

The School Board of Okeechobee County



Okeechobee High School *School Improvement Plan*

Proposed for 2015-2016
School Improvement Plan

2015-2016 OCSB School Improvement Plan

Part I: Data Analysis

- **Percent of Students Scoring On or Above Level on iReady Diagnostic Assessment 3.**

Grade	Reading	Math
9/10	11%	10%

- **Percent of Students Passing End of Course Exams in Biology, US History, and Civics**

Grade	Biology	US History
9/10	59%	NA
11	NA	51%

- **Percent of Students Scoring at the College Ready Level on the PERT (High School Only): 41%**
- **Percent of Students Scoring at Level 3 or Higher on Advanced Placement Exams (High School Only): 37%**

Course	%
Music Theory	0%
Studio Art 3D	0%
Studio Art/Drawing	80%
English Language Composition	38%
English Literature Composition	67%
Human Geography (9 th grade)	29%
Macro Economics	6%
Psychology	32%
US Government	10%
US History	27%
World History	16%
Calculus AB	23%
Chemistry	50%
Environmental Science	42%
Spanish	100%

-
-

2015-2016 OCSB School Improvement Plan

- **Number of Students Earning CTE Industry Certification (High School Only): 271**

Course	# of Certifications
Certified Nursing Assistant (Nursing)	17
NCCER Welder Level 1 (Tech Ag Operations)	14
Ag Technician (Animal Science)	18
ASE Certifications: Multiple (Auto Maintenance & Light Repair)	52
MOS Certification (OHS) (Intro to Info Tech Course)	10
MOS Certification (OFC) (Intro to Info Tech Course)	51
Adobe Certifications (Multiple) & 3 MOS Certifications (Digital Design)	109

- **Graduation Rate (High School Only): 67.6% (13-14 Data)**
- **Drop Out Rate (High School Only): _____ (13-14 Data)**

- **% Scoring at Each Proficiency Level on the CELLA Test**

Grade	Beginning	Low Intermediate	High Intermediate	Proficient
9 th grade Listening/Speaking (8 students)	25%	25%	0%	50%
Reading (8 students)	63%	25%	0%	13%
Writing (8 students)	38%	38%	13%	13%
10 th grade Listening/Speaking (7 students)	29%	14%	0%	57%
Reading (9 students)	44%	22%	11%	22%
Writing (8 students)	38%	25%	25%	13%
11 th grade Listening/Speaking (4 students)	50%	25%	0%	25%
Reading (5 students)	40%	40%	0%	20%
Writing (5 students)	20%	20%	40%	20%
12 th grade Listening/Speaking (9 students)	0%	0%	0%	100%
Reading (9 students)	0%	44%	11%	44%
Writing (9 students)	0%	22%	22%	56%
All grades Listening/Speaking (28 students)	21%	14%	0%	64%
Reading	35%	32%	6%	26%
Writing	23%	27%	23%	27%

2015-2016 OCSB School Improvement Plan

- % Scoring at Each Proficiency Level on the Florida Alternative Assessment (FAA) in Reading, Math, Writing, and Science

	Reading (9 students)	Writing (4 students)	Math (9 students)	Science (3 students)
Basic	33%	50%	22%	0%
Proficient	33%	0%	33%	33%
Advanced	33%	50%	67%	67%

2015-2016 SCHOOL IMPROVEMENT PLAN

PART II: CURRENT SCHOOL STATUS

School Information

School Name: Okeechobee High School	District Name: Okeechobee
Principal: Dylan Tedders	Superintendent: Ken Kenworthy
SAC Chair: Robert Orr	Date of School Board Approval:

Additional Requirements

Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)

Describe the MTSS process at your school site.

The focus of the Okeechobee County School System’s MTSS is to disaggregate student data looking for trends for both behavioral and academic concerns. Each school has appointed an MTSS team to chart progress for Tier 1, Tier 2 and Tier 3 students and strategies. The individual school’s teams will make appropriate recommendations to students, parents, teachers and administration based on calculated and reliable data. The outcome will result in better school-wide behavior and improved student achievement. Accomplished by: participation in Quarterly District MTSS meetings, MTSS meetings scheduled every 3 weeks at OHS. Meetings identify areas of need and students of need, Plans are developed to address areas of need. Regular MTSS meetings will enhance communication and assistance to students in need.

Postsecondary Transition – High School Only

Describe strategies to improve student readiness for the public postsecondary level based on an annual analysis of the feedback report data (see link on Page 7).

Postsecondary Readiness: Students will prepare for postsecondary opportunities by pursuing the most rigorous curriculum that is appropriate for each student. The number of students that are College Ready as measured by the PERT, SAT or ACT will increase by 2%.

2015-2016 OCSB School Improvement Plan

Dropout Prevention Program

Credit Retrieval programs, mentoring, and peer counseling programs will provide avenues to regain lost credit and provide support to those students who fall behind. Students are monitored regularly to ensure appropriate progress is being attained. We are also implementing the Check and Connect Program. This is a comprehensive student engagement intervention / mentoring program that helps to promote individual educational success.

Student Support Programs

As part of the Florida Healthy Schools Recognition Program, schools are required to describe how student support services professionals support student achievement by assisting schools in identifying barriers to learning, developing programs to promote healthy social and emotional adjustment, and designing and implementing programs that address social, mental health, and academic issues. Please describe the school's program below:

OHS will provide an atmosphere conducive to learning. We focus on the cognitive, emotional, behavioral, and social needs of students. The use of a structured, data-based problem-solving is utilized to make instructional decisions to implement a multi-tiered system of supports. This is achieved through accurately identifying problems and goals, analyzing data and generating and confirming hypotheses about why the students are not yet demonstrating the desired skill, designing, supporting and implementing academic interventions and behavioral supports, and using student-centered data to evaluate MTSS. Contracted services are utilized when needed. The Check and Connect program will pair students with on-campus adult mentors to provide assistance with various needs. Friends for Life program will pair students with students with disabilities to provide relationship building opportunities. The Renaissance Club is a student led group that works on culture building activities to get more students involved in campus life. Peer Counseling courses provide academically successful students the opportunity to mentor and tutor in classes comprised of students who struggle academically.

Violence & Bullying Programs

As part of the Florida Healthy Schools Recognition Program, schools are required to describe their efforts to address and, as a result, reduce violence and bullying in schools. Please describe the school's program below:

Our approach is proactive. Okeechobee High School follows the bullying procedures as outlined by the Okeechobee County School Board. Teachers, parents and students are encouraged to report any type of bullying. Bullying is a serious issue and is dealt with immediately to keep our students safe. Our students take a proactive approach by reporting incidents before situation get out of hand. Documentation and conversations with students occur at the first sign of problems.

PART III: EXPECTED IMPROVEMENTS

Goal #1: Reading Goal: *English/Language Art and Reading instruction will be standards based.*

Strategies:

Students appropriately placed into Intensive Reading Classes based on I-Ready data from previous year. (14-15 OFC students)

Interim Assessment Data used to monitor and drive instruction. Literacy Coach and ELA Department will monitor progress.

I-Ready diagnostic and toolkits used by Intensive Reading Teachers

Study Island used as a supplementary resource.

PLC's focused on quality strategies for vocabulary instruction. Delivered by Literacy Coach.

Weekly Brahman Bulletin will include resources, articles, and videos to provide PD to teachers.

Reading and ELA departments meet every two weeks to discuss positives, areas of growth, and needs of the department. Sample student work is collected. Notes from meetings are delivered to Department Head meetings. Compiled on K:) drive.

ELA instruction will involve multiple sources, accountable talk, and various writing prompts incorporating evidence based responses.

Who will monitor: Administration, teachers, Literacy Coach

Evaluation of success: FSA ELA test / FSA writing test (pending ability to determine individual writing scores)

1a. FSA: Close the gap with the state by at least 2% in Reading for students scoring at Achievement Level 3 or above.

1b. FSA: Close the gap with the state by at least 2% in Reading for students scoring at Achievement Level 1.

1c. FSA: Close the gap with the subgroups by at least 2% in Reading for students scoring at achievement level 3 or above.

1d. FSA: At least 50% of the Juniors will pass the FSA on the re-take test

1e. FCAT 2.0: At least 50% of the Seniors will pass the FCAT 2.0 on the re-take test

1f. FSA: Close the gap with the state by at least 2% in Writing for students in 10th grade scoring at proficient level.

Who will monitor: Administration, Literacy Coach, Teachers

Timeline: 2015-2016 school year

Goal #2: Mathematics Goal: *Instruction in the Math subject areas will be standards based.*

Strategies:

Algebra 1, Algebra 2, and Geometry teachers collaborated to create Interim Assessment 1 and Interim Assessment 2 based on the Florida Standards.

Interim Assessment Data used to monitor and drive instruction. Asst. Principal and Math Department will monitor progress.

Study Island, Khan Academy, Algebra Nation, Geometry Nation will be used as a supplementary resources.

Interactive Notebooks will be used for organization, collection of work, and provide opportunity for Literacy in Math.

PLC's focused on quality strategies for vocabulary instruction. Delivered by Literacy Coach.

Weekly Brahman Bulletin will include resources, articles, and videos to provide PD to teachers.

Math Department will meet every two weeks to discuss positives, areas of growth, and needs of the department. Sample student work is collected. Notes from meetings are delivered to Department Head meetings. Compiled on K:) drive.

PERT exam will be used to obtain concordant scores for Algebra I graduation requirement. Offered during the year and at Summer Boot Camps.

Math Teachers will be involved in curriculum aligning workshops throughout the year.

Math Department will be involved in various trainings throughout the school year. Texas Instruments Calculator training, HMH textbook training, Study island training, etc. to enhance learning environment.

Who will monitor: Administration, Teachers

Evaluation of success:

- 2a. Algebra I End of Course Exam:** Close the gap with the state by at least 2% points on students passing the Algebra I EOC.
- 2b. Geometry End of Course Exam:** Close the gap with the state by at least 2% points on students passing the Geometry EOC.
- 2c. Algebra II End of Course Exam:** Meet or exceed the state average in the number of students proficient in Algebra II.

Timeline: 2015-2016 school year

Goal #3: Science Goal: *Instruction in the Science subject areas will be standards based.*

Strategies:

Biology teachers collaborated to create Interim Assessment 1 and Interim Assessment 2 based on the Florida Standards.

Interim Assessment Data used to monitor and drive instruction. Science (Integrated 3 and Biology) Department will monitor progress.

Study Island and News ELA will be used as supplementary resources.

Interactive Notebooks will be used for organization, collection of work, and provide opportunity for Literacy in Science.

PLC's focused on quality strategies for vocabulary instruction. Delivered by Literacy Coach.

Weekly Brahman Bulletin will include resources, articles, and videos to provide PD to teachers.

Science Department will meet every two weeks to discuss positives, areas of growth, and needs of the department. Sample student work is collected. Notes from meetings are delivered to Department Head meetings. Compiled on K:) drive.

Teachers and students will be involved in the STEM Parent Nights hosted at OHS by the Heartland Educational Consortium.

Who will monitor: Administration, teachers, Study Island Curriculum

Evaluation of success:

3a. Biology I End of Course Exam: Close the gap with the state by at least 2% in Science for students passing the Biology 1 EOC.

Timeline: 2015 – 2016 school year

Goal #4: US History: *Instruction in U.S. History will be standards based.*

Strategies:

US History teachers collaborated to create Interim Assessment 1 and Interim Assessment 2 based on the Florida Standards.

Interim Assessment Data used to monitor and drive instruction. Asst. Principal and US History Teachers will monitor progress.

World History curriculum will highlight key concepts to provide background information leading into US History.

Study Island will be used as a supplementary resource.

Interactive Notebooks will be used for organization, collection of work, and provide opportunity for Literacy in History.

PLC's focused on quality strategies for vocabulary instruction. Delivered by Literacy Coach.

Weekly Brahman Bulletin will include resources, articles, and videos to provide PD to teachers.

History Department will meet every two weeks to discuss positives, areas of growth, and needs of the department. Sample student work is collected. Notes from meetings are delivered to Department Head meetings. Compiled on K:) drive.

Who will monitor: Administration, Teachers

Evaluation of success: US History EOC test

4a. US History End of Course Exam: Close the gap with the state by at least 2% in US History End of Course Exam

Timeline: 2015-2016 school year

Goal #5: Dual Enrollment Success

Strategies:

Students are appropriately placed into Dual Enrollment Classes based on GPA, academic history, and interest levels.

Study Halls provided at OHS and IRSC campus.

Students monitor progress through IRSC's Blackboard system.

Teacher created and IRSC approved syllabus drives the instruction for each course.

OHS Teachers teach Dual Enrollment courses in all areas except Math.

Counselors at OHS and IRSC consult with students for enrollment/withdrawal requests and offer supports when necessary.

Summer and Night courses are offered for flexible scheduling.

Who will monitor: Administration, teachers, counselors

Evaluation of success: Grade reports of Dual Enrollment classes

5a: By the end of the school year, 95% of the students enrolled in Dual Enrollment classes will earn a C or better in their classes.

Timeline: 2015-2016 school year

Goal #6: Advanced Placement Success

Strategies:

Students appropriately placed into Advanced Placement Courses based on GPA, academic history, and interest level.

Teachers are trained to follow AP College Board requirements. AP Workshop attendance is required.

Teacher created and College Board approved syllabus drives the instruction for each course.

AP Insight is used in published areas.

Study Island has several AP options for enrichment and support.

AP exam boot camps are voluntarily attended by students to prepare for exams.

Who will monitor: Administration, counselors, AP teachers

Evaluation of success: AP Exams

6a: By the end of the school year, 40% of the students enrolled in Advanced Placement classes will earn a 3.0 or greater on the Advanced Placement exam and 70% of the students will earn a 2.0 or greater on the exam.

Timeline: 2015 – 2016 school year

Goal #7: Industry Certification Success

Strategies:

Interactive Notebooks will be used for organization, collection of work, and provide opportunity for Literacy in CTE areas.

Detailed portfolios will be used to aid students in potential employment in the future.

PLC's focused on quality strategies for vocabulary instruction. Delivered by Literacy Coach.

Weekly Brahman Bulletin will include resources, articles, and videos to provide PD to teachers.

CTE Department will meet every two weeks to discuss positives, areas of growth, and needs of the department. Sample student work is collected. Notes from meetings are delivered to Department Head meetings. Compiled on K:) drive.

Professional development for vocational teachers, examination of the industry certification standards, practice exams and incentives for students.

Programs will host an Orientation to both Osceola and Yearling Middle Schools to recruit future students into the program.

Department will continue to build and expand upon relationship with IRSC to enhance program. Dual Enrollment offerings will increase. Automotive Program includes DE courses. OHS is a part of RCCPC articulation consortium for the region with IRSC. (Research Coast Career Pathways Consortium)

Who will monitor: Administration, counselors, CTE teachers, CTE department

Evaluation of success: Industry Certification Exams

7a: : By the end of the school year, the number of students earning Industry certifications will increase by 2% from the 2014 - 2015 school year.

Timeline: 2015– 2016 school year

Goals to Meet Florida Healthy School District Recognition Requirements

School Health Goal

To make our students healthy, fit, and ready to learn.

Staff Wellness Goal

To enhance wellness, fitness, and job satisfaction of the faculty and staff who serve as role models for students.

PART IV: Professional Development

PLC Vision Statement: The focus of The Okeechobee County School System’s PLCs is on expert knowledge in which teachers work and study together as they perpetually appraise the effectiveness of their practices and the requirements, interests, and abilities of their students. The PLCs will be conducted both vertically and horizontally to ensure efficiency and effectiveness across the curriculum.

Activity	Goal Focus	Target Group
Interim Assessment Creation	Create Quality Assessments in EOC courses	All EOC teachers
AVID Institute	Quality teaching strategies	Teachers
Accreditation Process	Involving all in the process of School functions	All Teachers
Professional Learning Communities	AVID Strategies	All teachers
Professional Learning Communities	Close Reading Strategies	All teachers
Professional Learning Communities	Read, Write, Talk	All teachers
Professional Learning Communities	Reading for Evidence	All teachers
Professional Learning Communities	Technology Training	All teachers
Study Island Training	Supplemental Curriculum	All teachers
i-Ready training	Data Analysis	ELA and Math standards
Advanced Placement Summer Institutes	Language Arts, Math, Social Studies, Spanish	AP Teachers

2015-2016 OCSB School Improvement Plan

PART V: Budget

Okeechobee High School will utilize state and district funds for professional development. PLC's are often conducted by teachers and there is not a cost associated with this professional development. Title VI funds pay for consultants for trainings. AVID trainings are free of charge. The College Board partnership provides scholarships for teachers to attend trainings.

Goal/Strategy	Resource	Funding Source	Amount
Reading	I-Ready	State	
Reading	Edmentum	District	
Math	Edmentum	District	
History	Edmentum	District	
PLC	Teacher Leaders	School	
Reading	i-Ready training	District	
Science	Edmentum	District	
College Ready	Gale Database	District	
AP	College Board Partnership	College Board	

School Advisory Council (SAC)

SAC Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting *Yes* or *No* below.

<input checked="" type="checkbox"/> Yes Describe the activities of the SAC for the upcoming school year.
The SAC committee will support all of the goals for the 2015-2016 school year. The committee will contribute to the accreditation process for the 2015-2016 school year.

Describe the projected use of SAC funds.	Amount
To support the school improvement goals for 2015-2016 school year	\$ 4,548.46