Okeeheelee Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Okeeheelee Middle School

2200 PINEHURST DR, Greenacres, FL 33413

https://okms.palmbeachschools.org

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

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.

Okeeheelee Middle School's mission is to foster safety through the implementation of positive problem-solving techniques and to continue high expectations in academics by providing a supportive virtual and on-campus learning environment where students have equal access to advanced coursework regardless of demographics. We also strive to foster greater parental involvement while challenging all students to meet or exceed State, National, and International standards. We promote character development by maintaining a school community that embraces mutual respect, integrity, and a commitment to the well-being of self and others.

Provide the school's vision statement.

Okeeheelee Middle School is committed to providing a safe, orderly, and positive learning environment. All students will be provided the opportunity to achieve interpersonal skills, academic excellence, digital literacy, and technical skills for high school readiness and throughout life.

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
Morales, Elizabeth	Principal	Mrs. Morales oversees the execution and monitoring of all strategies and action steps toward a continuous improvement process within the school. She monitors and works with all staff to ensure the implementation of MTSS and SIP support. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and community members to understand the standards and the vision of academic success aligned with college and career readiness. Additionally, she guides and facilitates instruction using best practices and school district-recommended resources/materials. In addition, Mrs. Morales hires and retains highly qualified employees, and uses data-based decisions regarding instruction, professional learning, and student achievement. She quickly and proactively addresses problems in instruction and student learning as needed in order to work towards improvement continuously. Finally, as principal, Mrs. Morales must reflect on competing priorities and focus on those with the most significant leverage in improving instruction and learning.
Betancourt, Guadalupe	School Counselor	School counselors design and deliver school counseling programs that directly improve student outcomes. School counselors have the responsibility to lead, advocate and collaborate to promote equity and access for all students by connecting their school counseling program to the school's academic mission and school improvement plan. Mrs. Betancourt assists 8th-grade students with eliminating barriers and distractions that interfere with student learning. Additionally, school counselors identify, support, and refer students who struggle with mental health to the appropriate agencies in order to eliminate academic barriers and improve mental well-being. Lastly, the counselor supports the principal in building a culture of pride, trust, and respect while monitoring the implementation of cultural competence, equity, and access within the school.
Velazquez, Melanie	School Counselor	School counselors design and deliver school counseling programs that directly improve student outcomes. School counselors have the responsibility to lead, advocate and collaborate to promote equity and access for all students by connecting their school counseling program to the school's academic mission and school improvement plan. Mrs. Velazquez is the lead counselor who assists 6th grade students with eliminating barriers and distractions that interfere with student learning. Additionally, school counselors identify, support, and refer students who struggle with mental health to the appropriate agencies in order to eliminate academic barriers and improve mental well-being. Lastly, the counselor supports the principal in building a culture of pride, trust, and respect while monitoring the implementation of cultural competence, equity, and access within the school.

Name	Position Title	Job Duties and Responsibilities
Sanchez, Juanita	School Counselor	School counselors design and deliver school counseling programs that directly improve student outcomes. School counselors have the responsibility to lead, advocate and collaborate to promote equity and access for all students by connecting their school counseling program to the school's academic mission and school improvement plan. Mrs. Hernandez assists ESOL students with eliminating barriers and distractions that interfere with student learning. Additionally, school counselors identify, support, and refer students who struggle with mental health to the appropriate agencies in order to eliminate academic barriers and improve mental well-being. Lastly, the counselor supports the principal in building a culture of pride, trust, and respect while monitoring the implementation of cultural competence, equity, and access within the school.
Padron, Luisa	School Counselor	School counselors design and deliver school counseling programs that directly improve student outcomes. School counselors have the responsibility to lead, advocate and collaborate to promote equity and access for all students by connecting their school counseling program to the school's academic mission and school improvement plan. Mrs. Padron assists 7th-grade students with eliminating barriers and distractions that interfere with student learning. Additionally, school counselors identify, support, and refer students who struggle with mental health to the appropriate agencies in order to eliminate academic barriers and improve mental well-being. Lastly, the counselor supports the principal in building a culture of pride, trust, and respect while monitoring the implementation of cultural competence, equity, and access within the school.
Montero, Jorge	Teacher, K-12	As the ISA/Magnet Coordinator, Mr. Montero assists the principal with the implementation of the school's magnet program. The Magnet Schools Coordinator is responsible for the recruitment of students from dual-language elementary schools, develops public relations related to the magnet schools' program, manages student lottery enrollment for selected students, and actively participates in the process of planning, coordinating, and evaluating activities related to the magnet program. Additionally, the ISA/Magnet coordinator supports the principal in building a culture of pride, trust, and respect while monitoring the implementation of cultural competence, equity, and access within the school.
Tiilikka, Sarah	Teacher, ESE	The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. The coordinator collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. They provide families with the required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers

Name	Position Title	Job Duties and Responsibilities
		such as students, parents, teachers, counselors, related service providers, agencies, etc.
Moreira, Carmen	Teacher, K-12	The ESOL Coordinator assists school staff with ensuring ESOL program compliance. She works to assist ESOL Resource teachers in implementing school-based ESOL services. They also collaborate with community agencies and organizations in assisting families to access available resources. Additionally, the ESOL Coordinator monitors and conducts LEP student assessment and placement procedures, conducts demonstration lessons for ESOL, conducts parent trainings, and supports teachers in comprehensible instruction for LEP students. Finally, the coordinator follows record-keeping requirements and establishes data collection, analysis, and reporting systems to assess student progress. Furthermore, they assist school staff in ensuring ESOL program compliance.
Shocket, Jeffrey	Other	As Single School Culture Coordinator (SSCC), Mr. Shocket supports the Science department's professional learning and collaboration among teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. He supervises professional growth and provides teachers with instructional leadership to support the continuous academic improvement of all students. Mr. Shocket uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Additionally, as PLC coordinator, he assists in guiding teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the schoolwide culture. Mr. Shocket also supports Assistant Principals with disciplinary interventions as well as monitoring schoolwide discipline data in order to work towards school improvement. Finally, he supports the principal in building a culture of pride, trust, and respect while monitoring the implementation of cultural competence, equity, and access within the instructional practices at the school center.
Argain, Frank	Assistant Principal	As Assistant Principal, Mr. Argain oversees the ISA Magnet Program, the AVID program, and the Guidance Department. He also supervises the Language Arts department's professional learning and collaboration among teachers and resource staff and facilitates PLC meetings focused on scope and sequence, instructional strategies, assessments, and data as well as pedagogical content knowledge. His daily decisions and actions demonstrate that academic success and high school readiness are a priority for every student. Mr. Argain helps with eliminating barriers and distractions that interfere with effective teaching and learning. Additionally, he supports the principal in building a culture of pride, trust, and respect while monitoring the implementation of cultural competence, equity, and access within the instructional practices at the school center. Finally, he monitors and improves instruction by performing classroom walkthroughs as well as

Name	Position Title	Job Duties and Responsibilities
		classroom observations in order to provide constructive feedback and foster teacher growth.
Livingston, Terri	Assistant Principal	As Assistant Principal, Ms. Livingston oversees the Social Studies and ESE departments' professional learning and collaboration among teachers and resource staff and facilitates PLC meetings focused on scope and sequence, instructional strategies, assessments, and data as well as pedagogical content knowledge. She also oversees lesson plans in order to ensure instructional fidelity. Her daily decisions and actions demonstrate that academic success and high school readiness are a priority for every student. Ms. Livingston helps with eliminating barriers and distractions that interfere with effective teaching and learning. Additionally, she supports the principal in building a culture of pride, trust, and respect while monitoring the implementation of cultural competence, equity, and access within the instructional practices at the school center. Finally, she monitors and improves instruction by performing classroom walkthroughs as well as classroom observations in order to provide constructive feedback and foster teacher growth.
Wells, Ryan	Assistant Principal	As Assistant Principal, Mr. Wells oversees the Mathematics department's professional learning and collaboration among teachers and resource staff and facilitates PLC meetings focused on scope and sequence, instructional strategies, assessments, and data as well as pedagogical content knowledge. He also oversees Title I and the ESP program in order to appropriately allocate federal funds and support new teachers. His daily decisions and actions demonstrate that academic success and high school readiness are a priority for every student. Mr. Wells helps with eliminating barriers and distractions that interfere with effective teaching and learning. Additionally, he supports the principal in building a culture of pride, trust, and respect while monitoring the implementation of cultural competence, equity, and access within the instructional practices at the school center. Finally, he monitors and improves instruction by performing classroom walkthroughs as well as classroom observations in order to provide constructive feedback and foster teacher growth.
Theodore, Nadia	Instructional Coach	The Math Coach assists with the coordination and implementation of the District approved Mathematics curriculum, which follows state standards. Mrs. Theodore utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. She provides site-based professional development to staff that is aligned with the needs of students based on student assessment data. She also assists administration and classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. Mrs. Theodore participates in and facilitates weekly Professional Learning Communities or PLCs. Finally, the Mathematics Coach will provide support to classroom teachers in assisting with the Response to Intervention (RTI) process and ensure SIP goals are

Name	Position Title	Job Duties and Responsibilities
		met for the Math curriculum. Additionally, Mrs. Theodore leads standards-based planning and follows the FCIM coaching cycle in order to ensure that all students are demonstrating academic growth toward proficiency
Bonzil, Laura	Other	As Single School Culture Coordinator (SSCC), Mrs. Bonzil supports the ELA and Reading department's professional learning and collaboration among teachers providing resources and instructional support that promotes a student-centered learning environment. Mrs. Bonzil provides teachers with instructional leadership and support for the continuous academic improvement of all students. Applies principles of the Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the schoolwide culture. Mrs. Bonzil uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Additionally, as part of the school leadership team, she supervises the school's SLL (Skills for Life & Learning) and PBIS (Positive Behavioral Intervention and Support) Programs. The Positive Behavioral Intervention and Support (PBIS) Specialist is responsible for supporting PBIS training and implementation. Mrs. Bonzil also facilitates training and coaching to all instructional staff for effective schoolwide implementation. Finally, she maintains appropriate documentation of SLL through data collection in order to continuously monitor and adjust implementation as necessary.

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.

The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools.

Through Parent Trainings we support families with educational workshops facilitated by our school counselors, Behavior Health professionals, Co-located therapists, a Math coach, ESOL, ESE, Single School Culture Coordinators, and the Administrative Team.

Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's multicultural department to ensure the fidelity of the implementation of programs and services designed to improve the outcomes of English Language Learners.

A District Migrant Liaison works with our ESOL Coordinator and ESOL School Counselor to provide school and community support services for families of migrant students. These supports are

supplemental to school-wide supports for students and families.

A school district officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this "app" in our assemblies as well as posters displayed throughout campus. The "Raptor System" is used to sign parents/visitors before they can go to a classroom or school activities.

School Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students who have suffered hardships are met. These supports are supplemental to school-wide supports for students and families.

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))

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is continuously monitored throughout the year to ensure proper documentation and fidelity. Continuous improvement is monitored frequently and is at the forefront of what we do. We work collaboratively to review and make data-based decisions to ensure that all students receive the necessary support and accommodations during instruction. The school's leadership team works towards the following student achievement goals: Strategic visioning and planning, problem identification and root cause analysis, developing action steps towards improvement, creating and maintaining a culture of collaboration towards shared decision-making, and supporting professional learning and improvement.

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics: FSQs, NGSQs, USAs, Midterms, Semester exams, Reading Plus Diagnostics, Achieve 3000, Imagine Learning, Math Nation, Khan Academy, FAST Progress Monitoring (PM), End of Course (EOC) assessments, and, Teacher made assessments. The FSQs/NGSQs take place at strategic points during each unit of study while the the USAs will occur at the end of each unit of study. The FAST assessments will occur three times a year (PMs 1, 2, & 3) in English Language Arts and Math. Additionally, The EOC assessments will occur once a year in Algebra I and Geometry.

The WIDA ACCESS assessment is administered annually to monitor ELL students' language development progress. The WIDA ACCESS verifies ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the results of data. The FSAA assessment is administered annually to monitor ESE students' proficiency in all content areas including English Language Arts, Mathematics, Science, and Social Studies. Teachers are trained by the ESE Coordinator to assess data, modify, and implement differentiated instruction, based on the results of data.

The school operates under a single school culture that promotes and supports a positive climate for academic and behavioral improvement. Teachers participate in Professional Learning Communities (PLCs) that occur weekly in each content area. Content area teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning decisions. Student performance and instructional best practices are shared and analyzed during Academic Leadership Team meetings, Professional Learning Communities, Faculty meetings, professional development days, department meetings, and School Advisory Council meetings.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on

Blender, StudySync, and C-Palms. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

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	93%
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: C 2018-19: C 2017-18: C
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	114	131	140	385
One or more suspensions	0	0	0	0	0	0	11	51	80	142
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	8	32	40
Course failure in Math	0	0	0	0	0	0	0	15	66	81
Level 1 on statewide ELA assessment	0	0	0	0	0	0	170	199	170	539
Level 1 on statewide Math assessment	0	0	0	0	0	0	166	145	109	420
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	196	176	224	596

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	205	163	164	532

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

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	106	100	138	344
One or more suspensions	0	0	0	0	0	0	16	73	67	156
Course failure in ELA	0	0	0	0	0	0	9	51	37	97
Course failure in Math	0	0	0	0	0	0	16	47	53	116
Level 1 on statewide ELA assessment	0	0	0	0	0	0	138	122	169	429
Level 1 on statewide Math assessment	0	0	0	0	0	0	164	141	202	507
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	138	122	169	429

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	177	118	189	484

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	0	1	3	4
Students retained two or more times	0	0	0	0	0	0	1	0	3	4

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	106	100	138	344
One or more suspensions	0	0	0	0	0	0	16	73	67	156
Course failure in ELA	0	0	0	0	0	0	9	51	37	97
Course failure in Math	0	0	0	0	0	0	16	47	53	116
Level 1 on statewide ELA assessment	0	0	0	0	0	0	138	122	169	429
Level 1 on statewide Math assessment	0	0	0	0	0	0	164	141	202	507
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	138	122	169	429

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	177	118	189	484

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	0	1	3	4
Students retained two or more times	0	0	0	0	0	0	1	0	3	4

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*	39	51	49	42	53	50	42		
ELA Learning Gains				48			39		
ELA Lowest 25th Percentile				36			28		
Math Achievement*	52	59	56	45	35	36	35		
Math Learning Gains				60			23		
Math Lowest 25th Percentile				59			13		
Science Achievement*	32	50	49	42	56	53	38		
Social Studies Achievement*	51	68	68	46	64	58	48		
Middle School Acceleration	80	76	73	77	52	49	60		
Graduation Rate					50	49			
College and Career Acceleration					70	70			
ELP Progress	34	37	40	52	85	76	44		

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	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	288
Total Components for the Federal Index	6
Percent Tested	100
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	507
Total Components for the Federal Index	10
Percent Tested	99
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	38	Yes	1	
AMI	35	Yes	1	
ASN	73			
BLK	39	Yes	1	
HSP	49			
MUL	33	Yes	2	
PAC				
WHT	56			
FRL	43			

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	29	Yes	3	1
ELL	43			
AMI				
ASN	78			
BLK	45			
HSP	51			

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	35	Yes	1	
PAC				
WHT	55			
FRL	49			

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	39			52			32	51	80			34
SWD	13			24			6	32			4	
ELL	27			41			17	38	70		6	34
AMI	38			31							2	
ASN	82			64							2	
BLK	27			37			21	35	75		5	
HSP	40			55			34	56	80		6	30
MUL	33			33							2	
PAC												
WHT	49			61			40	48	82		6	58
FRL	36			48			29	44	75		6	28

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	48	36	45	60	59	42	46	77			52
SWD	21	32	24	20	47	48	20	22				
ELL	26	41	34	33	56	60	19	37	70			52
AMI												
ASN	80	60		90	80							

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	32	42	37	30	55	49	33	38	86			
HSP	43	48	35	47	61	61	42	48	77			51
MUL	30	40										
PAC												
WHT	54	56	57	59	63		46	55	69			40
FRL	40	47	34	43	59	58	40	45	77			51

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	42	39	28	35	23	13	38	48	60			44
SWD	17	21	12	14	16	17	26	31	46			43
ELL	31	37	30	27	21	12	23	38	46			44
AMI												
ASN	87	83		67	75							
BLK	32	32	20	24	21	18	21	45	66			47
HSP	43	40	29	37	23	11	39	48	59			43
MUL	31	46		38	15							
PAC												
WHT	52	40		44	26	17	62	50	77			
FRL	39	38	27	33	22	13	35	46	60			42

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	34%	48%	-14%	47%	-13%
08	2023 - Spring	29%	47%	-18%	47%	-18%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	39%	45%	-6%	47%	-8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	42%	54%	-12%	54%	-12%
07	2023 - Spring	28%	36%	-8%	48%	-20%
08	2023 - Spring	61%	65%	-4%	55%	6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	30%	46%	-16%	44%	-14%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	91%	48%	43%	50%	41%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	93%	50%	43%	48%	45%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	47%	65%	-18%	66%	-19%

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.

When looking at the FAST ELA data throughout the FY23 school year we see a variety of declines. In 8th grade, there was a decrease of 3%, going from 23% in PM1 to 20% in PM2. For the SWD subgroup, there was also a decrease of 3%, going from 5% in PM1 to 2% in PM2. For the ELL subgroup, there was also a decrease of 2%, going from 4% in PM1 to 2% in PM2. In 6th grade, there was a decline for the ELL subgroup going from 14% in PM2 to 8% in PM3. Additionally, the SWD subgroup for 6th grade (7%) and the ELL subgroup for 7th grade (9%) had zero improvements from PM1 to PM3.

When comparing overall proficiency to the executive summary of the school district for PM3, 6th grade is at 39% and the school district is at 45%, which is 6% below. For 7th grade, the school is at 34% and the district is at 48%, which is 14% below. For 8th grade, the school is at 30% and the district is at 47%, which is 17% below the district average.

We feel the decline in our SWDs is a trend and we need to focus on additional support for our SWDs. We also need to ensure we continue to support our ELLs with strategic interventions. We attribute these declines to an 8th-grade teacher vacancy for the majority of the school year as well as teacher absences. ELA teachers needed time to understand the StudySync model, collaborate on which resources to use, and how to implement those resources in their classroom instruction. Additionally, we need to implement a stronger coaching and mentoring program to help develop and support new teachers. Our goal is to work closely with the ESE and Multicultural department at the district to further ensure our teachers are receiving all the support they need to ensure student growth and achievement. Lastly, we will ensure Professional Learning Communities (PLCs) are focused and aligned on unpacking the new standards, implementing best instructional practices, reviewing assessment data, and reteaching areas of concern. We will foster collaboration and data-based conversations to monitor student progress by focusing on standards-based instruction during PLCs to ensure that all students receive differentiated rigorous instruction and small-group support to meet their needs.

ELA teachers will engage in a standards-based instruction cycle during the collaborative planning (1) What do students need to know and understand? (Plan); (2) How do we teach effectively to ensure all students are learning (Do); (3) How do we know students are learning (Reflect); (4) What do we do when students are not learning or reaching mastery before expectation (Revise). Teachers will analyze standards and test item specifications during the planning process.

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

The first area of concern was a decline in ELA proficiency in 8th grade going from 43% in FY22 to 30% in FY23, which is a 13% decrease. In 7th grade, there was a decline of 2%, going from 36% in FY22 to 34% in FY23. In 6th grade, there was no change, staying at 39% from FY22 to FY23.

The second area of concern was a decline in ELA proficiency among our SWD subgroups. In 6th grade, there was a decline of 20%, going from 27% in FY22 to 7% in FY23. In 8th grade, there was a decline of 10%, going from 19% in FY22 to 9% in FY23.

The contributing factors were that while we were focused on our SWD students, we needed to take a more proactive approach to address their needs sooner and utilize the results from the FY23 PM3 data to begin closing academic achievement gaps. In addition, we needed to consistently participate and facilitate PLCs to allow for quality assessment data accountability. In turn, teachers should use that information to perform data chats with their students so they can understand where they are and what their learning goals will be for the school year. Other contributing factors to the decline were a decrease in participation in after-school tutorials, standards-based learning, and small group instruction as well as an increase in student and teacher absences. This could be addressed by increasing parent communication and performing weekly walkthroughs to analyze teacher instruction in order to improve the instructional process and student learning.

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 the PM3 data to the state, there were several gaps when comparing ELA and Math. For ELA, the state is at 47% for 8th grade and the school is at 30%, which is a 17% gap. In 7th grade, the state is at 47% and the school is at 34%, which is a 13% gap. In 6th grade, the state is at 47% and the school is at 39%, which is an 8% difference. In Math, the state is at 55% for 8th grade and the school is at 41%, which is a 14% gap. For 7th grade, the state is at 48% and the school is at 52%, which is a 4% gap. For 6th grade, the state is at 54% and the school is at 48%, which is a 6% difference.

The data shows the school outperformed the state in 7th grade Math by 4%, which indicates that the school is moving in the right direction for Math. The biggest gap was in 8th grade, where ELA is at 17% and Math is at 14% below the state average.

The contributing factor that had a significant impact on our academic performance achievement gaps in ELA and Math was a direct result of a lack of student attendance and engagement from the school year in FY21, where a majority of students were virtual and were not receiving in-person learning on a consistent basis. Additionally, during FY22, there was a lack of consistent attendance due to COVID-19 protocols, which directly impacted student learning. Furthermore, teachers were implementing new standards, curriculums, and programs that were directly aligned with the state initiatives along with the new state assessments.

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

The biggest improvement was in overall proficiency in Math when comparing PM1 to PM3. In 6th grade, PM1 was at 14% and PM3 is at 48%, which was an increase of 34%.In 7th grade, PM1 was at 10% and PM3 is at 52%, which was an increase of 42%. In 8th grade, PM1 was at 2% and PM3 is at 41%, which was an increase of 39%. For SWD subgroups in math, there was also significant improvement. In 6th grade, PM1 was at 5% and PM3 is at 13%, which was an increase of 8%.In 7th grade, PM1 was at 6% and PM3 is at 32%, which was an increase of 26%. In 8th grade, PM1 was at 0% and PM3 is at 28%, which was an increase of 28%.

In ELA overall proficiency, there was improvement when comparing PM1 to PM3. In 6th grade, PM1 was at 31% and PM3 is at 39%, which was an increase of 8%.In 7th grade, PM1 was at 25% and PM3 is at 34%, which was an increase of 9%. In 8th grade, PM1 was at 23% and PM3 is at 30%, which was an increase of 7%.

The first contributing factor that led to improvement was creating an academic leadership team specifically focused on academics and student learning. Each week, the team would meet to discuss instructional focus calendars, and assessment data, and create a SWOT analysis to identify areas of strengths and determine opportunities for growth. Additionally, the school continuously implemented professional learning communities (PLCs) where teachers discussed the scope and sequence, shared best practices, modeled lessons, and developed rigorous standards-based lessons to help drive instruction. Additionally, teachers analyzed data from district-created assessments, utilized student-item analysis reports to disaggregate the data by standards, created an action plan outlining strengths and weaknesses, and mapped out strategies for corrective instruction. The school will continue to implement morning tutoring and Saturday tutorial to provide continuous support for students in areas of need and to adjust instruction.

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

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are ensuring our students receive the support needed for growth and achievement. When looking at our

Early Warning System indicators our two potential areas of concern are Level 1 on statewide assessments and Reading Deficiency.

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

1. Ensure learning gains and progress for ESSA categorized subgroups (SWD & Multiracial). We reviewed teacher data to identify content area experts to lead instruction and to ensure support for the identified students. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support from teachers ensuring lessons are planned based on the specific needs of the students. Additionally, the school will create a stronger system of support for the ELL students in language development by providing a bilingual mentor teacher to support them with academic growth and achievement.

2. Improve student performance by decreasing the amount of level 1's on statewide assessments. By using FY24 progress monitoring and FY23 PM3 data, the school will identify students in need of additional support and targeted students will receive additional tutoring throughout the school day. All teachers will collaborate to ensure program success. Student schedules will be adjusted to ensure tutorial days are honored and student participation is guaranteed. Each grade-level administrator will support the students and build relationships with them to motivate and ensure their attendance and program success.

3. Our focus is to increase student engagement so students become active learners in their academic journey. Additionally, a continued focus on integrating AVID strategies into the learning process. In addition, the school will continue to emphasize school-wide norms such as 3 shared values, school-wide read, and SLL. Furthermore, the school will continue to implement a growth mindset culture within the school. Additionally, the school will be implementing learning strategies to specifically target student engagement. These school-wide improvement strategies will be integrated with all stakeholders to build and promote a positive school community. The leadership team will support the students and teachers by building relationships, communicating with stakeholders, and ensuring successful implementation.

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 Benchmark-aligned Instruction

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.

To ensure progress towards student achievement within ELA, Math, and Science instruction that's aligned to the School Districts Strategic Theme A; Ensure all students engage in teaching and learning that result in academic excellence.

Our first instructional priority is to focus on delivering instructional content and concepts utilizing various instructional strategies specifically focusing on the ESSA-identified subgroups (SWD and Multiracial).

Our second instructional priority is to focus on further developing data-driven PLCs with an emphasis on analyzing data, creating instructional focus calendars, and developing lessons that specifically target strategies that are aligned with the standards to improve student achievement. Our goal in all content areas is to score at or above district and state averages as measured by USAs and Progress Monitoring 1 - 3.

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

By February 2024, 50% of the students will achieve learning gains in both ELA and Math from Progress Monitoring #1 to Progress Monitoring #2.

By May 2024, 75% of the students will achieve learning gains in both ELA and Math from Progress Monitoring #1 to Progress Monitoring #3.

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

Monitoring is a very important step toward student achievement and school improvement. It provides teachers and administration with the data that they need to make decisions about instruction and differentiated support for the students. At Okeeheelee Middle School, we strategically plan a variety of monitoring techniques which include: the academic leadership team, quarterly reviews of lesson plans, PLCs, data analysis, instructional walkthroughs, student attendance, data chats, and informal and formal observations. Additionally, teachers will conduct data chats with their students after each progress monitoring assessment to ensure students are achieving learning gains. Furthermore, schoolwide data for each progress monitoring assessment will be shared with the faculty as a whole as well as individually during PLCs to further disaggregate the data.

Person responsible for monitoring outcome:

Elizabeth Morales (elizabeth.morales@palmbeachschools.org)

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.)

1. Incorporate Small group instruction and pull-outs specifically targeting the ESSA subgroups (Multiracial & SWD) to support students learning at their ability by utilizing various researched-based instructional strategies and student-centered tasks.

2. Tutoring programs to ensure learning supplemented with additional resources and teacher support. Additionally, identifying the ESSA subgroups and ELL students, and communicating directly with families to increase parental support and participation in the tutoring programs.

3. Math teachers will incorporate the use of technology-based programs including Math Nation and IXL. Language Arts teachers will use StudySync, Reading Plus, novel study, and writing strategies to enhance student's ability to integrate knowledge.

4. Professional Learning Community (PLC) / Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus, including schoolwide AVID strategies.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1. Incorporate small group instruction utilizing USA and FSQ data to meet the student's need for standards-based practice and to identify areas of weakness for targeted remediation. Both USA's and FSQs have proven successful in preparing students for the statewide assessments.

2. Students who participate in both pull-outs and a tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.

3. Both IXL and Math Nation have aided in significantly increasing student achievement when the programs are used with fidelity. The Reading Plus program, StudySync, and the incorporation of writing strategies are effective tools that enable teachers to differentiate instruction based on a student's specific area of need.

4. PLCs and PDs allow teachers and leaders an opportunity to collaborate, analyze data, and make decisions to improve student achievement and progress.

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.

1. Incorporate Small group instruction:
a. Students will be assessed using USAs and FSQs in both Math and Language Arts.
b. Teachers will utilize differentiated instruction strategies and small group instruction in all ELA and Math courses.
c. Teachers will analyze student data to determine strengths and weaknesses in the content area.
d. Teachers will create all small group rotational cycles to ensure all students are supported at their abilities.
e. Teachers will create lesson plans utilizing a variety of resources including district scope and sequence, instructional materials, and teaching methodologies to support all learners.
f. Teachers develop ongoing formative assessments to track student learning and adjust instruction.
g. Monitoring will occur through the review of lesson plans, during student-centered tasks, and conducting teacher data chats

Person Responsible: Terri Livingston (terri.livingston@palmbeachschools.org)

By When: December 2023

2. Tutorials:
a. Analyze student data to determine students for tutorial groups and the support necessary.

b. Choose research-based supplemental materials and resources to use during tutorials.
c. Students will be selected and grouped for pullout tutorials, after-school, and Saturday success academies based on the results from FY23 PMs/EOCs, FSQs, and USAs. There will be a specific emphasis on ESSA-identified subgroups.
d. Monitored by Assistant Principal through the review of data, lesson plans, and conducting observational walks.

Person Responsible: Frank Argain (frank.argain@palmbeachschools.org)

By When: December 2023

3. Adaptive Technology (IXL, Math Nation, Reading Plus, StudySync):
a. Provide teachers with professional development to ensure the appropriate use of adaptive technology.
b. Teachers will develop a rotational schedule to ensure all students have access to technology.
c. Teachers will engage students in small group instruction based on adaptive technology results.

Person Responsible: Ryan Wells (r.wells@palmbeachschools.org)

By When: December 2023

4. PLC's/Professional Development:
a. Development of a PLC schedule to include all content area teachers, instructional coaches, and administration focusing on data analysis and effective instruction.
b. Instructional coaches and resource teachers will assist with standards-based planning to build teachers' capacity with BEST standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned with the standards.
c. Instructional coaches will build professional learning opportunities for teachers to utilize research-based strategies

Person Responsible: Jeffrey Shocket (jeffrey.shocket@palmbeachschools.org)

By When: December 2023

#2. 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.

Okeeheelee remains dedicated to upholding a culture of excellence and actively enhancing the school climate through diverse approaches. These include quarterly celebrations to acknowledge student accomplishments, grade-level assemblies, implementing PBIS, Curriculum Night, Family Workshops, and SAC meetings. The school is committed to fostering a sense of community by urging students to engage in on-campus endeavors, fostering a strong sense of belonging. Okeeheelee is also committed to integrating and monitoring resources and strategies that provide students with essential skills, contributing to their comprehensive growth with a significant focus on establishing student leadership groups and making actionable changes within the student body.

The school will also continue implementing the mental health lessons mandated by the state of Florida by utilizing the Suite 360 lessons. Suite 360 is the curriculum that the school district selected to implement the five-hour state-mandated instruction related to youth mental health and awareness. In the Suite 360 curriculum, students participate in lessons on the following topics: Mental Health Awareness, Coping Skills, The Truth about Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment. The School Behavioral Health Professional (BHP), Drug Abuse Treatment Association (DATA) counselor, and the Co-located therapist supports the behavioral and mental health of students.

Okeeheelee will also infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to

a. The history of the Holocaust
b. The history of African Americans
c. The study of Hispanic contributions to the United States.
d. The study of women's contributions to the United States.
e. The sacrifices that veterans and Medal of Honor recipients have in serving our country and protecting democratic values worldwide.

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

By May 2024, the school will decrease disciplinary incidents by 10% when comparing FY23 to FY24. Additionally, the school will be in full compliance with Suite 360 curriculum implementation. The school will also aim to reduce the number of students seeking mental health assistance by providing them with the necessary resources to develop socially and emotionally.

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

At Okeeheelee Middle we ensure schoolwide participation in Suite 360 by conducting instructional walkthroughs and monitoring teacher documentation of lesson implementation. School administration will use the discipline dashboard from the Educational Database Warehouse (EDW) to monitor student discipline monthly.

Person responsible for monitoring outcome:

Laura Bonzil (laura.bonzil@palmbeachschools.org)

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 foster a continuous improvement plan for social and emotional learning focused on implementing a school-wide SLL curriculum, and Title I parent meetings to educate families and create a system of support around the school community. Our Family Resource Center will support families with monthly educational workshops facilitated by our School Counselors, Case managers, Behavioral Health specialists, and Co-Located therapists.

Our school will plan and implement professional learning to provide training, opportunities for safe practice, and examination of corresponding data. School leaders will monitor and measure the impact of our implemented professional learning through analysis of the comprehensive needs assessments (CNA), classroom observations, 3 shared values, and implementation surveys. We will adjust the plan of action as indicated by the data, student needs, staff needs, and family needs

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

To achieve large-scale and sustainable improvement, it is necessary to include all stakeholders in the school community. To strengthen a culture of skills for learning and life (SLL) with faculty, students, and families, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through collaboration, our school will strengthen the integration of instructional strategies and mental health support necessary for collective organizational improvement and change. The school will implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student while promoting a positive and supportive learning environment.

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.

Implementation SLL/PBIS:
a. Implement a school-wide SLL curriculum, PBIS strategies, and integrate aligned instructional and strategies to support a positive learning environment.
b. The SLL team will work collaboratively with the school and Title I to provide SLL support throughout the school community.
c. School leadership teams collaborate with all stakeholders, through the School Advisory Council (SAC), Parent-Teacher-Association (PTA), and after-school events to create connections and provide opportunities to build culture and community.

Person Responsible: Elizabeth Morales (elizabeth.morales@palmbeachschools.org)

By When: December 2023

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).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified Additional Targeted Support & Improvement (ATSI) are provided personalized support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment and provide an overview of the requirements of the School Board, and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation, and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant-funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement.

Resources and allocations are focused on:
1. Resource teachers specifically for ELA and Math as well as a PLC Facilitator to support during small group instruction with an emphasis on our ESSA subgroups.
2. Teachers and support staff will attend ongoing professional development to engage in deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth.
5. Multi-Tiered System of Support (MTSS) framework to ensure students are provided with targeted instruction that focuses on math and reading deficiencies.
6. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics, and Math skills and support student mastery of the Florida B.E.S.T. standards, and NGSSS. All core and elective classes will support literacy across the content areas, social-emotional growth through Skills for Learning Life (SLL) resources, and the school-wide reading novel.
7. Instructional Resources: Resources to help improve student organization and performance in order to maximize success.

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

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

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

Grades 3-5 Measurable Outcomes

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.

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?

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?

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

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.

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

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))

n/a

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)

n/a

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))

n/a

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: Benchmark-aligned Instruction	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other	$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