

The School Board of Okeechobee County



School Improvement Plan (SIP) Okeechobee High School

Proposed for 2014-2015

School Improvement Plan

Part I: Data Analysis

- **% Making Learning Gains in FCAT 2.0 Reading and Mathematics (2013-2014)**

Grade	Reading	Math
9/10	60	64

- **% Scoring at Achievement Level 3 and above on FCAT 2.0 Reading, Mathematics, Science, and Writing**

Grade	Reading	Math	Writing	Science
9/10	45	54	53	74

- **% Percent Passing End of Course Exams in Algebra I, Biology, and Geometry**

Grade	Algebra I	Biology	Geometry
10	21	N/A	38
11	N/A	N/A	17

- **% Scoring at the College Ready Level on the PERT Seniors: Reading 58% and Math 54%**
- **% Earning CTE Industry Certification (High School Only) – 22% Increase**

Welder	9 Passed
Adobe Certified	33 Passed
Florida Automobile	12 Passed
Ag Tech – Animal Science and Services	14 Passed
CNA	13 Passed

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- Graduation Rate 63.0%
- Drop Out Rate 5.4%

Success of Subgroups:

- % Scoring at Achievement Level 3 and above on FCAT 2.0 in Reading, Mathematics, Science, and Writing

White

Grade	Reading	Math	Writing	Science
10	64%	43%	80%	81%

Hispanic

Grade	Reading	Math	Writing	Science
10	33%	38%	72%	76%

Black

Grade	Reading	Math	Writing	Science
10	46%	30%	71%	68%

SWD

Grade	Reading	Math	Writing	Science
10	24%	23%	58%	67%

LSES

Grade	Reading	Math	Writing	Science
10	40%	39%	75%	77%

ELL

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Grade	Reading	Math	Writing	Science
10	0%	9%	30%	N/A

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

Grade	Beginning	Low Intermediate	High Intermediate	Proficient
10	40%	10%	20%	30%
11	0%	17%	8%	75%
12	14%	29%	14%	43%

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

	Reading	Writing	Math	Science
Basic	30%	25%	30%	0%
Proficient	0%	25%	20%	100%
Advanced	70%	50%	50%	0%

2014-2015 SCHOOL IMPROVEMENT PLAN

PART II: CURRENT SCHOOL STATUS

School Information

School Name: Toni Wiersma	District Name: Okeechobee
Principal: Toni Wiersma	Superintendent: Ken Kenworthy
SAC Chair: Steve Dobbs	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

GAP ANALYSIS – FCAT 2.0 Reading – High School *(double click on the grid to scroll)*

2014	9th Grade			10th Grade		OFC GAP ANALYSIS		
School	% L1	%L3+		% L1	+ (%Passing)		% L1	%L3+
OFC	24	41		x	x	9th	- 6	- 12
OAA	68	0		x	x	OAA GAP ANALYSIS		
OHS	x	x		18	51	9th	- 50	- 53
District	27	39		18	51	10th	x	x

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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.

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%.

Dropout Prevention Program

Okeechobee High School has implemented credit retrieval during the school day. 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 provides 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 MTSSI. Contracted services are utilized when needed.

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:

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.

PART III: EXPECTED IMPROVEMENTS

Goal #1: Reading Goal

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

Strategies: Close reading strategies, informational text, text complexity, Strategies taught in PLC, Reading across the curriculum, AVID strategies, FCAT Explorer, GALE Data Base, i-Ready data

Who will monitor: Administration, teachers, Literacy Coach

Evaluation of success: FSA reading test

Timeline: 2014-2015 school year

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

Strategies: Close reading strategies, informational text, text complexity, Strategies taught in PLC, Reading across the curriculum, AVID strategies, FCAT Explorer, GALE Data Base, i-Ready data

Who will monitor: Administration, teachers, Literacy Coach

Evaluation of success: FSA reading test

Timeline: 2014-2015 school year

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

Strategies: Close reading strategies, informational text, text complexity, Strategies taught in PLC, Reading across the curriculum, AVID strategies, FCAT Explorer, GALE Data Base, i-Ready data

Who will monitor: Administration, teachers, Literacy Coach

Evaluation of success: FSA reading test

Timeline: 2014-2015 school year

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

Strategies: Close reading strategies, AVID strategies, text complexity, pull out groups, reading across the curriculum, Performance Matters analysis, FCAT Explorer, GALE Data Base, i-Ready data

Who will monitor: Administration, teachers, Literacy Coach

Evaluation of success: FSA reading test

Timeline: 2014-2015 school year

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Goal #2: Mathematics Goal

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.

Strategies: Boot camps for remediation, PERT instruction, small group instruction, KHAN Academy, Algebra nation, curriculum alignment, PLATO analysis, Gizmo training, after school tutorials

Who will monitor: Administration, teachers

Evaluation of success: Algebra I EOC test

Timeline: 2014-2015 school year

2b. Geometry End of Course Exam: Close the gap with the state by at least 2% points on students passing the Geometry EOC.

Strategies: PERT instruction, small group instruction, KHAN Academy, curriculum alignment, PLATO analysis, Gizmo training, after school tutorials

Who will monitor: Administration, teachers

Evaluation of success: Geometry EOC test

Timeline: 2014-2015 school year

2c. Algebra II End of Course Exam: Meet or exceed the state average in the number of students proficient in Algebra II.

Strategies: PERT instruction, small group instruction, KHAN Academy, curriculum alignment, PLATO analysis, after school tutorials

Who will monitor: Administration, teachers

Evaluation of success: Algebra II EOC test

Timeline: 2014-2015 school year

Goal #3: Science Goal

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.

Strategies: : Implementation of Biology curriculum, PLATO data analysis, text complexity, close reading strategies

Who will monitor: Administration, teachers

Evaluation of success: Biology I EOC test

Timeline: 2014 – 2015 school year

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Goal #4: Writing Goal

4a. FSA: Close the gap with the state by at least 2% in Writing for students in 10th grade scoring at proficient level.

Strategies: Writing across the curriculum with justification from text, training for 10th grade Language Arts teachers, two complete writing practices, training in PLC's, peer writing scoring analysis

Who will monitor: Administration, Teachers, Literacy coach

Evaluation of success: FSA writing test

Timeline: 2014-2015 school year

Goal #5: US History

5a. US History End of Course Exam: Close the gap with the state by at least 2% in US History End of Course Exam

Strategies: Curriculum planning by US History teachers, PLATO data analysis, progress monitoring, examination of tested standards.

Who will monitor: Administration, Teachers

Evaluation of success: US History EOC test

Timeline: 2014-2015 school year

Goal #6: College Ready in Reading and Math

6a. By the end of the school year, the number of seniors who are College Ready in reading and math will increase by 5% over the 2013 - 2014 school year.

Strategies: PERT testing, College ready math classes, College ready reading classes, GALE Data base, PERT boot camps, monitoring and encouraging by teachers, incentives for College Ready, SAT/ACT classes, IRSC SAT/ACT classes

Who will monitor: Administration, Teachers

Evaluation of success: The number of seniors College Ready at the end of the school year

Timeline: 2014 – 2015 school year

Goal #7: Dual Enrollment Success

7a: 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.

Strategies: Study sessions provided by teachers, counselor selection of appropriate students, coordination with Dual Enrollment teachers.

Who will monitor: Administration, teachers, counselors

Evaluation of success: Grade reports of Dual Enrollment classes

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Timeline: 2014-2015 school year

Goal #8: Advanced Placement Success

8a: 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.

Strategies: Study sessions provided by teachers, counselor selection of appropriate students, coordination with AP teachers, AP Summer Institutes, AP One Day workshops, and College Board trainings

Who will monitor: Administration, counselors, AP teachers

Evaluation of success: AP Exams

Timeline: 2014 – 2015 school year

Goal #9: Industry Certification Success

9a: : By the end of the school year, the number of students earning Industry certifications will increase by 2% from the 2013 - 2014 school year.

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

Who will monitor: Administration, counselors, CTE teachers

Evaluation of success: Industry Certification Exams

Timeline: 2014 – 2015 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.

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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
FSA Trainings	Familiarity of FSA ELA and Math tests	All teachers
AP One Day workshops	Advanced Placement Strategies	AP teachers
Professional Learning Communities	AVID Strategies	All teachers
Professional Learning Communities	Close Reading Strategies	All teachers
Professional Learning Communities	Essential Question Strategies	All teachers
Professional Learning Communities	Reading for Evidence	All teachers
Professional Learning Communities	Technology Training	All teachers
C- Palms training	Standards mapping	All teachers
i-Ready training	Data Analysis	ELA and Math standards
Advanced Placement Summer Institutes	Language Arts, Math, Social Studies, Spanish	AP Teachers
AVID trainings	AVID Strategies	All teachers

PART V: Budget

Narrative
 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	FCAT Explorer	State	
Reading	Edmentum	District	

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Math	Edmentum	District	
History	Edmentum	District	
PLC	Teacher Leaders	School	\$100.00
Reading	i-Ready training	District	
Science	Edmentum	District	
College Ready	Gale Data Base	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.

Yes No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.
The SAC committee will support all of the goals for the 2014-2015. The committee will also begin working on our accreditation process for the 2015-2016 school year.

Describe the projected use of SAC funds.	Amount
To support the school improvement goals for 2014-2015 school year	23,578.33