Okeechobee High School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Okeechobee High School

2800 US HIGHWAY 441 N, Okeechobee, FL 34972

http://okeechobeehighschool.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.

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

Encourage Perseverance
Foster Respect
Expect Integrity
Demonstrate Dependability
Instill Ethics

to create a global community of life-long learners,

Provide the school's vision statement.

"The Brahman Way"

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

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

School Leadership Team, 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
Box, Beth	Instructional Technology	Instructional Technology Coach- teaches effective instructional strategies on how to incorporate technology effectively into lessons.
Coleman, Michelle	Graduation Coach	Monitors and supports BQ seniors Monitors and supports GAP Monitors and support freshmen who are at-risk students due to age (former retentions) Monitors and supports retained freshmen
Goggans, Vicki	Principal	OFC Principal: instructional leader of the school
Myers, Lauren	Principal	OHS Main Campus Principal: instructional leader of the school
Heineman, Carrie	Staffing Specialist	ESE Staffing Specialist: supports ESE teachers with the development, monitoring and updating IEPs
Hurst, Nicole	Assistant Principal	OHS Main Campus: Instructional Leader
Wendt, Tami	Assistant Principal	OHS Main Campus: Instructional Leader
Kidd, Ashley	Assistant Principal	Fine Arts Department
Sherlock, Jean	Teacher, K-12	Social Science Teacher
Striebel, Myranda	Instructional Coach	English Language Arts Department Head
Thomas, Dan	Dean	Social Science Department Head
Jones, Todd	Teacher, K-12	Math Department Head
Reister, Wendy	Teacher, K-12	Science Department Head
Ingram, Bobbie	Teacher, K-12	P.E. Department Head
Tedders , Dana	School Counselor	Senior Guidance Counselor
Kruger, Cindy		

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.

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

SAC, Title I parent meetings, parent-family engagement planning meetings, club fairs, local scholarships, college fairs, and career fairs are a few of the events on campus to promote stakeholder input and involvement.

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

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

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 SIP will be regularly monitored through the districtwide Stocktake process. This will consist of quarterly reevaluation of action steps and bi-annual data updates.

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)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	59%
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) Native American Students (AMI)* 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	

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*	34	35	50	40	40	51	44		
ELA Learning Gains				45			48		
ELA Lowest 25th Percentile				33			44		
Math Achievement*	38	39	38	32	36	38	30		
Math Learning Gains				40			25		
Math Lowest 25th Percentile				37			24		
Science Achievement*	61	63	64	59	33	40	66		
Social Studies Achievement*	53	56	66	56	40	48	49		
Middle School Acceleration					39	44			
Graduation Rate	85	85	89	93	60	61	88		
College and Career Acceleration	65	65	65	62	59	67	62		
ELP Progress	37	39	45	57			64		

* 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	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	373
Total Components for the Federal Index	7
Percent Tested	93
Graduation Rate	85

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	554
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	93

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	38	Yes	4	
ELL	39	Yes	1	
AMI	24	Yes	2	2

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%
ASN				
BLK	40	Yes	1	
HSP	50			
MUL	56			
PAC				
WHT	62			
FRL	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%
SWD	34	Yes	3	
ELL	44			
AMI	21	Yes	1	1
ASN				
BLK	41			
HSP	50			
MUL	48			
PAC				
WHT	53			
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	34			38			61	53		85	65	37
SWD	15			21			28	41		38	6	

| 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
ELL	10			24			61	21		52	7	37
AMI	29			13			30				3	
ASN												
BLK	20			16			31	29		50	6	
HSP	31			36			59	47		62	7	34
MUL	46			28			55			57	5	
PAC												
WHT	40			44			69	62		72	6	
FRL	31			33			54	52		62	7	44

| 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	40	45	33	32	40	37	59	56		93	62	57
SWD	18	35	29	15	32	30	31	26		89	31	
ELL	17	42	39	17	54	72	32	19		85	47	57
AMI	29	38		15	0							
ASN												
BLK	25	38	47	24	33	20	54	33		97	36	
HSP	38	46	34	31	39	42	52	55		90	61	60
MUL	40	44		24	45		46	33		93	57	
PAC												
WHT	44	44	30	37	42	36	68	61		94	69	
FRL	36	44	37	30	41	41	58	48		92	59	52

| 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	44	48	44	30	25	24	66	49		88	62	64
SWD	21	38	33	15	24	21	33	26		86	26	
ELL	14	33	48	21	28	20	50	48		81	57	64
AMI	41	59		33	20					93	62	
ASN												

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
BLK	16	39	44	10	24	21	41	30		91	38	
HSP	41	47	40	30	25	25	67	50		88	64	68
MUL	20	27		6	12					80	67	
PAC												
WHT	50	50	47	37	28	28	71	51		87	64	
FRL	35	39	39	27	25	22	61	43		85	56	67

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
10	2023 - Spring	34%	33%	1%	50%	-16%
09	2023 - Spring	38%	35%	3%	48%	-10%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	23%	37%	-14%	50%	-27%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	44%	42%	2%	48%	-4%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	60%	57%	3%	63%	-3%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	54%	50%	4%	63%	-9%

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.

ELA data showed that both 9th and 10th grade students are performing far under the state average.

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

ELA Achievement

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.

state average 9th grade 48% vs Okeechobee 9th grade 35%
state average 10th grade 50% vs Okeechobee 10th Grade 33%

ELA Achievement is a systemic problem within our school district.

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

High School Acceleration Rate:
Guidance counselors monitored the individual's opportunity for acceleration in the past and whether or not that had been met. They then used the data found to help with scheduling for future opportunities before graduation.
Implemented new CTE industry certifications
Implemented new DE opportunities during the school day
District hired a CTE Coordinator that helped to identify seniors who needed acceleration opportunities and matched those opportunities with career goals/interests.

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

n/a

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

Improve all areas of ELA scoring closer to the state average.
Continue the upward trend in Math: OHS Main campus will be giving the Algebra 1 EOC to our lowest Math students (2nd year of course progression from Alg 1A)

Continue the upward trend in Graduation Rate
Continue the upward trend in Acceleration Rate

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

#1. 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.

We want both students and staff to want to come to Okeechobee High School. We will be focusing on both staff and student positive culture to increase ties to our school community. We are using positive culture to increase graduation rate.

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

Raise the graduation rate at least 1% for OHS.

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

We pull bi-weekly data to monitor early warning signs for current seniors. We are also monitoring grade level GPA averages after each semester calculation. GAP progress will be monitored weekly.

Person responsible for monitoring outcome:
Lauren Myers (myersl@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.)

PBIS events/incentives
GAP progress data monitoring

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

Utilizing Positive Behavior Support Incentives will help us to build a culture and climate that will reward and incentivize behaviors we want to see on campus.
Creating tangible goal tracking for our most critical seniors will allow them to self monitor 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.

The school has developed a PRIDE team when staff come together to identify issues with both the student and staff and how to solve these issues. Use the PRIDE team to give staff voice in school policies and implement PBIS events.

Person Responsible: Dan Thomas (thomasd@okee.k12.fl.us)

By When: ongoing-

Implement a Staff Spirit Team and Student Spirit Team to create activities and events to promote relationships and buy-in for school traditions and community.

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

By When: ongoing

Implementing internal school-within-a-school GAP Program (Graduation Acceleration Program) that allows for an alterative education setting for those who are in jeopardy of not earning a HS Diploma or who are needing to accelerate their timeline.

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

By When: weekly monitoring within the class, routinely monitoring by student selection team as space becomes available

Implement monthly PBIS event/incentive

Person Responsible: Dan Thomas (thomasd@okee.k12.fl.us)

By When: monthly

Regular short climate surveys to students. Monthly PRIDE Team meetings to discuss the survey results and how to address the information gathered.

Person Responsible: Dan Thomas (thomasd@okee.k12.fl.us)

By When: ongoing monthly

Grad Coach will be meeting with bottom 25% of Seniors and Juniors according to the GPA. She creates plans and tracking sheets for these students. She serves as a mentor and helps the students with action steps for improvement before graduation. Grad Coach will also meet with all 9th grade students twice a year to discuss the importance of grades and credits and how those two factors impact graduation eligibility.

Person Responsible: Michelle Coleman (colemanm@okee.k12.fl.us)

By When: ongoing

#2. Instructional Practice specifically relating to ELA

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.

Increase ELA Achievement, ELA Learning Gains, and Bottom Quartile scores: The previous year, there were no learning gains due to the new assessment, but we were below the state average for ELA achievement. ELA overall achievement for the state for 9th and 10th grade was 49%, and we scored 34% proficiency.

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

Meet or exceed the state average for overall proficiency in ELA and increase. Increase proficiency by 13% and show learning gains.

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

PM 1 and 2 and Read 180 Data for Tier 3 students

Person responsible for monitoring outcome:

Nicole Hurst (nicole.hurst@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.)

HMH: Read180
Saavas "My Perspectives" ELA curriculum
Pre-AP ELA Supplemental Units

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

Progress Monitoring, standards-based instruction, individualized instruction (Read180), rigorous supplemental materials (Pre-AP curriculum)

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.

Administer the FAST PM assessments 3 times per year

Person Responsible: Dana Tedders (dana.tedders@okee.k12.fl.us)

By When: Within the permitted testing window for the Fall and Winter assessments

Equip teachers with the data (per student) to use to help inform instruction in ELA and Intensive Reading so that students have targeted focuses. Mrs. Hurst will work with our instructional coach to ensure the data is added to a spreadsheet of all students for each PM assessment. Teachers will have all student data to help give targeted feedback and create lessons to help support learning needs.

Person Responsible: Myranda Striebel (myranda.striebel@okee.k12.fl.us)

By When: ongoing- Our instructional coach will meet weekly for collaborative planning with ELA and Intensive Reading teachers.

Increase the use of Read180 by following the recommended program usage and implementation.

Person Responsible: Myranda Striebel (myranda.striebel@okee.k12.fl.us)

By When: Ongoing

#3. ESSA Subgroup specifically relating to Students with Disabilities

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.

Our focus is on SWD because we are currently performing at 34% for SWD, which is below the 41% minimum.

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

Our goal is to increase 7% this year so that this subgroup will no longer be identified for support.

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

This area of focus will be monitored through the Learning Strategies classroom for those students who currently hold below a 2.5 GPA. All students will be monitored through their ESE teacher and their tracking efforts. ESE student progress in ELA will be monitored through the FAST Progress Monitoring Assessments. ESE student progress in Math will be monitored through common assessments and progress monitoring assessments within Progress Learning for Geometry and Algebra 1. ESE student progress in Math will be monitored through common assessments and progress monitoring assessments within Progress Learning for Biology. ESE student progress in Math will be monitored through common assessments and progress monitoring assessments within Progress Learning for US History.

Person responsible for monitoring outcome:

Lauren Myers (myersl@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.)

Using the Learning Strategies course code as a course intended for progress monitoring and remediation as needed.

Progress monitoring Assessments will be given in all subject area where ESE students will be taking state high stakes assessments, such as EOCs and FAST PM3.

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

Learning Strategies: ESE course code that allows for students to receive small group intervention on subject areas of need. Students have daily access to an ESE teacher who will use the class time to facilitate tutorial, small group instruction, and remediation as needed.

Progress monitoring within the different platforms for high stakes assessment areas will yield standards based data that teachers can use to make adjustments in instruction as needed.

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 2 - Moderate 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.

Create GPA baselines for all ESE inclusion students

Person Responsible: Cindy Kruger (krugerc@okee.k12.fl.us)

By When: 09/13/23- progress reports

Create a mid-year update on GPAs for all ESE Inclusion Students

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

By When: 01/30/24: Date that DPP mid-year updates are due

GPA update going into Summer school to identify ESE Inclusion students who need to attend summer in order to further repair GPA/credits.

Person Responsible: Dan Thomas (thomasd@okee.k12.fl.us)

By When: prior to the first day of summer school

OHS Main Campus admin will create and share this year's OHS Data Hub spreadsheet so that all teachers have access to PM1-3 FAST Data, including last year's PM3 information.

Person Responsible: Nicole Hurst (nicole.hurst@okee.k12.fl.us)

By When: 10/13/23- end of the 1st 9 weeks

Subject areas will continue to create/update Progress monitoring assessments within the Progress Learning platform.

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

By When: Quarterly

(discuss Gap or Grad Coach roles)

Person Responsible: [no one identified]

By When:

#4. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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.

Teacher retention and recruitment is at a critical level across the state. OHS had to fill 19 positions (classified and instructional) for this 2023-24 school year, 13 of which were instructional positions.

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

Decrease the instructional turnover rate at OHS.

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

Ongoing monitoring of the evaluation system and mentoring program status

Person responsible for monitoring outcome:

Lauren Myers (myersl@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.)

District ONE Program (mentoring)
Coaching cycles with the Instructional Coach

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

To provide logistical and anagogical support to new teachers to the profession
Provide feedback and action items for classroom instruction strategies and procedures

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 ONE mentees and pair them with a mentor who is Clinical Education trained. Pairs will work together throughout the school year to complete a portfolio of progress and support.

Person Responsible: Myranda Striebel (myranda.striebel@okee.k12.fl.us)

By When: ongoing- monthly mentoring meetings and monthly district ONE meetings

Admin will work with Instructional Coach and mentor teachers to identify tier 2 and 3 teachers who would benefit from coaching cycles. Coaching cycles will include goal planning meeting, modeling, co-teaching, observation, reflection meeting, and follow up.

Person Responsible: Myranda Striebel (myranda.striebel@okee.k12.fl.us)

By When: ongoing- 5 cyles per 9 weeks

#5. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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.

Improve teacher retention through inclusion of teachers in the PBIS rewards system at OHSFC.

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

Each PBIS end of quarter event will have the same number of incentive prizes for teachers as what is given for students.

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

Monitoring will be done by our school based PBIS committee and reported after each end of quarter event by the PBIS committee chair.

Person responsible for monitoring outcome:

Ashley Kidd (ashley.kidd@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.)

Vibrant PBIS programs are inclusive of all stakeholders on campus, staff and students alike.

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

By providing rewards for teachers and staff, they will be more likely to participate in our token based Brahman Bucks program. In addition, teachers will feel rewarded for their efforts, resulting in higher job satisfaction overall.

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.

Plan for prizes for teachers based on favorites survey.

Person Responsible: Ashley Kidd (ashley.kidd@okee.k12.fl.us)

By When: Prizes needed for each end of quarter event.

Prizes to include gift cards, classroom supplies, passes to leave early, and lunch on admin.

Person Responsible: Vicki Goggans (goggansv@okee.k12.fl.us)

By When: Starting with the first event on October 11th and for each end of quarter event to follow.

Track the number of prizes for students and the number of prizes for adults to ensure we are meeting our goal.

Person Responsible: Ashley Kidd (ashley.kidd@okee.k12.fl.us)

By When: Starting with October 11th PBIS event

#6. Instructional Practice specifically relating to Math

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.

OHSFC continues to score wll below the state average on the Algebra 1 EOC exam.

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

Increase the percentage of students passing the Algebra 1 EOC exam by 3%.

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

Common unit and 9 weeks tests data as well as the number of students earning 1st semester credit

Person responsible for monitoring outcome:

Vicki Goggans (goggansv@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.)

Algebra 1 teachers meet weekly for collaborative planning. Professional development provided by leadership as well as instructional coach with a focus on student engagement.

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

Increased engagement by students should result in higher retention of content and improved scores on the the end of course exam.

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.

Professional development with a focus on engagement

Person Responsible: Vicki Goggans (goggansv@okee.k12.fl.us)

By When: Monthly with the last PD to be delivered in April 2024

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).

Although the school has not been allocated school improvement funding, the LEA has allocated federal funding to ensure the school has resources available to address students' academic needs. Funding is allocated to purchase supplemental materials and supplies to provide interventions including tutoring.

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 or online so parents can choose what is convenient for them. 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: ohs.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 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:ohs.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 the 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 innovated 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 and behavioral needs of EVERY student. MTSS consists of a process that uses high quality evidence-based instruction coupled with 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 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). 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.

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))

n/a