individual needs. Provide support to PLT leads on scheduling and implementing an effective walk-to-intervention model.

Person Responsible: Carlos Zerquera (carlos.zerquera@okee.k12.fl.us)

By When: Throughout the school year.

Track student progress and data by teacher, class, and grade level to determine which students and teachers need additional support. Disaggregate data and provide additional support based on updated data, classroom walkthroughs and coaching cycles.

Person Responsible: Shannon Stripling (shannon.stripling@okee.k12.fl.us)

By When: Throughout the school year.

Create MTSS Tier 2 and Tier 3 academic plans for students who are not meeting grade-level learning objectives and need additional interventions and support.

Person Responsible: Carlos Zerquera (carlos.zerquera@okee.k12.fl.us)

By When: Throughout the school year.

Implement a school-wide after school tutoring program that targets students who need additional support to close learning gaps and increase academic achievement. Students will be invited and encouraged to join the tutoring program based on their individual needs.

Person Responsible: Shannon Stripling (shannon.stripling@okee.k12.fl.us)

By When: The program will begin in October of 2023 and will be offered throughout the school year.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

N/A

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically related to Reading/ELA

N/A

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

N/A

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

N/A

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs**Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
N/A	

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The SIP and SWP will be linked in parent newsletters, shared at SAC meetings, and housed on our school website. Throughout the school year, the leadership team will provide updates on our progress and any changes we implemented to stakeholders during SAC meetings and Parent/Family Engagement Events. These updates will be in person. Just as we do for our Annual Title I Parent Meeting, data will be presented in graphs or charts and in parent-friendly language. The school website is: <http://oms.okee.k12.fl.us>.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school will establish various communication channels to connect with parents, families, and community stakeholders. These channels include social media platforms, school newsletters, teacher-parent emails, phone calls, the school website, and Talking Points. This will ensure that important information, updates, and achievements are shared promptly and widely. Furthermore, the Family Engagement Team will work with stakeholders to develop the 23-24 Family Engagement Plan. This plan will outline all events hosted by the school to encourage parents and families to actively participate in their children's education. These events include parent-teacher conferences, Open Houses, Parent Workshops, Literacy and Math Nights, and various Family Activity Days. These gatherings will provide opportunities for parents to meet teachers, learn about the curriculum, and engage in meaningful discussions about their children's progress. The school will actively engage with local community organizations, businesses, and leaders to foster a sense of unity and shared responsibility for the students' success. Collaborative initiatives, such as mentorship programs, career days, and community service projects, will not only benefit the students but also showcase the school's commitment to the community's well-being. The FEP will be available in the front office, linked in school newsletters, and housed in the front office. The school website is: <http://oms.okee.k12.fl.us>.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

The school will review and update its curriculum to ensure alignment with Florida's Benchmarks of Excellent Student Thinking (BEST) in both math and reading through PLCs. Topics during PLCs will also include modern teaching methodologies, relevant real-world applications, differentiated instruction, and interdisciplinary opportunities. The use of Title I funds will supplement instruction with a range of learning resources, online learning licenses, instructional materials and supplies, and additional classroom staff. By continuing PLCs throughout the school year, our teachers will feel empowered to deliver high-quality instruction and innovative learning experiences.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The school will align its academic plan with the requirements and guidelines set forth by ESSA. In addition to Title I, the school will work in conjunction with additional federal programs such as Title II (which focuses on teacher and principal preparation and training), and Title IV (which addresses student support and academic enrichment). By integrating these programs, the school can maximize resources and ensure a well-rounded educational experience. The school will collaborate with the LEA Mental Health and Wellness Department to implement anti-bullying initiatives, conflict resolution programs, and mental health support services. The school cafeteria managers work with the Director of Food Services to ensure that students have access to healthy meals, as this is essential for students' cognitive development and overall well-being. Our high school integrates career and technical education (CTE) programs aligned with local industry needs: medical, agricultural, construction, automotive, and digital technology. By actively coordinating and integrating these various services, resources, and programs, the school aims to provide a comprehensive and holistic educational experience that addresses the diverse needs of its students and supports their academic success and overall well-being.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school ensures the availability of professional counseling services for students. Trained counselors are on hand to provide guidance, support, and interventions for students facing emotional, social, or psychological challenges. These counselors work with students individually or in groups to address issues such as stress, anxiety, bullying, and peer relationships. The school partners with mental health professionals, such as psychologists or social workers, to offer specialized mental health services. These professionals collaborate with teachers, administrators, and parents to identify students who may require additional mental health support. They provide assessments, interventions, and resources to help students cope with emotional issues. The school identifies students with unique learning needs, such as those with disabilities, English language learners, or those who require individualized education plans (IEPs). Special education teachers and support staff collaborate to provide tailored strategies, accommodations, and interventions to help these students succeed academically and socially. The school involves parents and families in the process by providing resources, workshops, and information sessions that help parents understand and support their children's holistic development. Family involvement enhances the effectiveness of support strategies.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

The school offers a range of robust career and technical education programs that equip students with practical skills, knowledge, and experiences relevant to various industries and careers. These programs include fields such as healthcare, agriculture, digital information technology, construction, and automotive. Students have the chance to explore their interests, gain hands-on experience, and develop skills that directly align with real-world job demands. The school provides avenues for students to take advanced coursework that enables them to earn college credits while still in high school. This involves a partnership with Indian River State College for dual enrollment programs and College Board for Advanced Placement (AP) courses. This approach accelerates students' progress toward a postsecondary degree and reduces the time and cost required to complete higher education. The school integrates career readiness skills into the curriculum. This includes teaching students essential skills such as communication, teamwork, problem-solving, critical thinking, and adaptability – skills that are valued by employers in various fields. AVID students attend events such as college fairs and career expos. These events provide valuable opportunities and allow students to gather information about different postsecondary paths. The school engages parents and guardians in the postsecondary preparation process. FAFSA workshops, scholarship seminars, and informational sessions help families understand the options available to their children and the steps they can take to support their education and career goals.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Okeechobee County School Board is committed to organizing the existing educational system as a Multi-Tiered System of Supports (MTSS). MTSS provides the district and schools with a framework with strong evidence of success by which we are better able to meet the academic, social-emotional, and behavioral needs of EVERY student. MTSS consists of a process that uses high-quality evidence-based instruction coupled with a standards-based curriculum, universal screening practices, and tiered intervention support to ensure that ALL students receive the appropriate level of engagement to be successful. We have partnered with Branching Minds as our primary tool for understanding why students are struggling, finding interventions that match student needs, and monitoring progress effectively and collaboratively. Universal screening of all students occurs two to three times per year (e.g., beginning, middle, and near the end of the school year) within both the academic and behavior/mental health domains. The data obtained from these universal screenings must identify which students are proficient in the target skill, which students are developing the skill, and which are deficient in the skill. The data are then utilized to make decisions about how to create instructional change so that all students reach proficiency and determine which students need more intensive interventions. The School Leadership Team (SLT) is a school-based, problem-solving team; it is the engine that drives the MTSS system. The SLT meets three to six times a year, typically after academic and behavior/mental health universal screening data is available. The goal of SLT meetings is to understand the school-wide health and wellness around MTSS. The School Leadership Team is reviewing school-level data (assessment scores, tier demographic distributions, tier movement, referral rates, etc.) to answer the question "Is this a healthy school?" by looking at improvement in student outcome measures since the last meeting and to understand if progress is positive, neutral (may make adjustments to Tier 1), or negative (evaluate the institution). The Instructional Services Department will monitor the MTSS process to ensure that all components of the model are followed at each school site by completing administrative data chats three times a year. The School Problem-Solving Team (SPS Team) is responsible for the individualized deep dive problem-solving for students not making sufficient progress as referred by the PLC/ Grade/Content Team (e.g., initiating Tier 3 intervention or stagnating Tier 3 students). The SPS Team duties include: making decisions about accepting referrals for most intensive supports at Tier 3; holding problem-solving meetings (that include parents) for individual students; monitoring the progress data of students with Tier 3 supports and re-implementing the problem-solving process as needed; and referring students for comprehensive special education evaluations when data indicate it is warranted. The resource specialist services as the facilitator. The site administrator designates the additional composition of the standing members of the SPS Team.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Goal One of the 2023-2026 Okeechobee District Strategic Plan centers on delivering engaging instruction to ensure every student attains mastery of grade-level standards. The aim is to elevate student achievement by adhering to the prescribed curriculum content while integrating supplementary resources to enrich the learning experience. The vision for effective instruction underpins this goal, involving strategic instructional strategies and practices. This plan seeks to bolster the proficiency of subgroups identified under the Every Student Succeeds Act (ESSA). It strives to expand access to high-quality early childhood opportunities to reinforce kindergarten readiness, setting a strong foundation for academic growth. The strategy harnesses the power of the Champion's Academy training to effectively implement Renaissance products such as Freckle Reading/Math and Lalilo, ensuring fidelity to their intended impact. An emphasis is placed on enhancing literacy education through training. This includes equipping teachers with the anatomy of a lesson model and incorporating Literacy First strategies. Furthermore, specialized training using the Orton Gillingham methodology enhances the teaching of the Science of Reading, benefiting ESE and primary teachers. District and school-based leadership teams partake in instructional rounds to provide schools with individualized feedback on instruction. This process promotes continuous improvement across the district. The Vision for Effective Instruction (VforEI) document is disseminated widely, ensuring all teachers are acquainted with its contents and know how to access it for guidance. Instructional coaches, mentors, and SRLD (State Regional Literacy Directors) are leveraged to deliver professional learning on the science of teaching reading and writing to core teachers. Instructional coaches, mentors, and department/grade chairs collaborate to provide tiered support for teachers. This aims to enhance their capacity to implement both core and supplemental materials with fidelity. This goal includes an equity and inclusion focus that prioritizes building the knowledge of school staff to effectively cater to the needs of English Learners (ELs) and Students with Disabilities (SWDs) through specialized professional development and technical support. Finally, Professional development opportunities are extended to VPK staff to equip them with strategies for identifying behaviors or factors that warrant intervention strategies.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Goal 1, Strategy 1D of the 2023-2026 Okeechobee District Strategic Plan outlines specific activities to assist preschool children and their parents as they transition into kindergarten. Students who attend VPK at our elementary schools will benefit the most from these activities. The school, in partnership with the Exceptional Student Education office will connect parents with children in early childhood programs with Florida's Healthy Start program to use available resources to support child development. FDLRS Child Find services will be used to assist with providing diagnostic screening, placement coordination, training, and support to parents of young children who have or are at risk of developing disabilities. Administrators and teachers will work together to improve early education programs by utilizing the CLASS observation instrument from the Early Learning Coalition. The school and the Grants and Special Programs office will work closely to monitor and increase the use of Footsteps2Brilliance for students ages 0 to 5. Together, the school and the district will partner with The Florida Grade-Level Reading Campaign to leverage local efforts to provide strategic guidance to help promote school readiness and quality instruction, tackle chronic absence, and improve summer learning opportunities, as well as engage parents as their children's first teacher. As always, the school will explore opportunities to expand the programs available to better prepare more students for kindergarten.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Student Engagement	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Professional Learning Communities	\$0.00

3	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No