



OKEECHOBEE COUNTY SCHOOL DISTRICT

Perseverance, Respect, Integrity, Dependability, Ethics

2015 - 2020 Strategic Plan (2017-18 Revisions)

Vision

**Achieving Excellence:
Putting Students First!**

Mission

To prepare all students to be college and career ready and function as productive citizens.

FOCUS AREAS

	1 Academic	2 Student	3 Human Capital	4 District Systems
Desired State	All students will be academically prepared to enter post-secondary education or a career of their choice.	The educational environment will be focused on the student.	All employees will be invested in academic achievement.	All departments will work smarter and more efficiently to support student achievement.
Division Priorities	<ul style="list-style-type: none"> Improve engagement in standards driven instruction from bell to bell. Increase proficiency on state assessments. Ensure career and college readiness. 	<ul style="list-style-type: none"> Teach core values. Ensure students are cared for, nurtured, valued, and respected. Encourage students' responsibility for learning by charting their progress and bearing the cognitive load. 	<ul style="list-style-type: none"> Fully staff schools and departments with skilled employees. Develop skills so that all employees are performing at a highly effective level. Improve attendance of faculty and staff. 	<ul style="list-style-type: none"> Support technology for standards achievement and business functions. Ensure all facilities are in pristine condition, safe, and conducive to learning. Partner with our community to enhance student success.

* The Strategic Plan is designed to provide a framework upon which the District Improvement Plan (DIAP) and School Improvement Plans (SIP) are developed and implemented.

** Initials following each strategy illustrate connection to School/System Quality Factors that drive instruction through AdvancED. See key on page 18.

Focus Area 1: Academic

<p>Desired State All students will be academically prepared to enter post-secondary education or a career of their choice.</p>	<p>Division Priority</p> <ul style="list-style-type: none"> Improve engagement in standards driven instruction from bell to bell. <ul style="list-style-type: none"> Increase proficiency on state assessments. Ensure career and college readiness. 			
<p>Objectives</p>	<p>Strategies</p>	<p>Monitoring Tools</p>	<p>Responsibility</p>	<p>Funding</p>
<p>Objective 1: Exceed the state average in all state assessed areas by 2019-20.</p>	<ol style="list-style-type: none"> Focus on standards-based instruction for K-12 <ol style="list-style-type: none"> Focus PLCs on standards based instruction and instructional shifts. (HE, II, RM, IC) Identify sources of authentic and rigorous text for instruction with professional development. (RM) Communicate a vertical progression of standards. (CD) Ensure use of curriculum maps in all subjects. (CD) Increase opportunities for students to develop conceptual understanding and application. (EE) Provide more opportunities for students to talk about their mathematical thinking. (EE) Implement Ready-Gen in K-5 (RM) Monitor instruction through instructional rounds. (HE, IC) Develop, create, and modify interim assessments. <ol style="list-style-type: none"> Contact publishers to revise/improve/align assessments. (RM) Implement assessments that are embedded in curriculum. (IC) Construct and review test banks and questions to reflect rigor of the standards. (HE, II) Submit interim assessments to District to District (D2D) for evaluation for improvement. (RM) Administer interim assessments for all state assessed areas. (IC) 	<p>FSA data</p> <p>Standards Mastery reports</p> <p>i-Ready diagnostic reports</p> <p>Performance Matters reports</p> <p>Data collected as a result of instructional rounds</p> <p>Creation of interim assessments</p> <p>Florida Standards Implementation Plan Checklists</p> <p>School Improvement Plans</p> <p>FAIR</p>	<p>Instructional Services</p> <p>Coordinator of PD</p> <p>Coordinator of Accountability</p> <p>Principals</p>	<p>Project 4731-Title I, Part A</p> <p>Project 4717-Title I, Part C</p> <p>Project 4721-Title II</p> <p>Project 1730 - Instructional Materials</p> <p>Project 1752 – Putting Students First</p> <p>Project 1704 – SAI Summer School</p> <p>School Discretionary</p>

	<ol style="list-style-type: none"> 4. Increase the percent of students on grade level or proficient on interim assessments (70% on PM) <ol style="list-style-type: none"> a. Use sub-group data from state and interim assessments to differentiate instruction. (HE, II, HC) b. Ensure Level 1s and 2s are receiving targeted intervention to reach proficiency. (II, HC, HE) c. Ensure all students make learning gains on applicable state assessments through identification of students and use of differentiated instruction. (HE, HC, II) d. Increase proficiency in ELA at all grade levels. (II) e. Target 3rd grade reading, closing the gap between 2nd and 3rd grade reading and 5th grade ELA, math and science. (II) 5. Implement 90-minute class periods in Middle Schools for ELA and Math. (RM) 6. Implement Footstep2Brilliance for pre-school youth. (EE, RM) 			
<p>Objective 2: Increase student acceleration measures.</p>	<ol style="list-style-type: none"> 1. Increase the annual number of industry certifications 5% every year through 2019-20. (II) 2. Develop a school-level plan to increase participation in accelerated programs (such as AVID, STEM, Gifted, AP, Dual Enrollment) with an emphasis on underrepresented populations. (HE) 3. Develop a monitoring system to ensure all high school students that qualify have the opportunity to take a dual enrollment or AP course and or achieve an industry certification. (IC) 4. Increase the number of students earning an Associate's Degree to 20 by 2020. (HE, II) 	<p>Industry Certifications</p> <p>Enrollment records</p> <p>School Acceleration Enrollment/Participation Records by Demographic</p>	<p>Coordinator of GSP</p> <p>Director of Student Services</p> <p>Principals</p>	<p>Project 4731- Title I, Part A</p> <p>Project 4717- Title I, Part C</p> <p>Titles II & III</p> <p>Project 1759 - AVID</p> <p>Projects 1712 & 1738 - Dual Enrollment</p> <p>Project 1791 - AP</p> <p>Carl Perkins</p> <p>Project 1708 - Industry Cert</p>

<p>Objective 3: Increase the graduation rate to meet the state average.</p>	<ol style="list-style-type: none"> 1. Increase the K-12 promotion rates. (II) 2. Identify the students that would benefit from the 18-credit graduation option during 9th grade. (HC, CD) 3. Explore the possibility of expanding or increasing the number of career programs or courses which lead to industry certification. (II) 4. Clarify and communicate the procedures of early warning system and MTSS. (CD, IC, EE) 5. Develop and disseminate a credit recovery plan for the district. (RM, HC, CD) 6. Develop and Implement a Flex Program (RM, HC, CD) 7. Explore CTE courses providing rigorous math/science to earn core credit. (IC) 	<p>Student database records</p> <p>List of additional programs</p> <p>MTSS records</p> <p>EWS records</p> <p>Creation of credit recovery plan</p>	<p>Director of Student Services</p> <p>Principals</p> <p>Instructional Services</p> <p>Director of ESE</p> <p>Director of IT</p> <p>Coordinator of GSP</p>	<p>Project 4731- Title I, Part A</p> <p>Project 4717- Title I, Part C</p> <p>Project 4721- Title II</p> <p>Project 4701- Title III</p> <p>SAI</p> <p>Projects 4781 & 4785- Perkins</p> <p>Project 1708- Industry Certs</p> <p>Projects 4755- Title VI</p> <p>General Funds</p>
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DISTRICT TOTALS FOR MATHEMATICS									
	Diagnostic 1			Diagnostic 2			Diagnostic 3		
	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>
Gr K	16%	13%	11%	40%	40%	39%	66%	72%	75%
Gr 1	10%	12%	4%	42%	34%	33%	67%	69%	65%
Gr 2	10%	16%	9%	40%	42%	35%	65%	71%	71%
Gr 3	18%	25%	19%	49%	50%	43%	69%	68%	70%
Gr 4	31%	36%	30%	58%	55%	53%	72%	76%	73%
Gr 5	25%	35%	33%	41%	50%	50%	58%	63%	64%
Gr 6	26%	27%	27%	38%	40%	36%	38%	47%	46%
Gr 7	10%	14%	13%	24%	22%	23%	31%	30%	30%
Gr 8	10%	14%	9%	14%	14%	10%	19%	24%	11%

DISTRICT TOTALS FOR READING

	Diagnostic 1			Diagnostic 2			Diagnostic 3		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Gr K	29%	25%	18%	59%	58%	55%	80%	85%	89%
Gr 1	16%	17%	13%	52%	51%	39%	74%	76%	69%
Gr 2	26%	24%	26%	53%	51%	52%	68%	72%	75%
Gr 3	35%	45%	36%	56%	63%	56%	72%	72%	73%
Gr 4	18%	21%	21%	35%	36%	35%	44%	50%	47%
Gr 5	24%	24%	24%	30%	31%	33%	37%	39%	39%
Gr 6	24%	27%	19%	33%	37%	23%	33%	42%	24%
Gr 7	23%	25%	26%	31%	34%	25%	32%	37%	26%
Gr 8	24%	28%	32%	32%	27%	39%	33%	34%	37%

Students Scoring On or Above Level (Standard View)

English/Language Arts Exams			
Grade	Okee % Passing	State % Passing	Gap
3	50	58	-8
4	44	56	-12
5	41	53	-12
6	37	52	-15
7	36	52	-16
8	46	55	-9
9	40	52	-12
10	34	50	-16

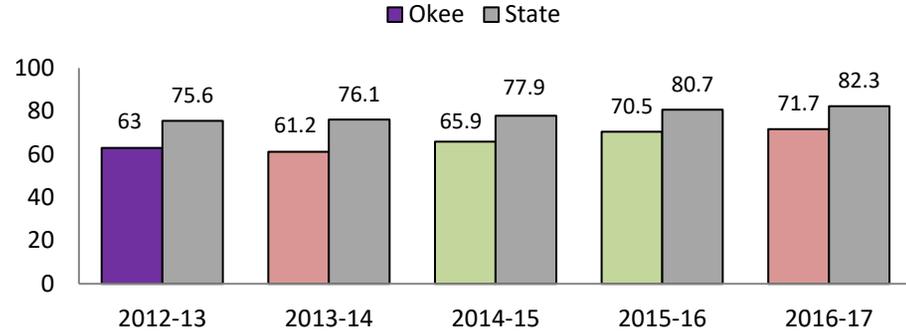
2016-17 Science Grades 5, 8, Biology			
Grade	Okee % Passing	State % Passing	Gap
Grade 5	39	51	-12
Grade 8	36	48	-12
Biology	52	63	-11

History			
Grade	Okee % Passing	State % Passing	Gap
Civics	52	63	-10
US History	54	67	-13

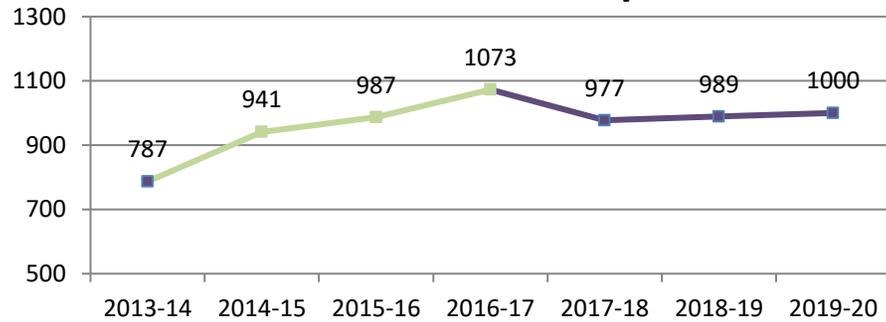
Math			
Grade	Okee % Passing	State % Passing	Gap
Algebra 1	46	60	-14
Algebra 2	41	49	-8
Geometry	37	53	-16

2016-17 Promotion Rates Grades 3-10			
Grade	Number Retained	End of Year Membership	Promotion Rate
3	39	583	93%
4	3	575	99%
5	1	508	100%
6	13	561	98%
7	18	532	97%
8	10	442	98%
9	38	560	93%
10	56	534	90%

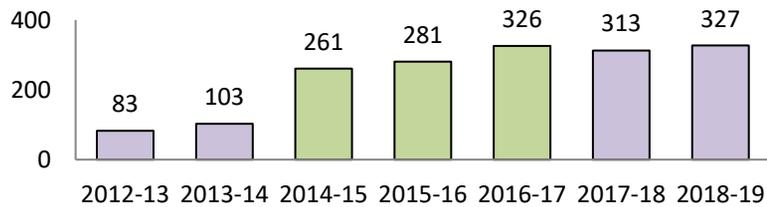
Graduation Rate



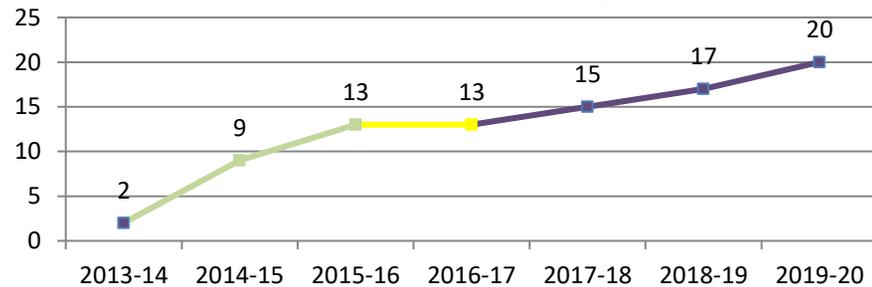
Dual Enrollment Participation



Industry Certifications



Students with AA Degrees

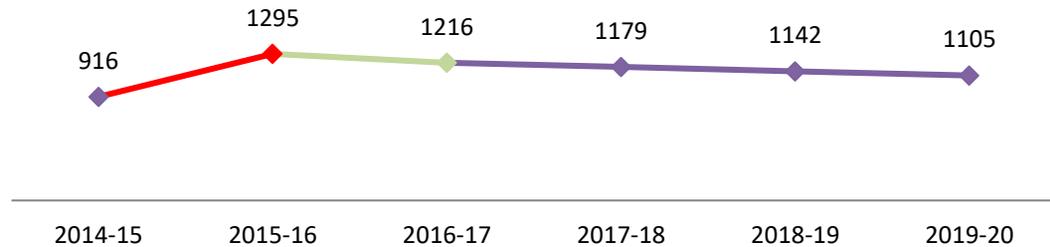


Focus Area 2: Student

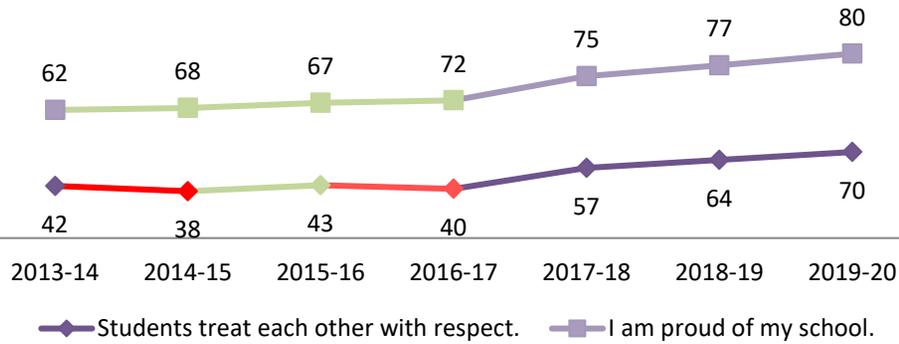
<p>Desired State The educational environment will be focused on the student.</p>	<p>Division Priority</p> <ul style="list-style-type: none"> • Teach core values. • Ensure students are cared for, nurtured, valued and respected. • Encourage students' responsibility for learning by charting their progress and bearing the cognitive load. 			
<p>Objectives</p>	<p>Strategies</p>	<p>Monitoring Tools</p>	<p>Responsibility</p>	<p>Funding</p>
<p>Objective 1: Decrease the number of students with 21+ days of absences by 5%.</p>	<ol style="list-style-type: none"> 1. Decrease the number of students with 9+ unexcused absences by 5%. (HE, EE, HC) 2. Reduce the number of out-of-school suspensions. (HC) 3. Develop a district system of support and employ alternatives to out of school suspension. (HC, EE, RM, HE) <ol style="list-style-type: none"> a. Identify and communicate age appropriate behaviors through professional development. (RM, IC, HC) 4. Examine quarterly suspension data by subgroup, incidents, and rate of suspension. (HE, HC, IC) 5. Implement the attendance policies timely and accurately. (CD, RM, IC) 6. Employ relationship building strategies between teachers and students particularly those with chronic absenteeism. (HC, HE, EE) 	<p>Student database</p> <p>SESIR data</p> <p>PD sign-in Sheets</p>	<p>Director of Student Services</p> <p>Principals</p> <p>Instructional Services</p> <p>ESE Staff</p>	<p>Indirect Costs</p> <p>Project 1720 - Saturday School</p>
<p>Objective 2: Create a safe and nurturing learning environment as evidenced by increased positive responses to "I feel safe at school." and "Students treat each other with respect."</p>	<ol style="list-style-type: none"> 1. Teach Character Education/PRIDE/PBIS at all schools. (HC, II) <ol style="list-style-type: none"> a. Revitalize PBIS Program by developing school-wide committees, providing training and procuring funding. (II, HC, HE) b. Implement a character education program that incorporates core values (PRIDE). (II, HC, HE) c. Provide instruction to students to change behavior. (II, HC, HE) d. Continue efforts to educate all stakeholders in bullying and harassment prevention and policy. (II, HC, HE) 	<p>Climate Surveys</p> <p>Curriculum</p> <p>Recognitions, awards and incentives</p>	<p>Instructional Services</p> <p>Principals</p> <p>Assistant Principals</p> <p>Director of ESE</p> <p>Behavioral Analyst</p>	<p>IDEA</p> <p>Project 1730 - Instructional Materials</p> <p>School Discretionary</p>

<p>Objective 3: Students will demonstrate engagement by taking ownership of their learning as evidenced by increased effectiveness on Indicators 5 and 6 of the instructional evaluation instrument.</p>	<ol style="list-style-type: none"> 1. Review rubric with teachers on targeted indicators during pre-plan. (II, EE) 2. Teachers will collaborate and design questions to encourage rigorous conversations among students. (HE, II, EE) 3. Teachers will examine student work to ensure students are carrying cognitive load. (HE, II) 4. Schools will create a plan on conducting data chats with students on academic progress, and students routinely chart their own progress throughout the year. (IC, EE, II) 	<p>PLC Meeting Calendars</p> <p>Sign-sheets of PLC meetings</p> <p>Performance Appraisal Data</p> <p>WICOR Walk-throughs</p>	<p>Principals</p> <p>Coordinator of PD</p> <p>Reading Coaches</p> <p>District AVID Coordinator</p>	<p>Indirect Costs</p>
<p>Objective 4: Increase the positive response to "Students are recognized for their good work."</p>	<ol style="list-style-type: none"> 1. Provide recognition for students' academic and behavioral success. (HC, HE) 2. Communicate those successes through Social Media, newsletters, website, newspaper. (HC) 3. Recognize students at the district level for their academic and behavioral success in and outside the school. (HC) 	<p>Tracking of recognitions</p> <ul style="list-style-type: none"> - Student of the Week - Positive referrals - Awards ceremonies at the school site - Awards for district events 	<p>Principals</p>	<p>School Based Funds - internal</p>
<p>Objective 5: Provide timely, targeted interventions, enrichments and resources to all students to ensure their academic and behavioral success.</p>	<ol style="list-style-type: none"> 1. Identify students for and provide advanced, accelerated and enrichment courses. (HE, HC) 2. Schools will monitor EWS-Early Warning System. (RM, IC) 3. Schools will identify students with academic, social/ emotional needs and respond by: <ol style="list-style-type: none"> a. refer to MTSS (RM, IC) b. refer to Counseling (RM, IC) c. develop and implement BIPS when necessary. (RM, IC) 4. Crisis Counselors provide support groups. (HC, RM) 	<p>Tracking of the numbers of:</p> <ol style="list-style-type: none"> a. students at each MTSS tier by school b. number of staffings c. students on EWS d. students in acceleration courses e. students in enrichment groups f. students identified as gifted g. crisis calls 	<p>Principals</p> <p>Director of ESE</p> <p>Instructional Services</p> <p>Crisis Counselors</p>	<p>Indirect Costs</p>

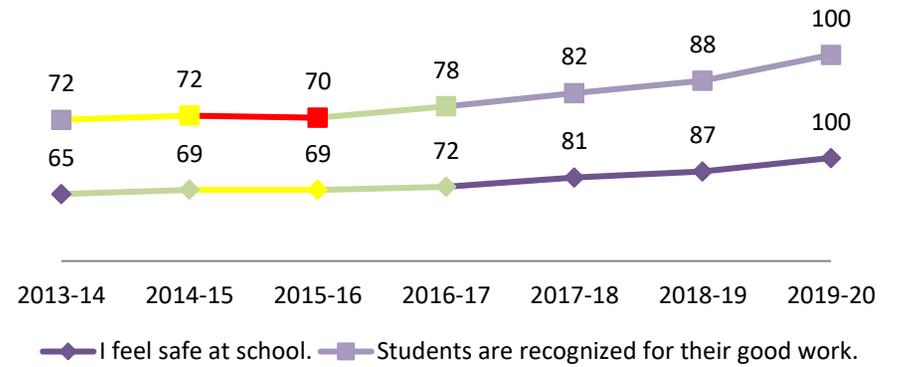
Students with 9+ Unexcused Absences



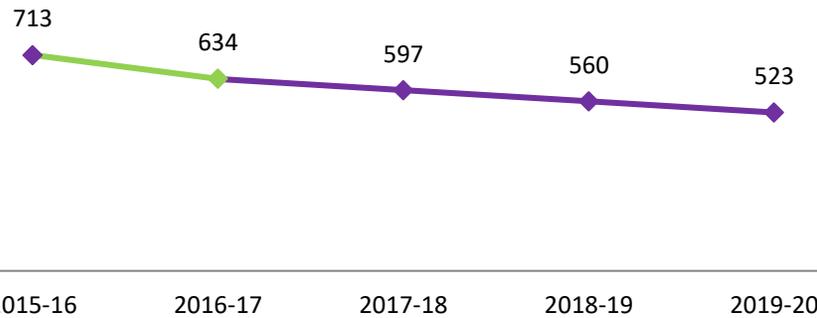
Student Climate Surveys



Student Climate Surveys



Students with 21+ Absences (All)



School	2015-16 Days OSS	2016-17 Days OSS
CES	40	16
EES	113	91
NES	13	8
OAA	527	479
OFC	482	315
OHS	458	355
OMS	583	453
SEM	185	79
SES	50	7
YMS	469	464
TOTAL	2920	2267

Focus Area 3: Human Capital

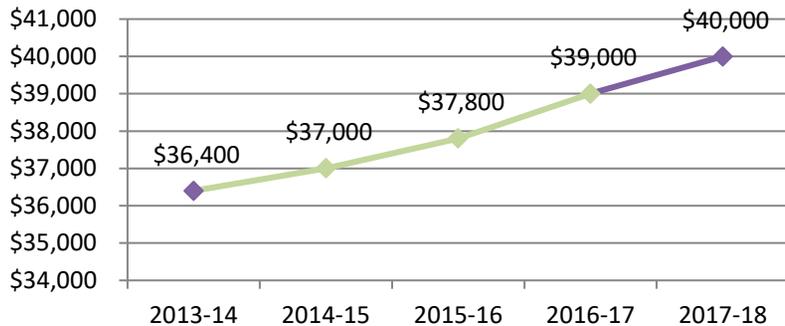
Desired State All employees will be invested in academic achievement.	Division Priority <ul style="list-style-type: none"> Fully staff schools and departments with skilled employees. Develop skills so that all employees are performing at a highly effective level. <ul style="list-style-type: none"> Improve attendance of faculty and staff 			
Objectives	Strategies	Monitoring Tools	Responsibility	Funding
Objective 1: Enhance teacher performance through staff development based on prioritized needs identified through teacher appraisal data and deliberate practice plans.	1. Professional development will be provided to teachers on these indicators (identified from 2016-2017 teacher appraisal data.) <ul style="list-style-type: none"> Indicator #5- Engages students Indicator #7- Cognitive Load Indicator #10- Questioning (EE, HC, II) 2. Professional Development on these topics will be addressed during PLCs facilitated by a reading coach, administrator or outside agency. (RM, II, EE, IC, HE)	Performance Appraisal Data PLC Minutes/Agenda Sign-in Sheets	Coordinator of PD Principals	Project 4731- Title I, Part A Project 4721- Title II Project 1722 - Instructional Staff Training
Objective 2: Build capacity of classified staff by increasing the number of professional development opportunities.	1. 2017-2018 professional development will be provided to classified employees on following topics: Skyward, Customer Service, Safety, data processing, bookkeeping, custodial subjects, monitoring and evaluating ELL and ESE files, use of technology, and instructional practices. (IC, HC, RM, EE)	Agendas Sign-in sheets	Department Heads Coordinator of PD	Project 4721- Title II IT Budget
Objective 3: Recruit additional substitutes and provide them with meaningful training to continue academic focus.	1. Expand advertising efforts designed to recruit substitutes. (HC, RM, IC) 2. Training for long- term subs will be provided through JumpSTART PD. (HC, RM, IC) 3. Onboarding training for new subs. (HC, RM, IC) 4. Include long-term substitutes in Project ONE meetings. (HC, RM, IC, CD) 5. Implement Safe Schools Substitute Program. (HC, IC)	Training agendas Sign-in sheets Advertisements	Director of HR Coordinator PD	Project 4721- Title II
Objective 4: Increase the beginning teacher salary to \$40,000 by 2019-20.	1. Research salaries of surrounding and like-size districts. (RM) 2. Negotiate salary increase with	Salary schedule	Superintendent Director of Finance	General Funds

	Association. (HC, RM, IC) 3. Ensure funds are appropriate to sustain increase. (RM, IC)			
Objective 5: Provide employees positive feedback for good work.	1. Increase the use of social media to recognize employees. (HC, EE) 2. Continue Board Recognition. (HC, EE) 3. Create a district committee to investigate motivational incentives. (HC, EE) 4. Administer <i>StrengthFinders</i> to the leadership team. (HC, RM) 5. Evaluators will improve the quality of feedback provided following an observation. (HC, II, CD, HE, IC) (*Include/revise teacher climate survey indicator(s) related to feedback quality.)	Board Agendas Climate Surveys StrengthFinder Matrix Evaluators	Webmasters Administrative Services Coordinator of PD	Project 4721-Title II
Objective 6: Enhance instructional leadership capacity of district and school-based leaders.	1. 2017-18 Professional Development Focus for Instructional Leaders will be on the following: *(CD, HC, HE, II, RM, EE, IC) <ul style="list-style-type: none"> • District to District (D2D) Training* • Deeper understanding of Instructional Shifts including newly revised curriculum maps developed the summer of 2017* • Commissioner’s Leadership Academy* • Gulf Coast Partnership - USF* • National Institute for School Leaders* 2. School Walk-Throughs based on D2D, Evaluation rubric will be conducted by: (CD, HE, II) <ul style="list-style-type: none"> • By district and school leaders once a month. • By school-based teams (P, AP, RC) and a district leader once a quarter. 3. PD will be provided at each principals’ meeting on the evaluation instrument (CD, IC, HE)	Sign- Sheets Principal meeting agendas Performance appraisal data	Superintendent Coordinator of PD Instructional Services Principals	Project 4721-Title II Project 1787 - Instructional Leadership
Objective 7: Enhance instructional leadership capacity of teacher leaders.	1. Utilize teacher leaders to assist with Project ONE (RC, HE, HC, IC, II, CD) 2. Encourage teacher leaders to participate in professional development and share upon return. (RM, HE, II, IC, EE) 3. Utilize teacher leaders to facilitate appropriate professional development.	PD Calendar List of Teacher Leaders who work as PD Facilitators. PLC Sign-in Sheets	Principals Coordinator of PD Teacher Leaders	Project 4731-Title I, Part A Project 4721-Title II

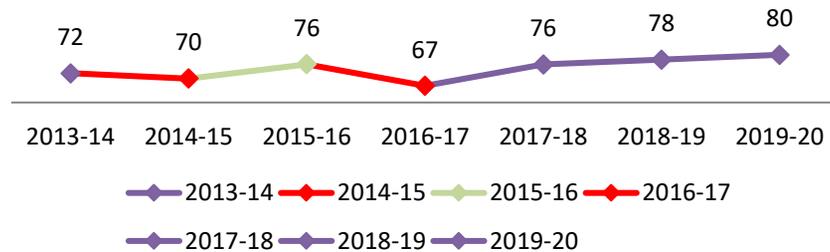
	<ul style="list-style-type: none"> - AVID, WICOR - New Curriculum Maps - ReadyGEN - Focus Groups (RM, HE, II, IC, EE) 			Project 1722 - Staff Training
<p>Objective 8: Reduce sick, personal, and unearned leave absences of employees.</p>	<ol style="list-style-type: none"> 1. In addition to each payroll, monitor leave on a monthly basis. (RM) <ul style="list-style-type: none"> - Reports sent automatically to Ps. 2. Follow the unearned leave practice of notifying employees of ability to take Family Medical Leave (FMLA). (RM) <ul style="list-style-type: none"> - Revising procedures as they relate to FMLA 3. Develop procedures that govern when to begin FMLA as well as run FMLA and sick leave concurrently. (RM, CD) 4. Create a committee to develop a district wide incentive program to reduce staff absences (representative from administration, instructional (millenials), and non-instructional personnel from each school) (RM, CD, HC, IC) <ul style="list-style-type: none"> - Board Recognitions of Perfect Attendance - Increase awareness of the value of sick days - Increase the awareness of the generational differences of our employees and how that impacts staff absences 	<p>Monthly payroll reports</p> <p>Skyward data</p> <p>Developed procedures</p>	<p>Finance Department</p> <p>Principals</p> <p>Administrative Services</p> <p>HR Director</p>	Indirect Costs
<p>Objective 9: Develop policies, protocols, and procedures to ensure that system and school leaders have access to hire, place and retain qualified professional and support staff.</p>	<ol style="list-style-type: none"> 1. Revise Human Resources Management Development plan (HRMD). (RM, CD) 2. Increase access to Teachers-Teachers.com for aide in recruitment. (RM) 3. Increase collaborative recruitment efforts with a district recruitment team. (RM) 4. Re-evaluate the fairs that are attended. (RM) 5. Increase salaries to be competitive. (RM, HC) 6. Develop policies and procedures for Human Resources. (RM, CD) 7. Reexamine staffing formula to determine 	<p>HRMD</p> <p>List of recruitment activities</p> <p>Salary schedules</p>	<p>Administrative Services</p> <p>Director of HR</p> <p>Coordinator of PD</p>	<p>General Funds</p> <p>Project 1709 - T2T</p> <p>Project 1706 - AIT</p>

	if additional elementary support staff is needed. (RM, HC)			
Objective 10: Educate all instructional staff on Florida standards, curriculum guides, appropriate assessments and support them through professional development.	1. Update instructional tool kits. (HE, II, RM, EE, IC) 2. Utilize PLCs to discuss Florida Standards. (RM CD, HE, II, RM, EE, IC)* <ul style="list-style-type: none"> - Principal data 5/5 schools used PLCS to discuss FL Standards.* - Monitor the use of the standards mastery test to ensure pace of curriculum map.* - Provide opportunities for vertical teaming at the secondary level for standards based PLCs during pre-plan.* 3. Provide professional development according to master-in-service plan.* 4. Utilize the Focus Groups/Reading Coaches to inform the instructional staff about the work with Florida standards.*	Tool kits - Updated with new curriculum maps K-12 PLC agendas are turned in at the monthly Reading Coach meetings Professional development offerings Standards mastery report	Coordinator of PD Principals Instructional Services Accountability & Assessment Reading Coaches Focus Groups	Project 1723 - Special Needs Project 4721- Title II

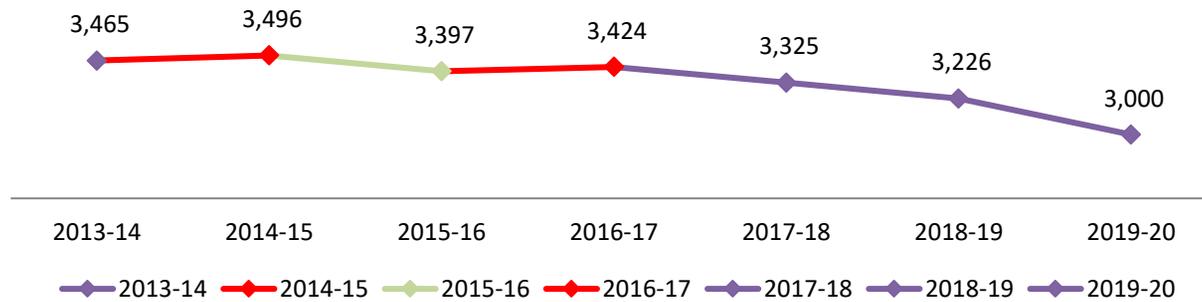
Beginning Teacher Salary



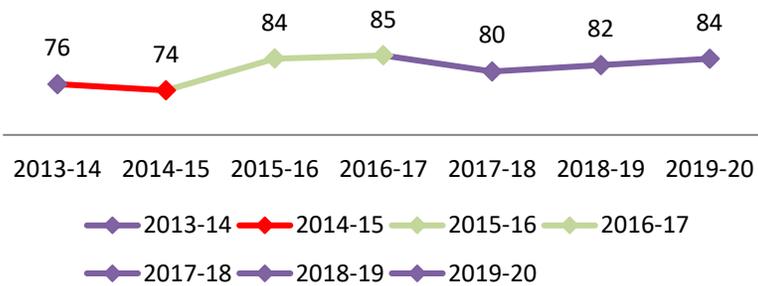
Enhancing Teacher Performance through Staff Development



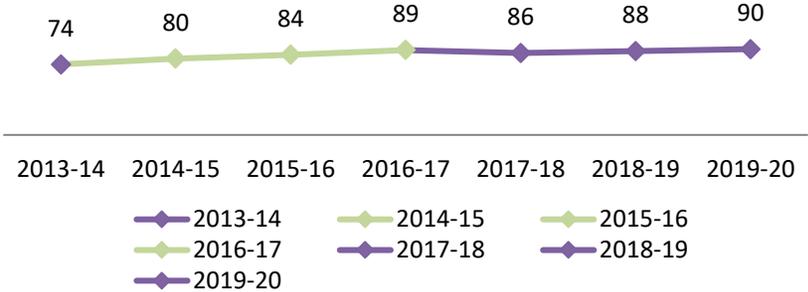
Number of Teacher Absences



Teachers are Provided Positive Feedback for Good Work



Support Staff is Provided Positive Feedback for Good Work



DIRECT INSTRUCTION	Performance Values Rating Percentages			
	U	NI/D	E	HE
Performance Responsibilities				
5. Engages all students in the work of the lesson from start to finish.	<1	8	78	14
6. Ensures all students are working with content aligned to the appropriate standards for their subject and grade.	<1	7	76	17
7. Organizes instruction so that students are carrying the cognitive load in the classroom.	1	14	71	14
8. Ensure that all students demonstrate that they are learning.	1	11	78	11
9. Adjusts instruction for all students, including students with disabilities and students who have limited English proficiency.	2	8	73	19
10. Uses a range of questioning and discussion techniques to promote higher level thinking aligned to curriculum standards.	1	12	71	16
11. Monitors learning activities providing feedback and reinforcement to students.	1	4	81	14

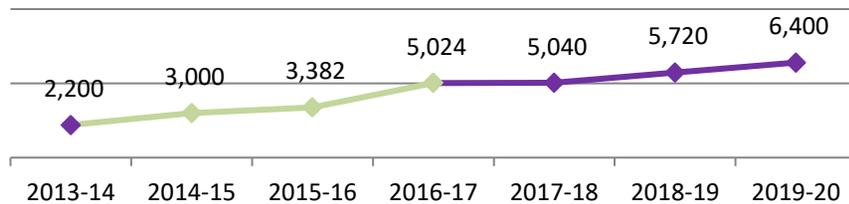
Focus Area 4: District Systems

Desired State All departments will work smart and efficiently to support student achievement	Division Priority <ul style="list-style-type: none"> Support technology for standards achievement and business functions. Ensure all facilities are in pristine condition, safe, and conducive to learning. <ul style="list-style-type: none"> Partner with our community to enhance student success. 			
Objectives	Strategies	Monitoring Tools	Responsibility	Funding
Objective 1: Be 1:1 by 2019-20.	1. Continue to support professional development plans at each school site that is 1:1. (HE, IC) 2. Develop plan to provide devices to remaining schools. (RM) 3. Ensure infrastructure is in place through 3 rd party evaluation. (RM, IC)	Creation of plan T4 (Teachers Train Teachers in Technology) plan and training documents Report from 3rd party evaluation	IT Principals of Selected Sites Director of Operations	Project 1777 - DCP Capital Funds
Objective 2: Utilize the certification sync between Skyward Student and Skyward Business to achieve high school scheduling.	1. Set-up Skyward training for certification sync. (IC) 2. Develop procedures for implementing the sync and monitoring the system. (IC) 3. Provide training to those involved. (IC)	Development of high school master schedule for 2017-18	Director of HR & IT Principals Assistant Superintendents	IT Budget
Objective 3: Write policies and procedures that align all district systems.	1. Identify areas in which written policies and procedures are needed inside departments and or jobs. (CD, IC) 2. Identify a plan of dissemination for searchable written policies and procedures. (IC) <ul style="list-style-type: none"> Instructional and Administrative staff will be tasked with identifying the top 10 areas that need written procedures. A time frame for completion will be developed. The procedures will be written, reviewed by various stakeholders, revised as necessary and then disseminated according to the audience. 	Written policies and procedures	All Administrators	Indirect Costs
Objective 4: Continue to implement cost effective strategies to address capital needs.	1. Prioritize needs based on safety and security. (RM) 2. Align funding sources with the principals' needs. (RM)	Long range plan for capital needs Capital budget - SREF	Director of Operations	Capital Budget
Objective 5:	1. Research traffic patterns at OHS. (RM) 2. Research correction of drainage problem.	Plans and completion of projects	Board Members	Capital Budget

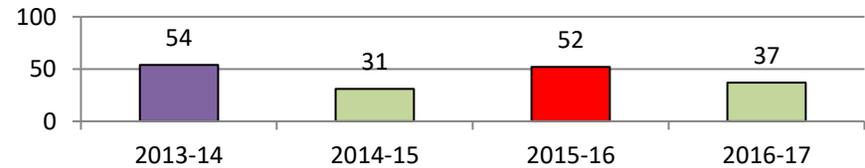
Continue researching possibility of special facilities construction for Okeechobee High School.	(IC) 3. Hold workshop in September. (CD)		Superintendent Director of Operations	General Funds
Objective 6: Monitor workers' compensation claims.	1. Worker's compensation reports will be pulled monthly. (IC) 2. Safe School training will be utilized by new employees in 2017-18. (IC) 3. Employees requiring medical attention will be drug tested and required to complete a Safe School's module relating to their accident. (IC)	Tracking through Safe Schools platform Origami System reports SREF	Assistant Superintendent for Administrative Services	General Funds Project 1742 - Drug Testing
Objective 7: Create a system of support for atypical student behaviors.	1. Formulate protocols for all schools by the behavioral analyst. (CD) 2. Identify strategies, resources and interventions. (IC) 3. Sequence of steps and timeline for interventions. (CD) 4. Implement RTI A and B in Skyward. (IC)	Development of protocols Lists of strategies and interventions	Director of ESE Behavioral Analyst Assistant Principals Resource Specialists	Indirect Costs
Objective 8: Provide Skyward trainings for job-alike groups.	1. Review policies and procedures. (RM, IC) 2. Train principals, assistant principals, data processors, guidance, and district office. (RM, IC) 3. Continue to utilize NEFEC personnel for Skyward training. (RM, IC) 4. Training on Skyward RTI A and B (EWS) (RM, IC)	Policies and Procedures Training Agendas	Director of IT IT Data Specialists	IT Budget
Objective 9: Achieve District Accreditation by 2019-20.	1. Review standards and complete checklist by school. (CD) 2. Align district initiatives. (CD) 3. Upload documents. 4. Complete all requirements for the Accreditation process by December, 2017. (CD, HC, HE, II, RM, EE, IC) 5. Host Accreditation Team in 2018.	Checklists Uploaded Documents Accreditation	Director of Student Services School Leadership Teams Assistant Superintendents	Project 4721- Title II District Funds
Objective 10: Continue Academic Parent Teacher Teams, APTT, in four elementary schools.	1. Develop academic focus for each grade. (RM, HE) 2. Market participation through social media. 3. Collect participation data.	Participation data	Coordinator of GSP Principals	Project 4731- Title I, Part A
Objective 11: Increase breakfast and lunch participation.	1. Increase menu variety. (RM) 2. Offer reimbursable meals from carts and/or vending machines. (RM) 3. Use contests to entice/increase	Food Service POS data Menus	Supervisor of Food Service	Food Service Budget

	participation. (RM) 4. Marketing/Educating of food service programs. (RM)		Food Service Managers Webmasters	
Objective 12: Implement HB41 regarding hazardous walking conditions.	1. Investigate hazardous walking conditions for compliance. (RM) 2. Explore grants opportunities. (RM) 3. As new sites are identified, create additional <i>safe routes to schools</i> committees including county and city staff. (RM)	List of hazardous walking conditions Grant applications Committee Minutes	Supervisor of Transportation School-based committee	Potential Grants

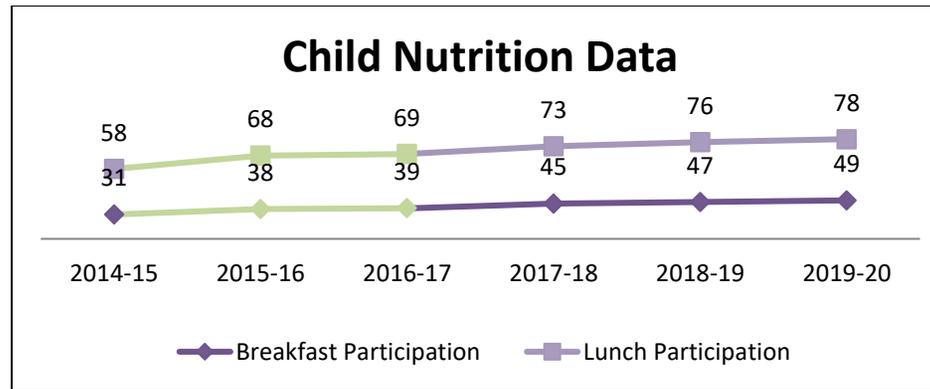
of Computers



WC Claims needing Medical Attention



APTT Longitudinal Data							
APTT	Number of Events	Attendance	Number of Events	Attendance	Number of Events	Attendance	3 Year Total
	2014-15	2014-15	2015-16	2015-16	2016-17	2016-17	
CENTRAL ELEMENTARY	N/A	N/A	4	910	4	1,119	
EVERGLADES ELEMENTARY	N/A	N/A	4	590	4	781	
NORTH ELEMENTARY	4	1268	4	1403	4	1,501	
SEMINOLE ELEMENTARY	N/A	N/A	4	323	4	617	
	2014-2015		2015-2016		2016-2017		
Event Totals:	4 Events	1,268 Total Attendance	16 Events	3,226 Total Attendance	16 Events	4,018 Total Attendance	8,512 3 Year Total



School Quality Factors Key

AdvancED's deep experiential base combined with 21st century perspective on effective schools, led to the identification of seven research-based school quality factors that are the keys to driving improvement. These seven factors are foundational to the School Quality Factors Diagnostic, a tool that can be used by institutions for self-evaluation along their improvement journey. Each of these seven factors has an explicit definition of quality as described here:

- Clear Direction (CD)** - The capacity to define and clearly communicate to stakeholders the direction, mission, and goals that the institution is committed to achieving.
- Healthy Culture (HC)** - The shared values, beliefs, written and unwritten rules, assumptions and behavior of stakeholders within the school community that shape the school's social norms and create opportunities for everyone to be successful.
- High Expectations (HE)** - An institution's stated commitment to expectations for all stakeholders, including student learning outcomes, teacher quality, leadership effectiveness, community engagement and parent involvement.
- Impact of Instruction (II)** - The capacity of every teacher to purposefully and intentionally create an environment that empowers all learners to be successful and reach expected levels of achievement, including readiness to transition to the next level of learning or career pathway.
- Resource Management (RM)** - The ability of an institution to plan, secure, and allocate its resources (human, material, and fiscal) to meet the needs of every learner.
- Efficacy of Engagement (EE)** - The capacity to engage learners and other stakeholders in an effective manner to improve learning outcomes.
- Implementation Capacity (IC)** - The ability of an institution to consistently execute actions designed to improve organizational and instructional effectiveness.