# Okeechobee Achievement Academy School

2023-24

**Schoolwide Improvement Plan (SIP)**

# Table of Contents

# Okeechobee Achievement Academy

## 1000 NW 34TH ST, Okeechobee, FL 34972

### http://okeechobeeachievementacademy.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: <br><br> 1. Have an overall Federal Index below 41%; <br> 2. Have a graduation rate at or below 67%; <br> 3. Have a school grade of D or F; or <br> 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.**

Okeechobee Achievement Academy is committed to providing our students a positive, stimulating, and safe learning environment that promotes the development of individual responsibility, acceptable social skills, and academic growth. Upon entering their next step in education, students will be able to make appropriate decisions and experience success in completing their education.

**Provide the school's vision statement.**

Achieving begins with believing.

## 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 |
|---|---|---|
| Presley, Pamela | Graduation Coach | 1. Counsel students individually and/or in groups...<br>2. Advise and provide information to parents/guardians and teachers<br>3. Collect information for special reports from teachers, students and records.<br>4. Assist students filling out application forms for school, financial aid and jobs.<br>5. Write recommendations on behalf of students for colleges, technical schools,<br>scholarships, special awards and military service.<br>6. Prepare student transcripts for schools, employers, etc.<br>7. Send out applications, transcripts and recommendations to schools and agencies.<br>8. Serve on individualized education program (IEP) teams when deemed appropriate.<br>9. Coordinating and administering the testing program at the Junior/Senior High School. |
| Ash, Audie | Principal | Providing a safe place for students to learn and staff to work.<br>Ensuring that academic policies and curriculum are followed.<br>Developing and tracking benchmarks for measuring institutional success.<br>Helping teachers maximize their teaching potential.<br>Meeting and listening to concerns of students on a regular basis.<br>Encouraging, guiding and assisting student leaders and teachers.<br>Meeting with parents and administrators on a regular basis for problem resolution.<br>Enforcing discipline when necessary.<br>Providing an atmosphere free of any bias in which students can achieve their maximum potential. |
| Whiteside, Albert | Dean | Build positive relationships with students, staff, parents and community members.<br>Provide leadership of behavior management system and supervision of students.<br>Facilitate the resolution of conflict.<br>Plan, organize and manage time and resources.<br>Issue appropriate discipline and communicate with parents and guardians.<br>Active member of the safety team. |
| Szentmartoni, Joseph | Teacher, K-12 | Meeting with parents to discuss the goals and needs of students in their program<br>Coordinating with administration to create education plans for the students<br>Sitting in on the classes of other Teachers in an observational role<br>Using information from observations to help other teachers grow by noting ineffective areas and sharing alternative methods that are more successful<br>Assisting Teachers in the creation of lesson plans or in solving problems the Teacher is struggling to find a solution for<br>Tracking the academic performance of students for signs of progress |

**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.

OAA has a SAC team. This team meets monthly and discusses the SIP and the school's progress.

**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 OAA School Improvement Plan (SIP) is a living document. Our staff, students, and parents are continuously coming up with ideas to make our school a better place for our students. We have weekly staff meeting and monthly SAC meetings to engage the SIP and monitor our progress.

| 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) | Combination School PK-12 |
| **Primary Service Type** (per MSID File) | Alternative Education |
| **2022-23 Title I School Status** | Yes |
| **2022-23 Minority Rate** | 56% |
| **2022-23 Economically Disadvantaged (FRL) Rate** | 100% |
| **Charter School** | No |
| **RAISE School** | No |
| **ESSA Identification** *updated as of 3/11/2024 | CSI |
| **Eligible for Unified School Improvement Grant (UniSIG)** | Yes |
| **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)* Hispanic Students (HSP)* White Students (WHT)* Economically Disadvantaged Students (FRL)* |
| **School Grades History** *2022-23 school grades will serve as an informational baseline. | |
| **School Improvement Rating History** | 2021-22: MAINTAINING 2018-19: MAINTAINING 2017-18: UNSATISFACTORY |

| | 2016-17: MAINTAINING |
|---|---|
| **DJJ Accountability Rating History** | |

## Early Warning Systems

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

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

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

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

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 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 | 1 | 0 | 0 | 0 | 5 | 10 | 54 |
| One or more suspensions | 0 | 0 | 0 | 0 | 1 | 2 | 1 | 4 | 3 | 21 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 2 | 22 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 2 | 17 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 1 | 2 | 1 | 2 | 5 | 20 | 87 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 1 | 2 | 1 | 2 | 6 | 22 | 94 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 1 | 2 | 1 | 2 | 5 | 10 | 59 |

**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 | 2 | 1 | 2 | 5 | 10 | 73 |

**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 | 3 | 13 | 44 | 111 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 6 | 18 |

**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 | 1 | 0 | 0 | 0 | 5 | 10 | 16 |
| One or more suspensions | 0 | 0 | 0 | 0 | 1 | 2 | 1 | 4 | 3 | 11 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 2 | 5 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 2 | 5 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 1 | 2 | 1 | 2 | 5 | 20 | 31 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 1 | 2 | 1 | 2 | 6 | 22 | 34 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 1 | 2 | 1 | 2 | 5 | 10 | 21 |

**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 | 2 | 1 | 2 | 5 | 10 | 20 |

**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 | 3 | 13 | 44 | 60 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 6 | 8 |

## 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* | 7 | 21 | 53 | 4 | 36 | 55 | 18 | | |
| ELA Learning Gains | | | | 19 | | | 31 | | |
| ELA Lowest 25th Percentile | | | | | | | | | |
| Math Achievement* | 2 | 14 | 55 | 1 | 21 | 42 | 5 | | |
| Math Learning Gains | | | | 17 | | | 6 | | |
| Math Lowest 25th Percentile | | | | | | | | | |
| Science Achievement* | 16 | 19 | 52 | 2 | 17 | 54 | 10 | | |
| Social Studies Achievement* | 0 | 26 | 68 | 2 | 30 | 59 | | | |
| Middle School Acceleration | | | 70 | | 26 | 51 | | | |
| Graduation Rate | 0 | 19 | 74 | | 29 | 50 | 8 | | |
| College and Career Acceleration | | | 53 | | 29 | 70 | | | |
| ELP Progress | | | 55 | | | 70 | | | |

*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) | CSI |
| OVERALL Federal Index – All Students | 5 |
| OVERALL Federal Index Below 41% - All Students | Yes |
| Total Number of Subgroups Missing the Target | 4 |
| Total Points Earned for the Federal Index | 25 |
| Total Components for the Federal Index | 5 |
| Percent Tested | 78 |
| Graduation Rate | 0 |

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | CSI |
| OVERALL Federal Index – All Students | 8 |
| OVERALL Federal Index Below 41% - All Students | Yes |
| Total Number of Subgroups Missing the Target | 4 |
| Total Points Earned for the Federal Index | 45 |
| Total Components for the Federal Index | 6 |
| Percent Tested | 79 |
| 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 | 6 | Yes | 4 | 4 |
| ELL | | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | | | | |
| HSP | 2 | Yes | 3 | 3 |
| MUL | | | | |
| PAC | | | | |
| WHT | 6 | Yes | 4 | 4 |

| 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%** |
| FRL | 3 | Yes | 4 | 4 |

| 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 | 8 | Yes | 3 | 3 |
| ELL | | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | | | | |
| HSP | 2 | Yes | 2 | 2 |
| MUL | | | | |
| PAC | | | | |
| WHT | 11 | Yes | 3 | 3 |
| FRL | 7 | Yes | 3 | 3 |

## 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 | 7 | | | 2 | | | 16 | 0 | | 0 | | |
| SWD | 11 | | | 0 | | | | | | | 2 | |
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | | | | | | | | | |
| HSP | 6 | | | 0 | | | | | | | 3 | |
| MUL | | | | | | | | | | | | |

| 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 |
| PAC | | | | | | | | | | | | |
| WHT | 12 | | | 6 | | | | | | | 3 | |
| FRL | 8 | | | 3 | | | 6 | 0 | | | 5 | |

| 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 | 19 | | 1 | 17 | | 2 | 2 | | | | |
| SWD | 0 | 24 | | 0 | 22 | | 0 | 0 | | | | |
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | | | | | | | | | |
| HSP | 6 | | | 0 | | | 0 | 0 | | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 5 | 30 | | 5 | 10 | | 7 | 8 | | | | |
| FRL | 5 | 14 | | 3 | 11 | | 4 | 4 | | | | |

| 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 | 18 | 31 | | 5 | 6 | | 10 | | | 8 | | |
| SWD | 7 | 27 | | 6 | 0 | | | | | | | |
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | | | | | | | | | |
| HSP | | | | | | | | | | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 30 | | | 7 | 8 | | | | | | | |
| FRL | 17 | 20 | | 0 | 0 | | | | | | | |

**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 | 11% | 33% | -22% | 50% | -39% |
| 05 | 2023 - Spring | * | 43% | * | 54% | * |
| 07 | 2023 - Spring | 14% | 34% | -20% | 47% | -33% |
| 08 | 2023 - Spring | 9% | 33% | -24% | 47% | -38% |
| 09 | 2023 - Spring | 0% | 35% | -35% | 48% | -48% |
| 04 | 2023 - Spring | * | 57% | * | 58% | * |
| 06 | 2023 - Spring | 4% | 35% | -31% | 47% | -43% |
| 03 | 2023 - Spring | * | 41% | * | 50% | * |

| MATH | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2023 - Spring | 0% | 38% | -38% | 54% | -54% |
| 07 | 2023 - Spring | 23% | 53% | -30% | 48% | -25% |
| 03 | 2023 - Spring | * | 52% | * | 59% | * |
| 04 | 2023 - Spring | * | 56% | * | 61% | * |
| 08 | 2023 - Spring | 0% | 35% | -35% | 55% | -55% |
| 05 | 2023 - Spring | * | 42% | * | 55% | * |

| SCIENCE | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2023 - Spring | * | 33% | * | 44% | * |
| 05 | 2023 - Spring | * | 42% | * | 51% | * |

| ALGEBRA | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 6% | 37% | -31% | 50% | -44% |

| GEOMETRY | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 4% | 42% | -38% | 48% | -44% |

| BIOLOGY | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 11% | 57% | -46% | 63% | -52% |

| CIVICS | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 14% | 50% | -36% | 66% | -52% |

| HISTORY | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 7% | 50% | -43% | 63% | -56% |

## 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.**

Our 8th graders had 0% proficiency in Math and Science. Additionally, our 9th graders had 0% proficiency in ELA.
Contributing factors include:
1. Frequent suspensions and absences resulted in inconsistent schooling. Students missed important lessons and fell behind in their coursework.
2. Many of our students habitually face disciplinary issues and become discouraged or disengaged from school. Therefore, a lack of motivation leads to apathy toward academic tasks, including test preparation and performance.
3. 100% of these students historically tested under proficiency. This can impact their belief in their own abilities and reduce their confidence in their test-taking skills.

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

Our 9th grade ELA proficiency rate decreased by 15% from the previous year.
Contributing factors:

1. This year our ELA teachers were experienced teachers, but this was their first year teaching ELA.
2. Although we hired an instructional coach, her background is exclusively in math. Therefore, the instructional support for ELA teachers is a work in progress.

**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.**

Our 8th grade math proficiency rate of 0% was 55% lower than the state's average proficiency rate. Contributing factors include:
1. Frequent suspensions and absences resulted in inconsistent schooling. Students missed important lessons and fell behind in their coursework.
2. Many of our students habitually face disciplinary issues and become discouraged or disengaged from school. Therefore, a lack of motivation leads to apathy toward academic tasks, including test preparation and performance.
3. 100% of these students historically tested under proficiency. This can impact their belief in their own abilities and reduce their confidence in their test-taking skills.

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

Our 7th grade math proficiency increased from 7% to 23%.
Contributing factors:
1. We retained our previous math teachers from the prior year. This enabled us to maintain continuity in instructional practice and collaboration.
2. Our new instructional coach, has a background in math. Therefore, she was able to provide extensive support to our math teachers and assist them in improving their instructional delivery and classroom management skills.

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

Behavioral issues lead to habitual absences which only increase the achievement gaps and provide limited opportunities for interventions to be implemented with fidelity. Additionally, All grade levels with the exception of our acceleration programs have low level of student engagement.
Reading continues to be the area of greatest need for OAA. Many of our students have significant achievement gaps in the area of ELA and reading. These achievement gaps not only present a difficult challenge for students to improve their reading ability, but also manifest additional challenges in all subjects.

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

1. Professional development for teachers that is focused on effective lesson planning and increasing reading skills.
2. Increase student engagement with the classroom instruction by incorporating more hands on learning activities and or cooperative structures.
3. Incorporate more small group instruction prescribed by data chats.

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

## #1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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

Our 23-24 focus will be to increase our student's reading proficiency. Reading proficiency is critical for all subject areas. Proficient readers can connect ideas across different subjects. This interdisciplinary thinking is valuable for solving complex problems that often require knowledge from multiple fields. additionally, proficient readers are usually effective communicators. Effective communication is vital in all subjects, as students need to express their ideas clearly, whether in essays, reports, or class discussions.

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

On the Spring ELA (BEST) EOC 20% of our students will score at proficiency or higher. Last year 6% of our students scored at proficiency or higher.

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

1. Provide professional development for all instructional staff in the literacy first program
2. Progress monitoring tools (state and district)
3. Branching Minds implementation for setting academic goals and monitoring progress
4. EOC and BEST scores (PM1 and PM2) reviews and data chats

**Person responsible for monitoring outcome:**

Audie Ash (audie.ash@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.)

Literacy First is a comprehensive, researched-based process that accelerates student learning and achievement from pre-school to 12th grade. In using the Literacy First approach teachers are better able to meet student needs through concentrated and direct reading instruction. Instruction is assessment driven and directed according to individual student needs. In turn, students find more success and assurance in reading that carries across the curriculum. Nationally normed assessments have proven that the use of the Literacy First Process closes the reading gap for all tested subgroups.
Standards based small group instruction within a blended classroom of direct and computer-based instruction.

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

Our school's student population is 85% ESE and 80% of our students score either a level 1 or level 2 on the state's ELA tests. This demonstrates a need to improve the reading ability of our students.
Our classroom periods include a variety of grade levels and large differences in student achievement levels. Therefore, it is often impossible to address the academic needs of each student as a whole group instructor. So, providing small group standards based instruction is necessary to meet our individual student needs.

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

Tier 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.

Monitoring the fidelity and effectiveness of small group instruction and literacy first strategies.

**Person Responsible:** Audie Ash (audie.ash@okee.k12.fl.us)

**By When:** Monthly

Provide literacy first professional development for all instructional staff.

**Person Responsible:** Audie Ash (audie.ash@okee.k12.fl.us)

**By When:** Sept 15 tentatively

Establish a PLC in which teachers can collaborate and share best practices.

**Person Responsible:** Audie Ash (audie.ash@okee.k12.fl.us)

**By When:** Aug. 31

Monitor the impact of literacy first implementation and training.

**Person Responsible:** Audie Ash (audie.ash@okee.k12.fl.us)

**By When:** Item on the Weekly walkthrough instrument.

| #2. 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.

The 23-24 school started with OAA having 3 vacant teaching positions and 3 vacant paraprofessional vacancies.

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

OAA will fill all vacancies by Jan. 8 2024 and will have less than 2 vacancies to fill during the summer of 2024.

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

OAA's administration will monitor the vacancies weekly and the job posting boards daily.

**Person responsible for monitoring outcome:**

Audie Ash (audie.ash@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.)

Book studies provide components of effective professional development and principles of adult learning. Participants have reported that the book study groups provided professional development that met their needs in more powerful ways than traditional professional development.

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

"The Energy Bus" written by Jon Gordon was selected because it tells may a light-hearted story, but is full of good advice, backed-up by scientific research. Positivity is a major topic at the moment, with a raft of recent scientific research pointing to the vast work/life benefits of being positive. The Energy Bus – one of the latest books in this tradition – itself refers to recent research carried out by the Heart Math Institute assessing the ways in which our energy states are unconsciously "broadcast" to each other, as well as to Daniel Goleman's work Emotional Intelligence , which explains why emotional intelligence can matter more than IQ.

**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.

Purchase "Energy Bus" books for all staff member

**Person Responsible:** Audie Ash (audie.ash@okee.k12.fl.us)

**By When:** Book will be distributed on Aug. 2, 2023

Plan teambuilding activities designed around our "Energy Bus" book study.

**Person Responsible:** Audie Ash (audie.ash@okee.k12.fl.us)

**By When:** We will plan an event each 9 weeks.

The PLC book study will meet each week to discuss and encourage each other.

**Person Responsible:** Audie Ash (audie.ash@okee.k12.fl.us)

**By When:** Weekly

| #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.

Our district's graduation rate is below the state's average of 90%

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

100% of students participating in OAA's academic acceleration programs will graduate with their graduating cohort or before.

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

We will implement a graduation coach model through our guidance position and instructional coach.

**Person responsible for monitoring outcome:**

Pamela Presley (pamela.presley@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.)

Graduation coaching will ensure that all identified students receive the resources and services needed to guide them toward graduation.

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

A Stanford University School of Education study being released today suggests that undergraduates who receive executive-style "coaching" — including guidance on setting goals and time management — are more likely to remain in college and graduate. The researchers calculated a 10-percent to 15-percent increase in retention rates among those who had received coaching and mentoring. v

**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.

Create a graduation plan that can track progress and follow students from grade to grade to ensure consistent support.

**Person Responsible:** Audie Ash (audie.ash@okee.k12.fl.us)

**By When:** Sept. 11

Schedule graduation audit meetings with every senior after every grading period.

**Person Responsible:** Pamela Presley (pamela.presley@okee.k12.fl.us)

**By When:** Every 9-weeks

Work with students to develop individualized plans to meet academic and post-secondary goals.

**Person Responsible:** Pamela Presley (pamela.presley@okee.k12.fl.us)

**By When:** Sept. 11

## 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 district's team and I began by conducting a comprehensive assessment of the school's needs. We took into account our student demographics, academic performance, infrastructure, and the specific challenges our alternative school faces. Then we involved our key stakeholders in the process, such as teachers, administrators, parents, and community members. Additionally, we prioritized the SIP goals based on their potential impact on student outcomes and the urgency of addressing certain issues.

We will implement a system for monitoring the use of allocated resources. OAA will report on how funds are being utilized and the impact on student outcomes. Periodically, we will review and reassess the allocation of resources and the impact on student achievement.

## 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: http://oaa.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 and linked in school newsletters. The school website is: http://oaa.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. Our teachers will participate in all applicable district and school level professional learning opportunities.

**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; since the school receives students from the high school, we continue to offer opportunities like earning certifications in Forklift Operation using our Forklift Simulator and software. 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 Forklift Operation certification through the use of a Forklift Simulator and software. 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 works with the local high school to support our students who 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. The school engages parents and guardians in the postsecondary preparation process. Throughout the year, the school holds parent data conferences that help families understand the options available to their children and the steps they can take to support their education and career goals.

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

Okeechobee County School Board is committed to organizing the existing educational system as a Multi-Tiered System of Supports (MTSS). MTSS provides the district and schools with a framework with strong evidence of success by which we are better able to meet the academic, social-emotional, and behavioral needs of EVERY student. MTSS consists of a process that uses high quality evidence-based instruction coupled with standards based curriculum, universal screening practices, and tiered intervention support to ensure that ALL students receive the appropriate level of engagement to be successful. We have partnered with Branching Minds as our primary tool for understanding why students are struggling, finding interventions that match student needs, and monitoring progress effectively and collaboratively. Universal screening of all students occurs two to three times per year (e.g., beginning, middle, and near the end of the school year) within both the academic and behavior/mental health domains. The data obtained from these universal screenings must identify which students are proficient in the target skill,

which students are developing the skill, and which are deficient in the skill. The data are then utilized to make decisions about how to create instructional change so that all students reach proficiency and determine which students need more intensive interventions. The School Leadership Team (SLT) is a school-based, problem-solving team; it is the engine that drives the MTSS system. The SLT meets three to six times a year, typically after academic and behavior/mental health universal screening data is available. The goal of SLT meetings is to understand the school-wide health and wellness around MTSS. The School Leadership Team is reviewing school level data (assessment scores, tier demographic distributions, tier movement, referral rates, etc.) to answer the question "Is this a healthy school?" by looking at improvement in student outcome measures since the last meeting and to understand if progress is positive, neutral (may make adjustments to Tier 1), or negative (evaluate the institution). The Instructional Services Department will monitor the MTSS process to ensure that all components of the model are followed at each school site by completing administrative data chats three times a year. The School Problem-Solving Team (SPS Team) is responsible for the individualized deep dive problem solving for students not making sufficient progress as referred by the PLC/ Grade/Content Team (e.g., initiating Tier 3 intervention or stagnating Tier 3 students). The SPS Team duties include: making decisions about accepting referrals for most intensive supports at Tier 3; holding problem-solving meetings (that include parents) for individual students; monitoring the progress data of students with Tier 3 supports and re-implementing the problem-solving process as needed; and referring students for comprehensive special education evaluations when data indicate it is warranted. The resource specialist services as the facilitator. The site administrator designates the additional composition of the standing members of the SPS Team.

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

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

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

We do not have any early childhood programs at our school.

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

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

| 1 | III.B. | Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups | | | | $71,250.00 |
|---|--------|--------------|-----------------|-----|-----|------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | 6400 | 730 | 0113 - Okeechobee Achievement Academy | UniSIG | | $20,000.00 |
| | | | Notes: Professional development activities to support instructional staff to increase learning outcomes for ESSA subgroups. Professional development to include but not limited to Kagan, AVID, Science of Reading, BEST ELA and/or BEST Math Kagan training up to $3,000 per day for 5 days =$15,000.00 AVID Summer Institute @ $950.00 per person for up to 10 staff $9,500.00 Science of Reading, Core Instructional Model, Academic Vocabulary, Reading Interventions via Literacy First up to $4,500.00 FDOE BEST ELA/Math training up to $3,000.00 per day | | | |
| | 6400 | 510 | 0113 - Okeechobee Achievement Academy | UniSIG | | $5,000.00 |
| | | | Notes: Supplies to support professional development. The district will purchase supplies to support the programmatic activities. Items to purchase include but are not limited to paper (copy, chart, butcher, certificate, graphing, poster paper, card stock, note cards, notebook, color) notepads, post-it notes, file folders, two pocket folders, binders, pencils, pens, colored pencils, crayons, charcoal pencils, dry erase markers, whiteboards, erasers, microfiber towels, staples, paperclips, clips, staplers, 4-function calculators, tape, tape dispensers, scissors, ink, toner, hand sanitizer, masks, highlighters, permanent markers, rulers, protractors, yardsticks, laminating sheets, sanitizing wipes, pencil sharpeners, storage bins, plastic crates and totes, labels, label makers, glue, envelopes, batteries, whiteout, tabs, rubber bands, staple removers, organizing trays, storage totes, tab divider, clips, sticky tack, fingertip moistener, USBs, command hooks, command tape, wall adhesive, computer screen cleaners, poster holders, small carts, earbuds, earbuds with mics, mice, paint brushes, paint globes, (plastic and latex) string, yarn, and stickers. | | | |
| | 6400 | 390 | 0113 - Okeechobee Achievement Academy | UniSIG | | $22,500.00 |
| | | | Notes: Other Purchased Services: Professional development from Catapult Learning, Literacy First 10 coaching days @ 2,250.00 per day | | | |
| | 6400 | 390 | 0113 - Okeechobee Achievement Academy | UniSIG | | $11,250.00 |
| | | | Notes: Other Purchased Services: Professional development from Catapult Learning, Literacy First--The Science of Reading @ $2,250 per day for 5 days | | | |
| | 6400 | 330 | 0113 - Okeechobee Achievement Academy | UniSIG | | $3,944.60 |
| | | | Notes: Travel to support professional development activities: Kagan, AVID, BEST Standards, and the Science of Reading Travel for 5 staff members: hotel @ $250.00 x 3 nights = $ 3,750.00; miles $194.6 (The balance of travel will be paid from another source.) | | | |
| | 6400 | 120 | 0113 - Okeechobee Achievement Academy | UniSIG | | $7,000.00 |
| | | | Notes: Salaries for classroom teachers to be trained extended day or extended year. | | | |

| | | 6400 | 210 | 0113 - Okeechobee Achievement Academy | UniSIG | | $949.90 |
|---|---|---|---|---|---|---|---|
| | | | | *Notes: Retirement @ 13.57%* | | | |
| | | 6400 | 220 | 0113 - Okeechobee Achievement Academy | UniSIG | | $535.50 |
| | | | | *Notes: Social Security 7.65%* | | | |
| | | 6400 | 240 | 0113 - Okeechobee Achievement Academy | UniSIG | | $70.00 |
| | | | | *Notes: Worker's Compensation @ 1%* | | | |
| 2 | III.B. | **Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment** | | | | | **$0.00** |
| 3 | III.B. | **Area of Focus: Graduation: Graduation** | | | | | **$0.00** |
| | | | | | | **Total:** | **$71,250.00** |

## Budget Approval

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

No