

Okeechobee County School District

Okeechobee High School



2022-23 Schoolwide Improvement Plan

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Okeechobee High School

2800 US HIGHWAY 441 N, Okeechobee, FL 34972

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

Demographics

Principal: Lauren Myers

Start Date for this Principal: 7/7/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	95%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students Native American Students* White Students Economically Disadvantaged Students
School Grades History	2021-22: C (50%) 2020-21: (48%) 2018-19: C (49%) 2017-18: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Kati Pearson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Okeechobee County School Board on 10/11/2022.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Encourage Perseverance
Foster Respect
Expect Integrity
Demonstrate Dependability
Instill Ethics

to create a global community of life-long learners,

Provide the school's vision statement.

"The Brahman Way"

As Brahmans, we will:

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

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

School Leadership Team

Membership

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.:

Name	Position Title	Job Duties and Responsibilities
Myers, Lauren	Principal	
Hurst, Nicole	Assistant Principal	
Stuart, Brent	Assistant Principal	
Goggans, Vicki	Principal	
Shirley, Alyson	Assistant Principal	
Coleman, Michelle	Graduation Coach	
Kidd, Ashley	Guidance Counselor	
Tedders , Dana	Guidance Counselor	
Wagner, Sandy	Guidance Counselor	
Tabbert, Melanie	Teacher, Career/Technical	
Sherlock, Jean	Instructional Media	
Thomas, Dan	Dean	
Heineman, Carrie	Staffing Specialist	
Fairchild, Kendra	Other	Fine Arts Dept. Head
Kruger, Cindy	Other	ESE Dept. Head
Matchett, Eddie	Other	History ESE Dept. Head
Reister, Wendy	Other	Science Dept. Head
Ingram, Bobbie	Other	Electives Dept. Head
Jones, Todd	Other	Math Dept. Head
Ungerott, Morgan	Other	ELA Dept. Head
Box, Beth	Instructional Technology	
Jones, Todd		

Demographic Information

Principal start date

Sunday 7/7/2019, Lauren Myers

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

Total number of teacher positions allocated to the school

105

Total number of students enrolled at the school

1,694

Identify the number of instructional staff who left the school during the 2021-22 school year.

21

Identify the number of instructional staff who joined the school during the 2022-23 school year.

16

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	8	493	383	305	1189
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	124	100	90	118	432
One or more suspensions	0	0	0	0	0	0	0	0	0	162	92	59	61	374
Course failure in ELA	0	0	0	0	0	0	0	0	0	126	152	100	62	440
Course failure in Math	0	0	0	0	0	0	0	0	0	108	160	98	48	414
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	154	138	0	0	292
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	211	138	81	12	442
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	198	143	141	93	575

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	35	14	10	59
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Friday 9/23/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	40%			44%			44%	44%	56%
ELA Learning Gains	45%			48%			44%	44%	51%
ELA Lowest 25th Percentile	33%			44%			35%	35%	42%
Math Achievement	32%			30%			38%	38%	51%
Math Learning Gains	40%			25%			29%	29%	48%
Math Lowest 25th Percentile	37%			24%			28%	28%	45%
Science Achievement	59%			66%			67%	67%	68%
Social Studies Achievement	56%			49%			59%	59%	73%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	66%	64%	2%	67%	-1%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	59%	57%	2%	70%	-11%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	34%	52%	-18%	61%	-27%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	42%	47%	-5%	57%	-15%

Subgroup Data Review

2022 SCHOOL GRADE 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
SWD	18	35	29	15	32	30	31	26		89	31
ELL	17	42	39	17	54	72	32	19		85	47
BLK	25	38	47	24	33	20	54	33		97	36
HSP	38	46	34	31	39	42	52	55		90	61
MUL	40	44		24	45		46	33		93	57
AMI	29	38		15							
WHT	44	44	30	37	42	36	68	61		94	69
FRL	36	44	37	30	41	41	58	48		92	59
2021 SCHOOL GRADE 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
SWD	21	38	33	15	24	21	33	26		86	26
ELL	14	33	48	21	28	20	50	48		81	57
BLK	16	39	44	10	24	21	41	30		91	38

2021 SCHOOL GRADE 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
HSP	41	47	40	30	25	25	67	50		88	64
MUL	20	27		6	12					80	67
AMI	41	59		33	20					93	62
WHT	50	50	47	37	28	28	71	51		87	64
FRL	35	39	39	27	25	22	61	43		85	56
2019 SCHOOL GRADE 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 2017-18	C & C Accel 2017-18
SWD	15	33	33	21	21	26	24	31		73	34
ELL	28	42	38	29	28	40	60	47		71	83
BLK	24	27	16	22	21	21	70	43		69	52
HSP	40	43	33	36	27	27	60	53		80	67
MUL	38	48		54	36			73		82	
AMI								55		67	70
WHT	51	47	41	43	32	29	73	67		82	68
FRL	39	41	33	35	28	27	66	52		77	64

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	554
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	44

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	48
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	21
Native American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Native American Students Subgroup Below 32%	1
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Across the board there were increases in Math, in BQ, LG, and Achievement. Across the board there were drops in ELA, BQ, LG, and Achievement. The subgroup data for SWD mirrored this trend. The subgroup for AMI showed a significant decrease in each of the ELA and Math categories.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Last year we focused almost all of our efforts in supporting Math through new progress monitoring tools and resources that provided grade level practice. This year we will need to mirror those same efforts for ELA. I am somewhat excited about having a relevant progress monitoring tool for our 10th graders. After our first PM BEST assessment, OHS is matching the state in the % of students earning a 3. We are 10% higher than the state average for students scoring a 1 or a 2.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Many students last year were transitioning between schools (virtual vs. in-person). There was a consensus for the lack of effort and the apathy toward grades and achievement. Every ELA classroom was maxed out on class size and several teachers were carrying 7 periods a day (no planning time). There were several new teachers placed in Intensive Reading at OFC and OHS.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math learning gains showed the most improvement, jumping from 25% to 40%. BQ Math also jumped 13% to 37%. US History also showed gains by growing 7%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We focused our yearlong efforts on providing depth of standard practice in Geometry with questions that are similar to the FSA format We implemented regular use of USATest Prep and also used it for standards based progress monitoring throughout the year.

What strategies will need to be implemented in order to accelerate learning?

identification and additional supports for students in ELA , Geometry, and Algebra 1. Tier 2 and 3 students in ELA will have a separate period dedicated to reading instruction. These students will receive prescriptive practice on skills to help their personal achievement level. At 9th grade 99 students identified

as Tier 3 in math will take Alg 1-A and will not take the Alg 1 EOC until their 10th grade year. All Algebra 1 students in 9th grade will have a new Math curriculum Algebra 1 supports incorporated into daily instruction to support unfinished learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

AVID strategies will be taught throughout the year using a strategy of the month approach at 9th grade. Teachers will also have data chats with the instructional coach (9th) or admin (10th) to review BEST PM data and areas of weakness for students. Teachers will be given the opportunity to participate in specific trainings: USATestPrep, now progress learning, khan academy, and Read180.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Teachers will continue to work on the new curriculum maps, making adjustments and recommendations for the next year.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale: Increase ELA Achievement, ELA Learning Gains, and Bottom Quartile scores: Though we met or exceeded the state average on Learning Gains and BQ, we were still well off of the state average for ELA Achievement.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: Meet or exceed the state average for Learning Gains and BQ Increase 5% in ELA Achievement (to 50%).
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring: BEST PM data and Read 180 data for Tier 3 students.
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome: Lauren Myers (myersl@okee.k12.fl.us)

Evidence-based Strategy: HMH: Read180
 Saavas "My Perspectives" ELA curriculum
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Progress Monitoring, standards based instruction, individualized instruction (Read180)
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administer the FAST PM assessments 3 times per year to all 9th - 10th grade students.

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

Equip teachers with the data (per student) to use to help inform instruction in ELA and Intensive Reading so that students have targeted focuses.

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

Update data spreadsheet so that every teacher has an accurate reflection of student progress in ELA (and Math) including last year's FSA score compared to PM 1 & 2.

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

Conduct monthly data chats within mentoring groups (2nd hour teacher) and ELA & Reading classes to talk about progress made between FAST PM1 and PM 2 assessments.

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

Title IA funds allocated for this area of focus include:

- Salaries for paraprofessionals, migrant advocate, instructional coach, substitutes, technology specialist
- Tech related rentals for Edmentum Study Island Core Library, USA Test Prep, Vocabulary.com, SAS
- Good Barber app
- Periodicals from Scholastic
- Supplies and other consumable materials to support instruction: paper, pens, post-it notes, highlighters, markers, and guided reading books
- Instructional Technology: computer hardware and supplies
- Library Books

Supplies and other consumable materials necessary to support core academic after-school tutorial.

Examples: paper, pens, pencils, highlighters, post-it notes, markers, foam board, dry erase boards, chart

paper.

Supplies and other consumable materials necessary to support family engagement events. Examples: folders, paper, pens, highlighters, post-it notes, markers, foam board, dry erase boards, chart paper, and items for make-and-take academic practice

Registration and travel for teachers to attend AVID Summer Institute to implement AVID to help all students become college and career ready.

Person Responsible

Lauren Myers (myersl@okee.k12.fl.us)

#2. ESSA Subgroup specifically relating to American Indian

Area of Focus Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Current Achievement level is 21% which falls below the minimum of 41%

Measurable Outcome:

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

Improve to 42%, this is a large gain for one year, but historically this subgroup has been at or above 41%

Monitoring:

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

Monitoring subgroup data of 10th grade (will impact ELA, Biology, Algebra, and Geometry). This will be completed through Progress Learning (USA TestPrep), BEST PM, and Read180.

Person responsible for monitoring outcome:

Lauren Myers (myersl@okee.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Progress monitoring, Data chats
Goal setting/Mentoring

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

It is important for students to see their personal data and to see their growth/decline throughout the year in comparison to peers (grade level data).

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.

Begin Schoolwide mentoring program for all students through homeroom (2nd period) where students meet at least monthly to discuss goals, progress, academics, and to identify barriers in an effort to connect a variety of supports.

Person Responsible

Lauren Myers (myersl@okee.k12.fl.us)

Provide all teachers with a spreadsheet containing progress monitoring data for all 9th and 10th grade students. This spreadsheet also contains a column that allows teachers and administration to sort progress monitoring by ethnicity subgroups.

Person Responsible

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

Title IA funds allocated for this area of focus include:

- Salaries for paraprofessionals, migrant advocate, instructional coach, substitutes, technology specialist
- Tech related rentals for Edmentum Study Island Core Library, iXL, USA Test Prep, SAS Good Barber app
- Supplies and other consumable materials to support classroom instruction: paper, pens, post-it notes, highlighters, markers, math manipulatives, lab materials for science, guided reading books
- Instructional Technology: computer hardware and supplies
- Library Books for Battle of the Books
- Supplies and other consumable materials necessary to support family engagement events. Examples: folders, paper, pens, highlighters, post-it notes, markers, foam board, dry erase boards, chart paper, and items for make-and-take academic practice
- Registration and travel for teachers to attend AVID Summer Institute to implement AVID to help all

students become college and career ready.

Registration and travel for teachers to attend NGSS Professional development by the Bureau of Education and Research

Person Responsible

Lauren Myers (myersl@okee.k12.fl.us)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Currently performing at 34%, below the 41% minimum

Measurable Outcome:

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

Increase 5% to 39% achievement level

Monitoring:

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

This area of focus will be monitored through the Learning Strategies classroom for those students who currently hold below a 2.5 GPA. The other students will be monitored through their ESE Inclusion teacher and tracking efforts.

Person responsible for monitoring outcome:

Lauren Myers (myersl@okee.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

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

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Identify SWD who have under a 2.5 GPA and use that list to build the master schedule to include 6 classes of Learning Strategies.

Person Responsible

Lauren Myers (myersl@okee.k12.fl.us)

Monitor student progress by tracking grades (weekly) and GPAs (semester).

Person Responsible

Cindy Kruger (krugerc@okee.k12.fl.us)

Monitor FAST PM data through ELA and Intensive Reading courses (where applicable) and grades and district progress monitoring assessments in Math. Inclusion teachers and the Learning strategies teacher will conference with the students regularly to discuss current status and strategies for improvement.

Person Responsible

Carrie Heineman (carrie.heineman@okee.k12.fl.us)

Title IA funds allocated for this area of focus include:

- Salaries for paraprofessionals, migrant advocate, instructional coach, substitutes, technology specialist
- Tech related rentals for Edmentum Study Island Core Library, iXL, USA Test Prep, SAS Good Barber app
- Supplies and other consumable materials to support classroom instruction: paper, pens, post-it notes, highlighters, markers, math manipulatives, lab materials for science, guided reading books
- Instructional Technology: computer hardware and supplies
- Library Books for Battle of the Books

Supplies and other consumable materials necessary to support family engagement events. Examples: folders, paper, pens, highlighters, post-it notes, markers, foam board, dry erase boards, chart paper, and items for make-and-take academic practice

Registration and travel for teachers to attend AVID Summer Institute to implement AVID to help all students become college and career ready.

Registration and travel for teachers to attend NGSS Professional development by the Bureau of Education and Research

Person Responsible

Lauren Myers (myersl@okee.k12.fl.us)

#4. Instructional Practice specifically relating to Math

**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed. The Algebra 1 End of Course passing rate for 2022 was 18%, which is 12 points below the state average of 30%. Learning gains of our bottom quartile students sit at 30%, with overall learning gains at 24%.

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

Increase the percentage of students passing the Algebra 1 EOC by 5 percentage points, to 23% passing rate.

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

Monitoring of student unit test scores, overall 9 weeks grades, and first semester exam scores.

**Person
responsible for
monitoring
outcome:**

Vicki Goggans (goggansv@okee.k12.fl.us)

**Evidence-based
Strategy:
Describe the
evidence-based
strategy being
implemented for
this Area of
Focus.**

Students who scored Level 1 on the 8th grade math FSA have been scheduled into Algebra 1a this year and will take Algebra 1 as sophomores, adding additional time and exposure to content for these students while focusing in Algebra 1 classes on students who were Level 2 and above in 8th Grade Pre Algebra and have demonstrated a readiness level for Algebra 1. Students in Algebra 1 and 1a will use Math Nation Algebra 1 materials, which are written specifically to match Florida B.E.S.T for Algebra 1.

**Rationale for
Evidence-based
Strategy:
Explain the
rationale for
selecting this
specific strategy.
Describe the
resources/criteria
used for selecting
this strategy.**

By scheduling students who did not perform well in 8th grade Pre-algebra into Algebra 1a, our goal is to increase their readiness for taking Algebra in 9th grade by teaching the first half of an Algebra course while simultaneously working to fill in knowledge gaps. We have scheduled these students with a highly effective teacher with class sizes no larger than 20 to allow for small group instruction as needed and ESE inclusion support in multiple periods.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Monitor unit test scores for Algebra 1a

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

2. Meet with Algebra/Algebra 1 teachers to review data and alignment with curriculum map at end of quarter /semester.

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

#5. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Increase ELA Achievement, ELA Learning Gains, and Bottom Quartile scores: Though we met or exceeded the state average on Learning Gains and BQ, we were still well off of the state average for ELA Achievement. 9th Grade ELA scores were at 40% proficient, which is 11 points below the state average. Bottom

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: Meet or exceed the state average for Learning Gains and BQ Increase 5% in ELA Achievement to at least 45% proficient.

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

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

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

Person responsible for monitoring outcome: Alyson Shirley (alyson.shirley@okee.k12.fl.us)

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

Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Progress Monitoring, standards based instruction, individualized instruction (Read180), rigorous supplemental materials (Pre-AP curriculum)

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administer the FAST PM assessments 3 times per year

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

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

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

Our instructional coach will meet each week for collaborative planning with ELA and Intensive Reading teachers. The instructional coach and ELA and Reading teachers will meet with each quarter with Mrs. Shirley to monitor curriculum map progress and review data.

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

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Communication: Daily announcements combine with Admin from OFC. One message from one school shared on two campuses. Weekly parent newsletters from main campus, bi-weekly parent newsletters from OFC sent using Skyward Messaging System (SkyLink) and posting on Facebook. OHS Info Center: parent and student app for daily announcements, link to our school activities calendar, and push notifications for upcoming events and news.

The Brahman Way: Weekly focus that highlights an element of The Brahman Way. 3rd period mentoring groups that using PRIDE time to talk about The Brahman Way and how it is applicable to the daily lives of students. 3rd hour groups also are accountability partners for attendance and grades.

PRIDE Mentoring Program: 2nd period teachers are meeting individually with every student within their homeroom class every 2-3 weeks to discuss goals, aspirations, grades, attendance, barriers, stressors
OFC is a PBIS Model School: employing PBIS strategies and reward systems (Brahman Bucks)

Graduation Coach: Meets with students identified by EWS 9th - 12th, and those who have under 2.29 GPA (BQ seniors). Quarterly presentations/classes with 9th grade about GPA and how it is calculated. Regular meetings with BQ seniors (GPA) about progress toward graduation.

Build upon Brahman Traditions: Homecoming Week Activities, Theme Days, Yearbook Jam, Awards Night, Scholarship Night, Fine Arts Night, Senior Class Day, etc.

Continue the relationship with Josten's to provide resources and products for students to memorialize their high school experience: Banner Signings, Ring Ceremony, Cap and Gowns, Graduation Announcements, etc.

Identify the stakeholders and their role in promoting a positive school culture and environment.

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

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

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