



OKEECHOBEE COUNTY SCHOOL DISTRICT

Perseverance, Respect, Integrity, Dependability, Ethics

2015 - 2020 Strategic Plan (2019-20 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 ALL students are cared for, nurtured, valued, and respected. Encourage students' responsibility for their own learning. 	<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 19.

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. <ul style="list-style-type: none"> • 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) Use identified sources of authentic and rigorous text for instruction with increased opportunities for professional development. (RM) Communicate a vertical progression of standards in core subject areas with the emphasis on K-8 science and K-12 math. (CD) Ensure use of curriculum maps in all subjects. Develop curriculum maps for all core subjects K-12. (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) Increase proficiency in ELA at all grade levels (II). <ol style="list-style-type: none"> **Add after SIPs. Monitor instruction through instructional rounds. (HE, IC) Develop, create, and modify interim (common) assessments at secondary level. <ol style="list-style-type: none"> Implement assessments that are embedded in curriculum. (IC) Review test questions to reflect rigor of the standards. (HE, II) Submit interim (common) assessments to Instruction Partners for evaluation for improvement. (RM) 	<p>FSA data</p> <p>Standards Mastery reports</p> <p>i-Ready diagnostic reports</p> <p>Performance Matters reports</p> <p>Edmentum Reports; Study Island; Training surveys</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>Instructional Services</p> <p>Coordinator of Staff Development</p> <p>Coordinator of Accountability</p> <p>Principals</p>	<p>Title I, Part A</p> <p>Title I, Part C</p> <p>Title II</p> <p>Instructional Materials</p> <p>SAI Summer School</p> <p>School Discretionary</p>

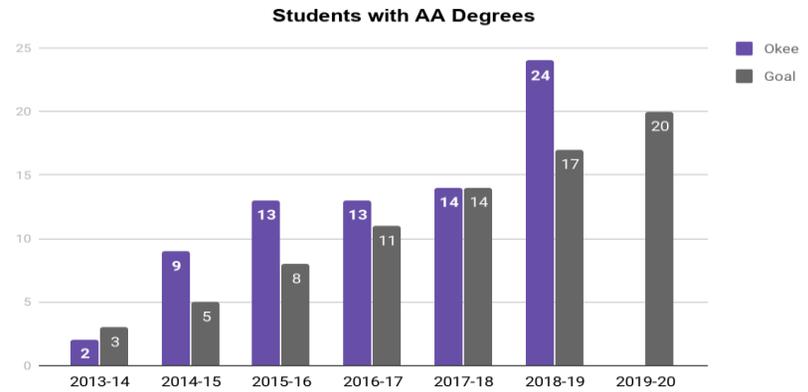
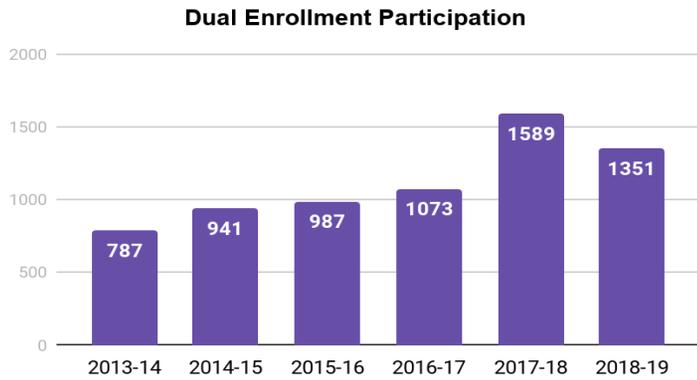
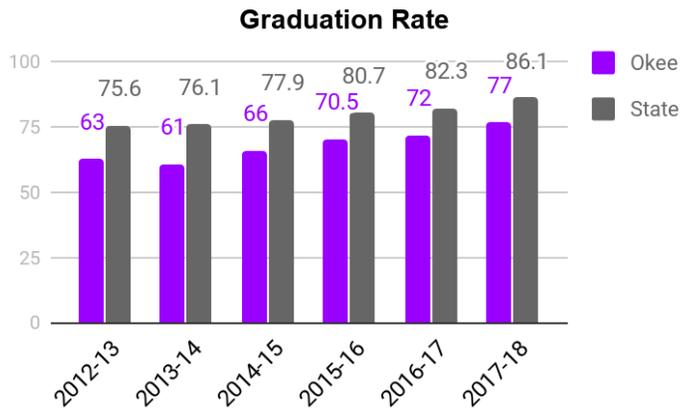
	<ul style="list-style-type: none"> d. Administer interim (common) assessments for all state assessed areas. (IC) 5. Increase the percent of students on grade level or proficient on interim assessments (70% on PM/Edmentum) <ul style="list-style-type: none"> a. Use sub-group data from state and interim 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. Target closing the gap in 5th grade science, 8th-9th ELA, and 9th Alg and 10th Geometry. (II) 6. Continue the structures for 90-minute class periods in Middle Schools for ELA and Math. (RM) 7. Implement Footstep2Brilliance for pre-school youth. (EE, RM) 	Accucess (Secondary)		
<p>Objective 2: Increase student acceleration measures.</p>	<ul 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, CTE) with an emphasis on underrepresented populations. (ESSA Federal Index) (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) 5. Increase the number of students taking an AP course for the first time and explore Pre-AP courses. 6. Monitor the number of students that qualify for IRSC’s “Dual Enrollment Achievement Scholarship” (30+ credit hours and 3.0 or higher college GPA). 7. Expand the number of career programs which lead 	<p>Industry Certifications</p> <p>Enrollment records</p> <p>School Acceleration Enrollment/Participation Records by Demographic</p>	<p>Director of GSP</p> <p>Director of Student Services</p> <p>Principals</p>	<p>Title I, Part A & C</p> <p>Titles II & III</p> <p>AVID</p> <p>Dual Enrollment & AP Projects</p> <p>Carl Perkins</p> <p>Industry Cert Project</p>

	to industry certification for Middle School. (II)			
Objective 3: Increase the graduation rate to meet the state average.	1. Increase the K-12 promotion rates. (II)	Student database records	Director of Student Services	Title I, Part A
	2. Develop a process for identifying and tracking the students that would benefit from the 18-credit graduation option. (HC, CD)	List of additional programs	Principals	Title I, Part C
	3. Implement the procedures of early warning system and MTSS. (CD, IC, EE)	MTSS records EWS records	Instructional Services	Title II
	4. Develop and disseminate a credit recovery plan procedures for the district. (RM, HC, CD)	Creation of credit recovery plan	Director of ESE	Title III
	5. Create a formal structure to ensure Tier 3 learners develop positive relationships with and have adults/peers that support their educational experiences. (HC)	MTSS Referrals/Early Warning System	Director of IT Director of GSP SOC Youth Coordinator	SAI Carl Perkins Industry Certs Title VI General Funds SOC Grant/Mental Health Allocation

School Name	2019															
	ELA Achieve.	ELA Learning Gains	ELA Learning Gains Lowest 25%	Math Achieve.	Math Learning Gains	Math. Learning Gains Lowest 25%	Science Achieve.	Social Studies Achieve.	Middle School Accel.	Grad Rate 17-18	College and Career Accel. 17-18	Percent of Minority Students	Percent of Econ. Disadv. Students	Total Points Earned	Percent of Total Possible Points	Grade 2019
CENTRAL	46	52	60	58	42	37	37					65.6	100	332	47	C
EVERGLADES	54	64	55	58	62	35	41					55.3	100	369	53	C
NORTH	65	56	57	71	68	56	49					47.5	86.5	422	60	B
SEMINOLE	47	44	42	63	59	48	55					65.8	99.8	358	51	C
SOUTH	49	52	61	59	53	35	37					45	86	346	49	C
OSCEOLA	44	49	44	63	59	54	51	69	66			45.6	93.2	499	55	B
YEARLING	40	47	41	58	60	58	35	51	64			59	97.3	454	50	C
OHS	44	44	35	38	29	28	67	59		80	66	53.8	76.3	490	49	C
i-Ready District Totals for Mathematics																

	Diagnostic 1					Diagnostic 2					Diagnostic 3				
	14-15	15-16	16-17	17-18	18-19	14-15	15-16	16-17	17-18	18-19	14-15	15-16	16-17	17-18	18-19
Gr K	16%	13%	11%	11%	12%	40%	40%	39%	44%	48%	66%	72%	75%	79%	83%
Gr 1	10%	12%	4%	4%	9%	42%	34%	33%	33%	37%	67%	69%	65%	75%	72%
Gr 2	10%	16%	9%	9%	9%	40%	42%	35%	40%	35%	65%	71%	71%	73%	70%
Gr 3	18%	25%	19%	18%	23%	49%	50%	43%	51%	48%	69%	68%	70%	73%	69%
Gr 4	31%	36%	30%	26%	31%	58%	55%	53%	55%	57%	72%	76%	73%	70%	74%
Gr 5	25%	35%	33%	35%	30%	41%	50%	50%	52%	53%	58%	63%	64%	71%	65%
Gr 6	26%	27%	27%	30%	X	38%	40%	36%	44%	X	38%	47%	46%	57%	X
Gr 7	10%	14%	13%	17%	X	24%	22%	23%	24%	X	31%	30%	30%	34%	X
Gr 8	10%	14%	9%	13%	X	14%	14%	10%	17%	X	19%	24%	11%	29%	X

i-Ready District Totals for Reading															
	Diagnostic 1					Diagnostic 2					Diagnostic 3				
	14-15	15-16	16-17	17-18	18-19	14-15	15-16	16-17	17-18	18-19	14-15	15-16	16-17	17-18	18-19
Gr K	29%	25%	18%	15%	16%	59%	58%	55%	61%	68%	80%	85%	87%	88%	93%
Gr 1	16%	17%	13%	10%	14%	52%	51%	39%	35%	44%	74%	76%	67%	74%	74%
Gr 2	26%	24%	26%	24%	22%	53%	51%	52%	51%	54%	68%	72%	72%	73%	71%
Gr 3	35%	45%	36%	43%	44%	56%	63%	56%	67%	62%	72%	72%	73%	83%	76%
Gr 4	18%	21%	21%	20%	23%	35%	36%	35%	31%	35%	44%	50%	47%	42%	50%
Gr 5	24%	24%	24%	21%	19%	30%	31%	33%	33%	32%	37%	39%	39%	45%	42%
Gr 6	24%	27%	19%	27%	X	33%	37%	23%	29%	X	33%	42%	24%	40%	X
Gr 7	23%	25%	26%	22%	X	31%	34%	25%	24%	X	32%	37%	27%	30%	X
Gr 8	24%	28%	32%	27%	X	32%	27%	39%	30%	X	33%	34%	36%	35%	X



English/Language Arts Exams			
Grade	Okee % Passing	State % Passing	Gap
3	59	58	1
4	46	58	-12
5	50	56	-6
6	47	54	-7
7	38	52	-14
8	37	56	-19
9	40	55	-15
10	46	53	-7

NGSSS State Assessments			
Grade	Okee % Passing	State % Passing	Gap
5	44	53	-9
8	41	48	-7
Biology 1	64	67	-3
Civics	59	71	-12
US History	57	70	-13
ELA Retake 11	16	17	-1
ELA Retake 11	2	8	-6
Alg.I Retake	7	9	-2

Mathematics Exams			
Grade	Okee % Passing	State % Passing	Gap
3	66	62	4
4	60	64	-4
5	56	60	-4
6	54	55	-1
7	55	54	1
8	51	46	5
Algebra 1	52	61	-9
Geometry	47	57	-10

Promotion Rates Grades 3-10			
Grade	# Retained	EOY Enrollment	Promotion Rate
3	37	504	92%
4	0	452	100%
5	2	502	99%
6	10	504	98%
7	18	541	97%
8	1	475	99%
9	34	550	93%
10	38	512	92%

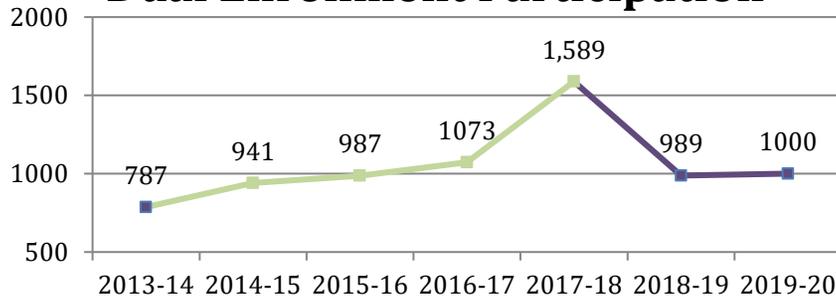
2017-18 Promotion Rates Grades 3-10			
Grade	Number Retained	End of Year Membership	Promotion Rate
3	25	555	96%
4	8	483	98%
5	3	526	99%
6	9	490	98%
7	28	539	95%
8	15	483	97%
9	41	451	91%
10	34	468	93%

Math			
Grade	Okee % Passing	State % Passing	Gap
3	62	62	0
4	56	62	-6
5	56	61	-5
6	56	52	4
7	46	54	-8
8	54	45	9
Algebra 1	54	63	-9
Geometry	47	57	-10

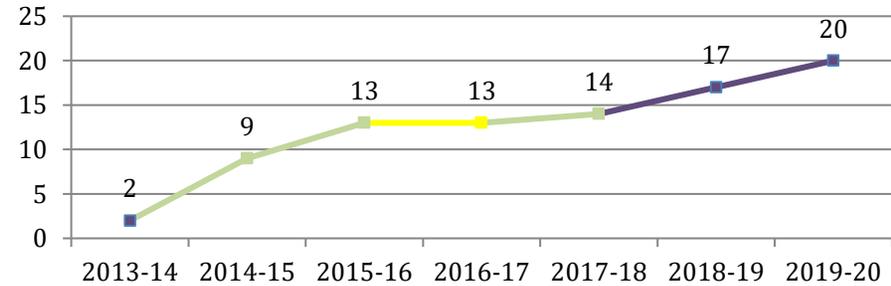
2017-18 Science Grades 5, 8, Biology			
Grade	Okee % Passing	State % Passing	Gap
Grade 5	52	55	-3
Grade 8	37	50	-13
Biology	60	65	-5

History			
Grade	Okee % Passing	State % Passing	Gap
Civics	50	71	-21
US History	52	68	-16

Dual Enrollment Participation



Students with AA Degrees

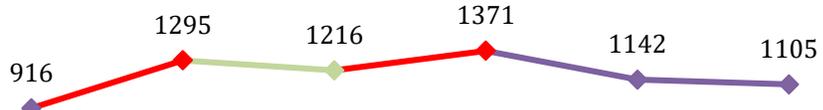


Focus Area 2: Student

Desired State The educational environment will be focused on the student.	Division Priority <ul style="list-style-type: none"> • Teach core values. • Ensure ALL students are cared for, nurtured, valued and respected. • Encourage students' responsibility for their own learning. 			
Objectives	Strategies	Monitoring Tools	Responsibility	Funding
Objective 1: Decrease the number of students with 21+ days of absences (all absence types) by 5% from 2015 to 2020.	<ol style="list-style-type: none"> Reduce the number of out-of-school suspensions. (HC) Explore alternative options for first time offenders for drugs and alcohol. Examine quarterly suspension data by subgroup, incidents, and rate of suspension. (HE, HC, IC) Implement the attendance policies with fidelity, timely and accurately. (CD, RM, IC) Assign students with 21+ days a mentor. 	Student database SESIR data PD sign-in Sheets Climate Survey	Director of Student Services Principals Instructional Services ESE Staff	Indirect Costs SAI
Objective 2: Create a safe and nurturing learning environment as evidenced by increased positive responses to <i>"I feel safe at school."</i> and <i>"Students treat each other with respect."</i>	<ol style="list-style-type: none"> Implement district adopted Social Emotional (SEL) Program (HC, II) Continue improvement of PBIS Program by developing school-wide committees, providing training. (II, HC, HE) Continue efforts to educate all stakeholders in bullying and harassment prevention and policy. (II, HC, HE) 	Climate Surveys PBIS Sign-In Sheets PBIS website Reporting and Evaluation System Common District Curriculum Recognitions, awards and incentives	Instructional Services Principals Assistant Principals Director of ESE	IDEA Instructional Materials School Discretionary Mental Health Assistance

				Title I
<p>Objective 3: Students will demonstrate engagement by taking ownership of their learning as evidenced by District Walkthroughs and Observation Data</p>	<ol style="list-style-type: none"> 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) School, district leaders and third party collaborators will implement fidelity monitoring for effectiveness for student engagement (i.e. Instruction Partners, Dr. Brian Dassler Leadership Academy, etc.) (HE, II) AVID schools will implement AVID strategies in accordance with their AVID site plan. (CD, RM) 	PLC Meeting Calendars Sign-sheets of PLC meetings Performance Appraisal Data WICOR Walk-throughs Instructional Rounds/Learning Walks	Principals Coordinator of Staff Development Reading Coaches District AVID Coordinator	General Funds
<p>Objective 4: Increase the positive response to "Students are recognized for their good work."</p>	<ol style="list-style-type: none"> Provide recognition for students' academic and behavioral success. (HC, HE) Communicate those successes through Social Media, newsletters, website, newspaper. (HC) Recognize students at the district level for their academic and behavioral success in and outside the school. (HC) Survey students as to their definition and ideas of meaningful recognition. (CD, HE, RM) 	Student Climate Survey Results	Principals	School Based Funds - internal
<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"> Schools will implement and monitor EWS-Early Warning System. (RM, IC) <ol style="list-style-type: none"> Establish a uniform reporting system for EWS Provide technical assistance. Schools will identify students with academic, behavioral, or social/emotional needs and respond by: <ol style="list-style-type: none"> refer to MTSS and or counseling (RM, IC) develop and implement BIPS when necessary (RM, IC) Crisis Counselors, Social Workers and School Counselors provide support groups. (HC, RM) Implement Mental Health Assistance Plan. (CD, HC, RM, EE) Provide a minimum of 5 hours of required instruction in mental and emotional health for students in K-12. (HC) 	Tracking of the numbers of: <ol style="list-style-type: none"> students at each MTSS tier by school number of staffings students on EWS students in acceleration courses students in enrichment groups students identified as gifted crisis calls 	Principals Director of ESE Instructional Services Crisis Counselors	General Funds Mental Health Allocation
<p>Objective 6: Ensure every student has created a plan for entering college, career training or the workforce.</p>	<ol style="list-style-type: none"> Develop an implementation plan for MyCareerShines beginning at the middle school level. (EE) Revise the curriculum at the middle school level to include at least 75% of the students receive a 		Middle School Principals Instructional Services	General Funds

Students with 9+ Unexcused Absences



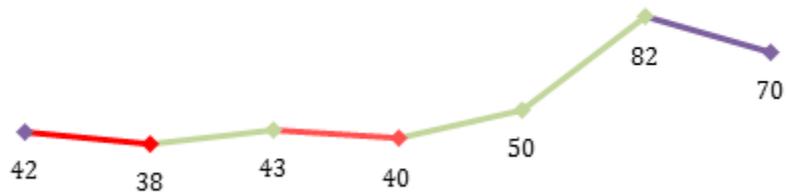
2014-15 2015-16 2016-17 2017-18 2018-19 2019-20

Students with 21+ Absences (All)



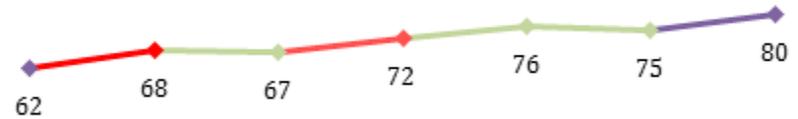
2015-16 2016-17 2017-18 2018-19 2019-20

Student Climate Surveys Students Treat Each Other With Respect



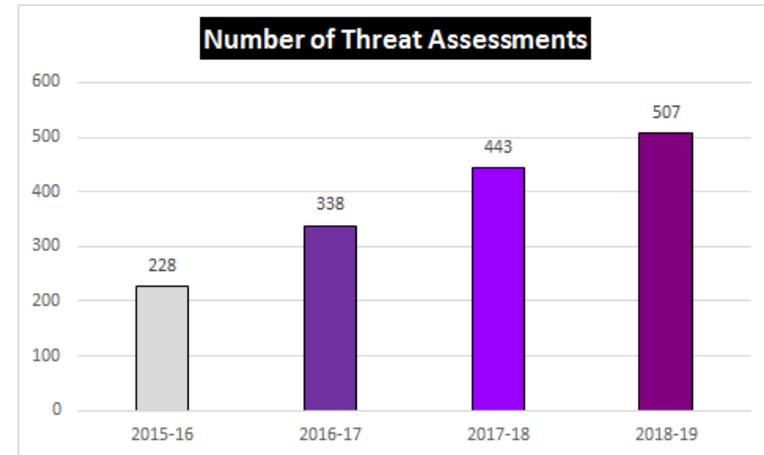
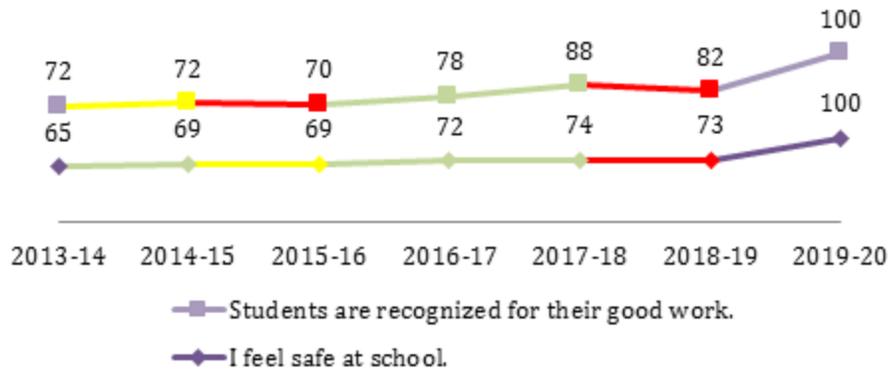
2013-14 2014-15 2015-16 2016-17 2017-18 2018-19 2019-20

Student Climate Surveys I Am Proud of My School



2013-14 2014-15 2015-16 2016-17 2017-18 2018-19 2019-20

Student Climate Surveys



School	2015-16 Days OSS	2016-17 Days OSS	2017-18 Days OSS	2018-19 Days OSS
CES	40	16	2	26
EES	113	91	54	81
NES	13	8	16	17
OAA	527	479	485	372
OFC	482	315	282	341
OHS	458	355	452	573
OMS	583	453	380	404
SEM	185	79	110	41
SES	50	7	31	98
YMS	469	464	351	462
TOTAL	2920	2267	2163	2415

Focus Area 3: Human Capital

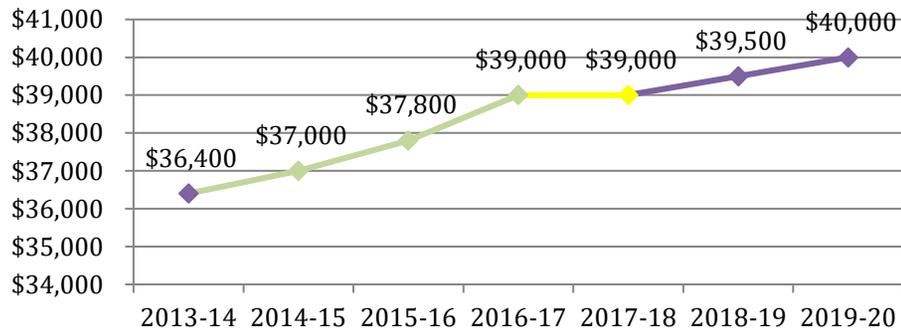
<p>Desired State All employees will be invested in academic achievement.</p>	<p>Division Priority</p> <ul style="list-style-type: none"> Fully staff schools and departments with skilled employees. Develop skills so that all employees are performing at a highly effective level. <ul style="list-style-type: none"> Improve attendance of faculty and staff. 			
<p>Objectives</p>	<p>Strategies</p>	<p>Monitoring Tools</p>	<p>Responsibility</p>	<p>Funding</p>
<p>Objective 1: Recruit and retain highly effective staff.</p>	<ol style="list-style-type: none"> Explore other options for recruitment. (RM) Increase collaborative recruitment efforts with a district recruitment team. (RM) Re-evaluate the fairs that are attended (RM) Improve our on-line presence. 			<p>Project 1036 – Teacher Recruitment</p>
<p>Objective 2: Enhance teacher performance through staff development based on prioritized needs identified through teacher appraisal data, student data and teacher surveys.</p>	<ol style="list-style-type: none"> Professional development will be provided at the district level to teachers on questioning and engagement. (EE, HE, II) Professional Development on these topics will be provided at the school level to teachers : <ul style="list-style-type: none"> CES-engagement and questioning EES-engagement and best instructional practices NES- best instructional practices SES- K-2 focus on phonics and best instructional practices SEM- phonics instruction CKLA and math instruction with Eureka OMS- questioning, engagement, differentiation YMS-questioning, discourse, data analysis OHS/OFC- math discourse and quality questioning (RM, II, EE, IC, HE) Update instructional tool kits. (HE, II, RM, EE, IC) Utilize PLCs, following PLC Protocols, to align tasks to Florida Standards. (RM, CD, HE, II, RM, EE, IC) <ul style="list-style-type: none"> Review progress monitoring assessment data to ensure pace of curriculum map. Provide opportunities for vertical teaming K-12. 	<p>Performance Appraisal Data</p> <p>PLC Minutes/Agenda</p> <p>Sign-in Sheets</p>	<p>Coordinator of Staff Development</p> <p>Principals</p>	<p>Title I, Part A</p> <p>Title II</p> <p>Instructional Staff Training</p>

	<ol style="list-style-type: none"> 5. Provide professional development according to Professional Learning Catalog. (RM, CD, HE, II, RM, EE, IC0) 6. Utilize the Focus Groups/Reading Coaches to inform the instructional staff about the work with Florida standards. (RM, CD, HE, II, RM, EE, IC) 			
<p>Objective 3: Build capacity of classified staff by increasing the number of professional development opportunities.</p>	<ol style="list-style-type: none"> 1. 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 and work related practices. (IC, HC, RM, EE) 2. Cross-train classified employees to meet district needs. (RM, IC) 3. Provide Customer Service Training to 60 employees to improve stakeholder experience. (HE, HC, EE) 	<p>Agendas</p> <p>Sign-in sheets</p>	<p>Department Heads</p> <p>Coordinator of Staff Development</p>	<p>Title II</p> <p>IT Budget</p> <p>District Funds</p>
<p>Objective 4: Recruit additional substitutes and provide them with meaningful training to continue academic focus.</p>	<ol style="list-style-type: none"> 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 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) 	<p>Training agendas</p> <p>Sign-in sheets</p> <p>Advertisements</p>	<p>Director of HR</p> <p>Coordinator of Staff Development</p>	<p>Title II</p>
<p>Objective 5: Increase salaries to remain competitive regionally.</p>	<ol style="list-style-type: none"> 1. Research salaries of surrounding and like-size districts. (RM) 2. Negotiate salary increase with Association. (HC, RM, IC) 3. Ensure funds are appropriate to sustain increase. (RM, IC) 	<p>Salary schedule</p>	<p>Superintendent</p> <p>Director of Finance</p>	<p>General Funds</p>
<p>Objective 6: Provide employees positive feedback for good work.</p>	<ol style="list-style-type: none"> 1. Increase the use of social media to recognize employees. (HC, EE) 2. Continue Board Recognition. (HC, EE) 3. Administer <i>StrengthsFinder</i> to the leadership team. (HC, RM) 4. Evaluators will utilize appreciative inquiry strategies when providing-feedback following an observation. (HC, II, CD, HE, IC) 	<p>Board Agendas</p> <p>Climate Surveys</p> <p>StrengthsFinder Matrix</p> <p>Evaluators</p>	<p>Webmasters</p> <p>Administrative Services</p> <p>Coordinator of Staff Development</p>	<p>Title II</p>

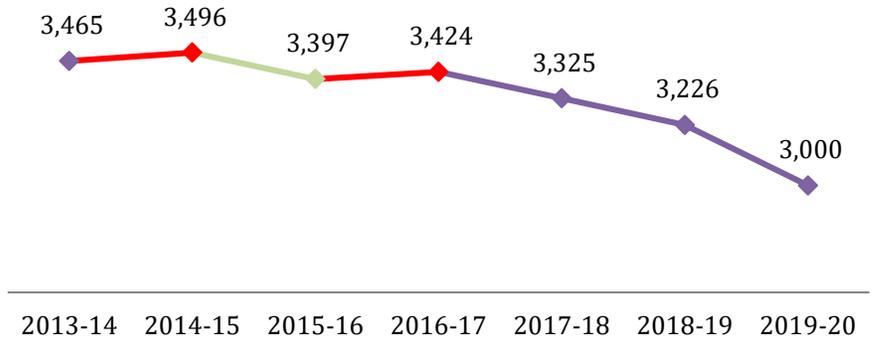
	(*Include/revise teacher climate survey indicator(s) related to feedback quality. New question: "A positive element was incorporated into observation feedback sessions with my administrator during the year.")			
Objective 7: Enhance instructional leadership capacity of district and school-based leaders.	<ol style="list-style-type: none"> Professional Development Focus for Instructional Leaders will be on the following: (CD, HC, HE, II, RM, EE, IC) <ol style="list-style-type: none"> Instruction Partners Training Deeper understanding of Instructional Shifts including revised curriculum maps Brian Dassler Leadership Academy Gulf Coast Partnership - USF National Institute for School Leaders School Walk-Throughs based on Instruction Partners, IPG, Evaluation rubric will be conducted by: (CD, HE, II) <ol 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. PD will be provided to principals on the evaluation instrument. (CD, IC, HE) 	Sign- Sheets Principal meeting agendas Performance appraisal data	Superintendent Coordinator of Staff Development Instructional Services Principals	Title I Title II Instructional Leadership
Objective 8: Enhance instructional leadership capacity of teacher leaders.	<ol style="list-style-type: none"> Utilize teacher leaders to assist with Project ONE (RC, HE, HC, IC, II, CD) Teacher leaders from Focus Groups will facilitate PD offerings identified on the master PD Schedule. (HE, II, IC) Utilize BOLD for aspiring administrators culminating with Targeted Selection. (HE, RM) 	PD Calendar List of Teacher Leaders who work as PD Facilitators. PLC Sign-in Sheets	Principals Coordinator of Staff Development Teacher Leaders	Title I, Part A Title II Staff Training
Objective 9: Reduce sick, personal, and unearned leave absences of employees.	<ol style="list-style-type: none"> In addition to each payroll, monitor leave on a monthly basis. (RM) <ul style="list-style-type: none"> Reports sent automatically to Principals. Follow the unearned leave practice of notifying employees of ability to take Family Medical Leave (FMLA). (RM) Create a committee to develop a district wide incentive program to reduce staff absences (representative from administration, instructional (millennials), and non-instructional personnel from each school) (RM, CD, HC, IC) 	Monthly payroll reports Skyward data Developed procedures	Finance Department Principals Administrative Services HR Director	General Funds

	<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 			
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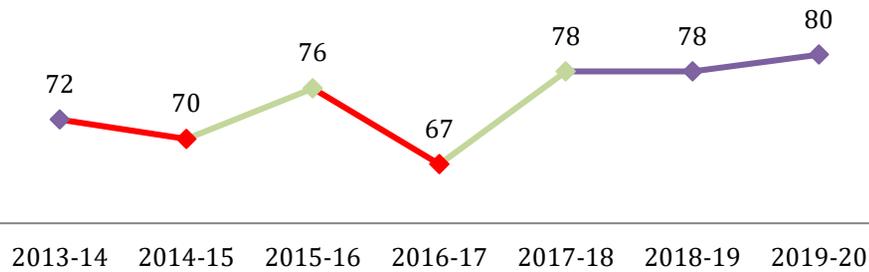
Beginning Teacher Salary



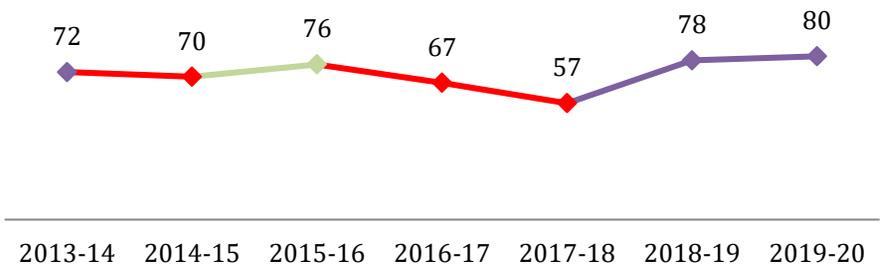
Number of Teacher Absences



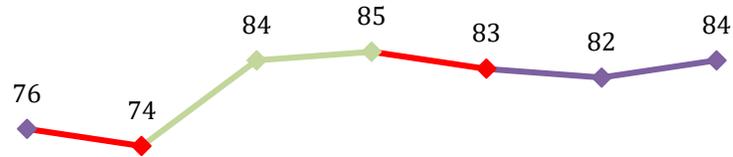
School Based Staff Development has Enhanced Teacher Performance



District Based Staff Development has Enhanced Teacher Performance



Teachers are Provided Positive Feedback for Good Work



2013-14 2014-15 2015-16 2016-17 2017-18 2018-19 2019-20

Support Staff is Provided Positive Feedback for Good Work



2013-14 2014-15 2015-16 2016-17 2017-18 2018-19 2019-20

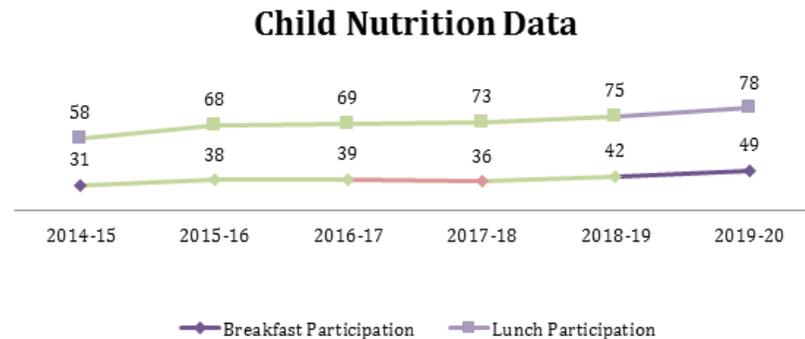
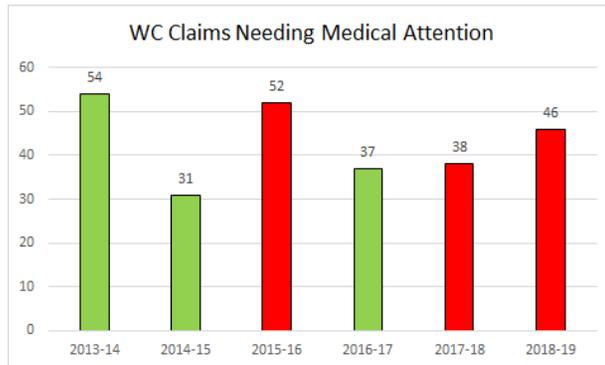
DIRECT INSTRUCTION	Performance Values			
	Rating Percentages			
Performance Responsibilities	U	NI/D	E	HE
(4) Sets expectations and engages students' attention, curiosity, interest, optimism, and passion in work that has clear meaning and immediate value.	<1	4	62	34
(5) Scaffolds the task, and uses strategies for the purpose of gradually releasing responsibility to students, providing opportunities for students to take ownership of their learning.	<1	3	57	39
(6) Focus each lesson on quality text or multiple texts (ELA, Science, Social Studies and Technical Subjects). Ensures the work of the lesson reflects the shifts required by MAFS (Mathematics Florida Standards).	<1	4	65	31
(7) Provides differentiated instruction.	1	7	57	34
(8) Uses quality questions to probe and deepen students' understanding.	0	4	64	32
(9) Demonstrates knowledge of content, pedagogy, and standards.	<1	2	59	39

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: Maintain and support 1:1 computing.	1. Develop plan to provide devices to remaining schools. (RM) 2. Ensure infrastructure is in place. (RM, IC) 3. Develop a long-term plan for technology replacement. (CD, RM, IC) 4. Provide professional development to effectively use technology. (HC, II)	Creation of plan T4 (Teachers Train Teachers in Technology) documents	IT Principals of Selected Sites Director of Operations	Digital Classroom Allocation Capital Funds
Objective 2: Utilize the certification sync between Skyward Student and Business to achieve high school scheduling.	1. Set-up Skyward 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	Director of HR & IT Principals Assistant Superintendents	IT Budget
Objective 3: Write policies and procedures that align all district systems.	1. Continue to identify areas in which written policies and procedures are needed inside departments and or jobs. (CD, IC) 2. Instructional and Administrative staff will identify 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. (CD, RM, IC)	Written policies and procedures	All Administrators	General Funds
Objective 4: Continue to implement cost effective strategies to address capital needs.	1. Prioritize needs based on safety and security per recommendations made by OCSO, DOH, local building officials, and fire marshal. (RM) 2. Fund and implement prioritized items identified in the Florida Safe Schools Assessment Report. (HC)	Long range plan for capital needs Capital budget - SREF	Director of Operations	Capital Budget
Objective 5: Continue researching possibility of special facilities construction for Okeechobee High School.	1. Research traffic patterns at OHS. (RM) 2. Research correction of drainage problem. (IC) 3. Continue to maintain facility for safety and curb appeal until renovation or replacement is complete. (RM)	Plans and completion of projects	Board Members Superintendent Operations	Capital Budget General Funds

<p>Objective 6: Monitor workers' compensation claims.</p>	<ol style="list-style-type: none"> 1. Worker's compensation reports will be pulled monthly. (IC) 2. Safe School training will be utilized by new employees. (IC) 3. Employees requiring medical attention will be drug tested and required to complete a Safe School's module relating to their accident. (IC) 	<p>Tracking through Safe Schools platform</p> <p>Origami System reports</p> <p>SREF</p>	<p>Assistant Superintendent for Administrative Services</p>	<p>General Funds</p> <p>Drug Testing Project</p>
<p>Objective 7: Create a system of support for atypical student behaviors.</p>	<ol style="list-style-type: none"> 1. Formulate protocols for all schools by the Director of ESE. (CD) 2. Implement strategies, resources and interventions to decrease atypical student behavior. (IC) 3. Explore the implementation of RTI (MTSS) Academic and Behavior in Skyward across the district (including necessary training). (IC) 	<p>Development of protocols</p> <p>Lists of strategies and interventions</p>	<p>Director of ESE</p> <p>Assistant Principals</p> <p>Resource Specialists</p>	<p>General Funds</p> <p>IT Budget</p>
<p>Objective 8: Provide Skyward trainings for job-alike groups.</p>	<ol style="list-style-type: none"> 1. Review policies and procedures and link technology to work-flow. (RM, IC) 2. Train principals, assistant principals, data processors, guidance, and district office. (RM) 3. Utilize HEC personnel for Skyward training. (RM, IC) 4. Training on Skyward RTI A and B (EWS). (RM, IC) 	<p>Policies and Procedures</p> <p>Training Agendas</p>	<p>Director of IT</p> <p>IT Data Specialists</p>	<p>IT Budget</p>
<p>Objective 9: Address District Accreditation recommendations.</p>	<ol style="list-style-type: none"> 1. Address Emerging (12) and Needs Improvement (1) indicators for Accreditation Engagement Report. (SIPs) (CD, HC, HE, II, RM, EE, IC) 2. Hire consultant, conduct focus groups, analyze data and prepare a new strategic roll out plan for 2020-21. (CD) 	<p>Checklists</p> <p>Uploaded Documents</p> <p>Accreditation Engagement Report</p>	<p>Director of Student Services</p> <p>School Leadership Teams</p> <p>Assistant Superintendents</p>	<p>Title II</p> <p>District Funds</p>
<p>Objective 10: Continue Academic Parent Teacher Teams, APTT, in five elementary schools.</p>	<ol style="list-style-type: none"> 1. Develop academic focus for each grade with emphasis on data that parents cannot get themselves. (RM, HE) 2. Market through social media. (II, IC) 3. Collect participation data. (II, RM) 	<p>Participation data</p>	<p>Director of GSP</p> <p>Principals</p>	<p>Title I, Part A</p>
<p>Objective 11: Increase breakfast and lunch participation.</p>	<ol style="list-style-type: none"> 1. Increase menu variety. (RM) 2. Offer reimbursable meals from carts and/or vending machines. (RM) 3. Use contests to increase participation. (RM) 4. Marketing/Educating of food service programs. (RM) 5. Continue to survey students after offering new items to determine their level of acceptance. 	<p>Food Service POS data</p> <p>Menus</p> <p>Student Surveys</p>	<p>Supervisor of Food Service</p> <p>Managers</p> <p>Webmasters</p>	<p>Food Service Budget</p>

	(RM, IC) 6. Recognize employees that are contributing to the increases in participation. (HC, EE) 7. Continue to follow the food service department's strategic plan.			
Objective 12: Monitor hazardous walking conditions.	1. Investigate hazardous walking conditions for compliance. (RM) 2. Explore grant 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



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.