

Okeechobee County School District

Tantie School



2023-24

Schoolwide Improvement Plan (SIP)

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Tantie

5050 NE 168TH STREET, Okeechobee, FL 34972

[no web address on file]

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.

Our vision at Tantie is to help students develop into confident and responsible individuals by providing a positive, stimulating and safe learning environment. We intend for our students to return to their communities as responsible individuals with acceptable social skills and academic growth.

Provide the school's vision statement.

Our vision at Tantie is to provide our students with the opportunity to change their thinking through learning activities so that they can be a productive, positive, and fulfilled member of the community that they will return to in the future.

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
Bradley, Rozelle	Lead Educator	The Lead Teacher is responsible for general administrative duties as assigned, for supervision of subordinate staff, and for planning, preparing, and implementing daily activities, monitoring children's progress, and maintenance of related records for assigned classroom. The Lead Teacher promotes the facility's philosophy and educational objectives.

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 students have access to the teachers who discuss the students' needs and the progress/lack of progress that is being made. Students are given multiple opportunities to improve their grades through bonus points and make up days for past due assignments. Teachers introduce lesson related videos and auditory lessons in order to engage more students. Teachers are making more use of technology to incorporate real life examples to aid the students in their comprehension of subject matter. The management team is available to address any concerns that the students might have, in a timely manner. The students make use of the "Speak Out" system to request to speak with a manager or an educational staff member.

Students are aware of their graduation requirements, and are informed of the courses and assessments that they need to graduate. The students do periodic checks to see whether they are on track, and will make use of those opportunities to request additional support or study materials.

We celebrate the student's accomplishments on state assessments, certifications earned and earning

their GED or Standard High School Diploma. Families who are unable to participate in the graduation ceremonies, have the option to participate via a video call. Parents have contact with educational staff members when they have a concern about their son's ability to meet graduation requirements, discussing the cumulative transcript to ensure that all earned credits are accounted for, and graduation options.

The program holds monthly staff meetings where an educational representative discusses the educational component, and procedures. An educational representative participates in quarterly Community Advisory meetings, where we share educational needs and accomplishments with members of the community.

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))

Teachers will participate in learning communities, to review the performance of the students on their state assessments. The purpose of these meetings will aid in identifying students who struggle with common and individual subject matter and content. The district will be advised if any change need to be made to the SIP if other areas of need are identified or different learning and teaching strategies are needed to increase and enhance the learning of our students.

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 7-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	No
2022-23 Minority Rate	88%
2022-23 Economically Disadvantaged (FRL) Rate	0%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	
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)	
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	
DJJ Accountability Rating History	2022-23: Acceptable

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	1	1	2	
Course failure in Math	0	0	0	0	0	0	0	1	1	2	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	2	2	4	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	2	2	4	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

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

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

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

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	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	11	
Course failure in Math	0	0	0	0	0	0	0	0	0	7	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	1	1	2	11	
Level 1 on statewide Math assessment	0	0	0	0	0	0	1	1	2	11	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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	0	0	0	13

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

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	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	1	1	2	4	
Level 1 on statewide Math assessment	0	0	0	0	0	0	1	1	2	4	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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	1	1	2	4

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

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*		35	50	4	40	51			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		39	38	0	36	38			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		63	64	0	33	40			
Social Studies Achievement*		56	66	0	40	48			
Middle School Acceleration					39	44			
Graduation Rate		85	89		60	61			
College and Career Acceleration		65	65		59	67			
ELP Progress		39	45						

** 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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	

2021-22 ESSA Federal Index	
Percent Tested	
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	1
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	4
Total Components for the Federal Index	4
Percent Tested	35
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				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

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	0	Yes	1	1
ELL				
AMI				
ASN				
BLK	0	Yes	1	1
HSP				
MUL				
PAC				
WHT				
FRL				

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												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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	4			0			0	0				
SWD	0											
ELL												
AMI												
ASN												
BLK	0											
HSP												
MUL												
PAC												
WHT												
FRL												

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												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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.

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.

The course failure in ELA increased in 7th grade from 0 to 1, and 8th grade from 0 to 2. Our middle school students are 1, 2 or more years behind their cohort group. They are not motivated to work on their assignments or perform well on their assessments, since they want to be in high school with their peers or close to graduating. Middle and high school students are in the same classroom, where the students are embarrassed to admit to being in middle school at an older age. The students are informed of the required state testing and always ask whether the test will place them in their "right" grade, when they realize that it is a progress monitoring assessment, they tend to rush through the test.

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

The data remains the same for last year and this year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Data shows the greatest gap at 0 to the state's 32. Our students have either dropped out of school, acted out in school, has been suspended or have chronic absenteeism, which resulted in the absence of building on math skills from elementary school to middle school. Our students struggle with learning and reciting the times table, and lack the skills to solve basic algebra problems.

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

We have more students who increased their scores on their state assessments either on the same level or increasing by a level or earning a proficiency level in ELA. Students who are close to or at grade level, are eager to earn a passing score on their assessments in order to meet graduation requirements.

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

Students do not see the benefit of completing their classroom assignments, assessments and performing well on the state assessments. Students are upset that they are behind their cohort group and does not want their peers to make fun of them by completing middle school assignments. Our students might have dropped out of school due to struggling with comprehending the content of the classes. They then display behavior problems in an attempt to mask their academic struggles. They believe that if the state assessments do not move them to another grade, there is not any benefit in putting forth effort when taking the test.

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

Review with the students their current academic standing, and explain their academic needs to meet the graduation requirements.

Continue to inform the students of the importance of participating in all state assessments.

Review the different graduation options that are available to all students.

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 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.

We are experiencing difficulty with recruiting certified teachers to join our team. Teachers who we work with on obtaining their certifications, usually leave to join a school district where they receive the benefits of retirement, salary increases as years of experience increase, less school days on the calendar, all holidays, early release days, teacher work days, and student loan forgiveness. The experienced teachers also join school districts after years of teaching school year round.

Measurable Outcome:

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

The program will recruit two teachers, by the end of this school year.

Monitoring:

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

The lead teacher will schedule interviews after reviewing the teacher applicants' resumes and transcripts.

Person responsible for monitoring outcome:

Rozelle Bradley (rozelle.bradley@youthopportunity.com)

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.)

Meet with HR to review the job vacancy descriptions and the sites where the job openings are listed.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By reviewing the job vacancy descriptions and the sites used for listings, we can work on identifying alternative sites that will draw teachers.

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.

Review all applications and resumes received from HR, and research alternative sites for job listings. Request information from HR on current staff members who have degrees in fields other than education, to determine whether they would consider becoming a certified teacher.

Person Responsible: Rozelle Bradley (rozelle.bradley@youthopportunity.com)

By When: End of the 23/24 SY.

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

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

Students' engagement is declining in the classroom due to students' notion that they will never graduate with the cohorts, students do not see the benefit of earning a high school diploma when they have to return to the same environment, and students who are convinced that they will "just" take and pass the GED before their release.

Measurable Outcome:

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

Increase the of the number of students who return to high school by 25%, in order to meet the graduation requirements and obtain their diplomas.

Monitoring:

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

Determine the number of students who returned to high school and compare the data to the previous' year's data.

Person responsible for monitoring outcome:

Rozelle Bradley (rozelle.bradley@youthopportunity.com)

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.)

Review the students' academic needs with the transition team members and make a recommendation for the next school placement in the community. Students' current school records will be forwarded to the receiving school district in advance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

School districts who are informed of students who are returning to their communities and have access to the most recent school records, will be able to make informed decisions on the best placement for the students.

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.

Review the students' 4-year graduation plan with them, to determine their diploma option and determine their course enrollment to meet graduation requirements.

An educational representative will participate in the transition, exit and community re-entry meeting to provide information to the JPO and school district representative on the student's current grade level, credits, GPA, special education and ELL status. This information will assist the receiving school district to determine the best educational placement for the returning student.

Initiate an Electronic Educational Exit Plan (EEEP) with the student's current educational information. The receiving school district representative will review the information and update the EEEP with a recommendation for the best school placement.

An educational representative will provide the students with an education portfolio that contains, a transcript, testing results, examples of job applications, a resume, certifications, and a transition plan. .

Person Responsible: Rozelle Bradley (rozelle.bradley@youthopportunity.com)

By When: End of the 2023-2024 School Year.

#3. Graduation specifically relating to Graduation**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.

The number of students earning their standard high school diploma or GED Diploma was identified as a crucial need, due to the number of students not passing their state assessments or all 4 of the GED assessments. Students who do not earn their high school or GED diplomas, are at an increased risk of dropping out of school.

Measurable Outcome:

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

The number of students earning their standard high school or GED diplomas will increase by 10%, by the end of the 2023-2024 School Year.

Monitoring:

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

Review the results of the progress monitoring assessment with the teachers to identify areas of improvement to address through intensive instruction and supplementary material.

Teachers will increase the use of technology in the classroom.

Teachers will increase the use of high interest supplemental material to address the areas that needs improvement.

Person responsible for monitoring outcome:

Rozelle Bradley (rozelle.bradley@youthopportunity.com)

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.)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The classroom teachers will address students' deficiencies through the use of Strategic Adolescent Reading Intervention (STARI) activities. The students will work with the teacher through the student booklets and can be used in small groups.

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 lead teacher will provide the classroom teachers with the student booklet, word cards and the teacher edition.

The materials will be reviewed and implementation strategies will be identified.

Person Responsible: Rozelle Bradley (rozelle.bradley@youthopportunity.com)

By When: End of the 2023-2024 School Year.

CSI, TSI and ATSI Resource Review

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

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 that will increase student engagement.

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 will be linked in parent newsletters, shared at the program's Family Days and Community Advisory meetings. Throughout the school year, the leadership team will provide updates on our progress and any changes we implemented to stakeholders during the quarterly Family Days and Community Advisory meetings.

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 school newsletters, teacher-parent interaction during the program's quarterly Family Days and Community Advisory Meetings. This will ensure that important information, updates, and achievements are shared promptly and widely. 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. The FEP will be available in the at the school, and linked in school newsletters.

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 program's Mental Health department to implement anti-bullying initiatives, conflict resolution programs, and mental health support services. We will 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 school integrates career and technical education (CTE) programs aligned with local industry needs: construction, hotel and hospitality, 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 students have access to the program's professional counseling services. Trained therapists are on hand to provide guidance, support, and interventions for students facing emotional, social, or psychological challenges. These therapists work with students individually and in groups to address issues such as stress, anxiety, bullying, and peer relationships. The program has mental health professionals on site and the school partners with a BCBA 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 provide services to 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 including the parents in monthly meetings, where the student's overall progress is discussed. 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 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 digital information technology, construction, and hotel and hospitality. 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 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.

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

Okeechobee County School Board is committed to organizing the existing educational system as a Multi-Tiered System of Supports (MTSS). MTSS provides the district and schools with a framework with strong evidence of success by which we are better able to meet the academic, social-emotional, and behavioral needs of EVERY student. MTSS consists of a process that uses high quality evidence-based instruction coupled with standards based curriculum, universal screening practices, and tiered intervention support to ensure that ALL students receive the appropriate level of engagement to be successful.

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).

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