



OKEECHOBEE COUNTY SCHOOL DISTRICT

Perseverance, Respect, Integrity, Dependability, Ethics

2015 - 2020 Strategic Plan (2018-19 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

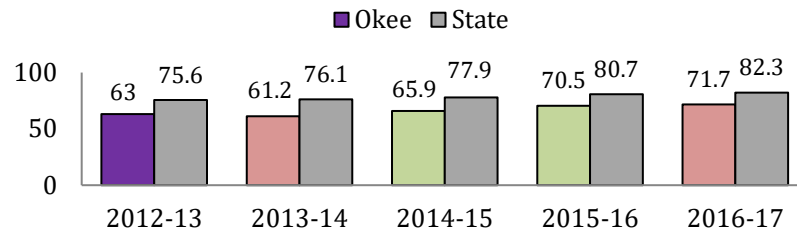
<p>Desired State All students will be academically prepared to enter post-secondary education or a career of their choice.</p>	<p>Division Priority</p> <ul style="list-style-type: none"> • Improve engagement in standards driven instruction from bell to bell. <ul style="list-style-type: none"> • Increase 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) 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. 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) Monitor instruction through instructional rounds. (HE, IC) Develop, create, and modify interim assessments at secondary level. <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 Instruction Partners 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>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>Putting Students First</p> <p>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/Edmentum) <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 and outline structures for 90-minute class periods in Middle Schools for ELA and Math. (RM) 6. Implement Footstep2Brilliance for pre-school youth. (EE, RM) 	Accucess (Secondary)		
<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>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>

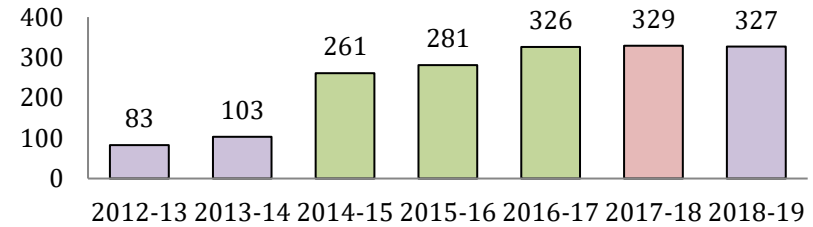
<p>Objective 3: Increase the graduation rate to meet the state average.</p>	<ol style="list-style-type: none"> Increase the K-12 promotion rates. (II) Develop a process for identifying and tracking the students that would benefit from the 18-credit graduation option. (HC, CD) Expand the number of career programs or courses which lead to industry certification or acceleration. (II) Implement the procedures of early warning system and MTSS. (CD, IC, EE) Develop and disseminate a credit recovery plan for the district. (RM, HC, CD) Formalize a Flex Scheduling Program (RM, HC, CD) Explore CTE courses providing rigorous math/science to earn core credit. (IC) Implement a process to provide Tier 3 students with a mentor (1:1). (HC) 	<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>MTSS Referrals/Early Warning System</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>Director of GSP</p> <p>SOC Youth Coordinator</p>	<p>Title I, Part A</p> <p>Title I, Part C</p> <p>Title II</p> <p>Title III</p> <p>SAI</p> <p>Carl Perkins</p> <p>Industry Certs</p> <p>Title VI</p> <p>General Funds</p> <p>SOC Grant/Mental Health Allocation</p>
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School Grades	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 Acceleration	Graduation Rate 2016-17	College and Career Acceleration 2016-17	Total Points Earned	Total Components	Percent of Total Possible Points	Grade 2018	Grade 2017
CENTRAL	44	48	53	59	54	33	55					346	7	49	C	C
OKEECHOBEE HIGH	48	50	35	40	46	33	62	54		76	57	501	10	50	C	C
SOUTH	50	51	52	64	73	61	65					416	7	59	B	A
YEARLING	39	49	49	53	64	49	37	44	58			442	9	49	C	C
NORTH	59	43	33	64	41	23	61					324	7	46	C	C
EVERGLADES	42	52	50	49	53	45	47					338	7	48	C	C
SEMINOLE	41	43	43	58	49	42	41					317	7	45	C	C
OSCEOLA	41	47	39	62	69	59	40	65	65			487	9	54	B	C
VIRTUAL										0		0	1	0	F	

Graduation Rate



Industry Certifications



DISTRICT TOTALS FOR MATHEMATICS												
	Diagnostic 1				Diagnostic 2				Diagnostic 3			
	2014-15	2015-16	2016-17	2017-18	2014-15	2015-16	2016-17	2017-18	2014-15	2015-16	2016-17	2017-18
Gr K	16%	13%	11%	11%	40%	40%	39%	44%	66%	72%	75%	79%
Gr 1	10%	12%	4%	4%	42%	34%	33%	33%	67%	69%	65%	75%
Gr 2	10%	16%	9%	9%	40%	42%	35%	40%	65%	71%	71%	73%
Gr 3	18%	25%	19%	18%	49%	50%	43%	51%	69%	68%	70%	73%
Gr 4	31%	36%	30%	26%	58%	55%	53%	55%	72%	76%	73%	70%
Gr 5	25%	35%	33%	35%	41%	50%	50%	52%	58%	63%	64%	71%
Gr 6	26%	27%	27%	30%	38%	40%	36%	44%	38%	47%	46%	57%
Gr 7	10%	14%	13%	17%	24%	22%	23%	24%	31%	30%	30%	34%
Gr 8	10%	14%	9%	13%	14%	14%	10%	17%	19%	24%	11%	29%

DISTRICT TOTALS FOR READING												
	Diagnostic 1				Diagnostic 2				Diagnostic 3			
	2014-15	2015-16	2016-17	2017-18	2014-15	2015-16	2016-17	2017-18	2014-15	2015-16	2016-17	2017-18
Gr K	29%	25%	18%	15%	59%	58%	55%	61%	80%	85%	87%	88%
Gr 1	16%	17%	13%	10%	52%	51%	39%	35%	74%	76%	67%	74%
Gr 2	26%	24%	26%	24%	53%	51%	52%	51%	68%	72%	72%	73%
Gr 3	35%	45%	36%	43%	56%	63%	56%	67%	72%	72%	73%	83%
Gr 4	18%	21%	21%	20%	35%	36%	35%	31%	44%	50%	47%	42%
Gr 5	24%	24%	24%	21%	30%	31%	33%	33%	37%	39%	39%	45%
Gr 6	24%	27%	19%	27%	33%	37%	23%	29%	33%	42%	24%	40%
Gr 7	23%	25%	26%	22%	31%	34%	25%	24%	32%	37%	27%	30%
Gr 8	24%	28%	32%	27%	32%	27%	39%	30%	33%	34%	36%	35%

Students Scoring On or Above Level (Standard View)

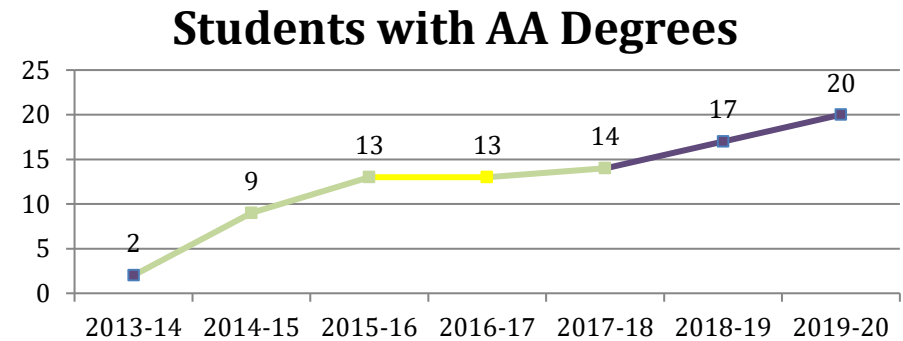
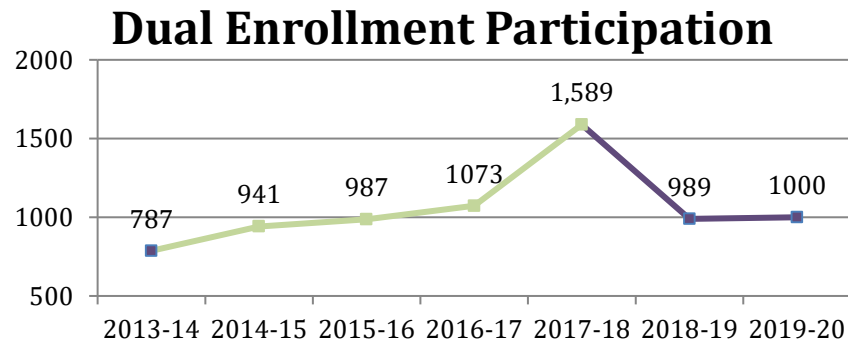
English/Language Arts Exams			
Grade	Okee % Passing	State % Passing	Gap
3	53	57	-4
4	41	56	-15
5	44	55	-11
6	41	52	-11
7	32	51	-19
8	40	58	-18
9	52	53	-1
10	42	53	-11

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 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%

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

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

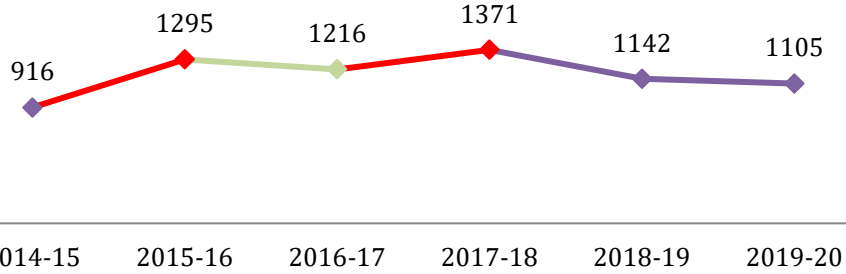


Focus Area 2: Student

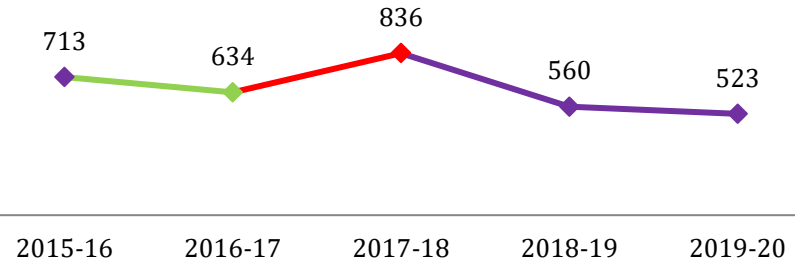
<p>Desired State The educational environment will be focused on the student.</p>	<p>Division Priority</p> <ul style="list-style-type: none"> • Teach core values. • Ensure ALL students are cared for, nurtured, valued and respected. • Encourage students' responsibility for their own learning. 			
<p>Objectives</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 formalized 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 with fidelity, timely and accurately. (CD, RM, IC) 6. Employ relationship building strategies between teachers and students particularly those with chronic absenteeism. (HC, HE, EE) 7. Increase student engagement to improve school attendance. (II, IC) 	<p>Student database</p> <p>SESIR data</p> <p>PD sign-in Sheets</p> <p>Climate Survey</p>	<p>Director of Student Services</p> <p>Principals</p> <p>Instructional Services</p> <p>ESE Staff</p>	<p>Indirect Costs</p> <p>SAI</p>
<p>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></p>	<ol style="list-style-type: none"> 1. Implement district adopted Social Emotional (SEL) Program (HC, II) 2. Continue improvement of PBIS Program by developing school-wide committees, providing training. (II, HC, HE) 3. Continue efforts to educate all stakeholders in bullying and harassment prevention and policy. (II, HC, HE) 	<p>Climate Surveys</p> <p>PBIS Sign-In Sheets</p> <p>PBIS website Reporting and Evaluation System</p> <p>Common District 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>IDEA</p> <p>Instructional Materials</p> <p>School Discretionary</p> <p>Mental Health Assistance</p> <p>Title I</p>

<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"> 1. Review rubric with teachers on targeted indicators during pre-plan. (II, EE) 2. Schools will implement the PLC Protocol to ensure: <ol style="list-style-type: none"> a. Teachers will collaborate and design questions to encourage rigorous conversations among students. (HE, II, EE) b. Teachers will examine student work to ensure students are carrying cognitive load. (HE, II) 3. 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) 4. 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) 5. AVID schools will implement AVID strategies in accordance with their AVID site plan. (CD, RM) 	<p>PLC Meeting Calendars</p> <p>Sign-sheets of PLC meetings</p> <p>Performance Appraisal Data</p> <p>WICOR Walk-throughs</p> <p>Instructional Rounds/Learning Walks</p>	<p>Principals</p> <p>Coordinator of Staff Development</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) 4. Survey students as to their definition and ideas of meaningful recognition. (CD, HE, RM) 	<p>Student Climate Survey Results</p>	<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 provide advanced, accelerated and enrichment courses. (HE, HC) 2. Schools will implement and 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 and or counseling (RM, IC) b. develop and implement BIPS when necessary (RM, IC) 4. Crisis Counselors and outside agencies provide support groups. (HC, RM) 5. Implement Mental Health Assistance Plan. (CD, HC, RM, EE) 	<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> <p>Mental Health Allocation</p>

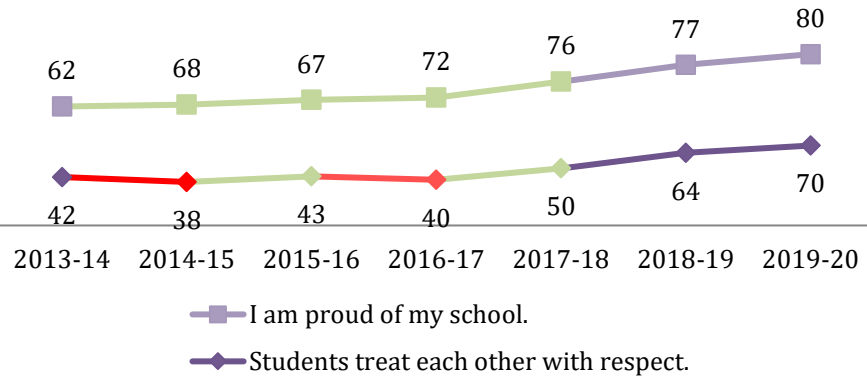
Students with 9+ Unexcused Absences



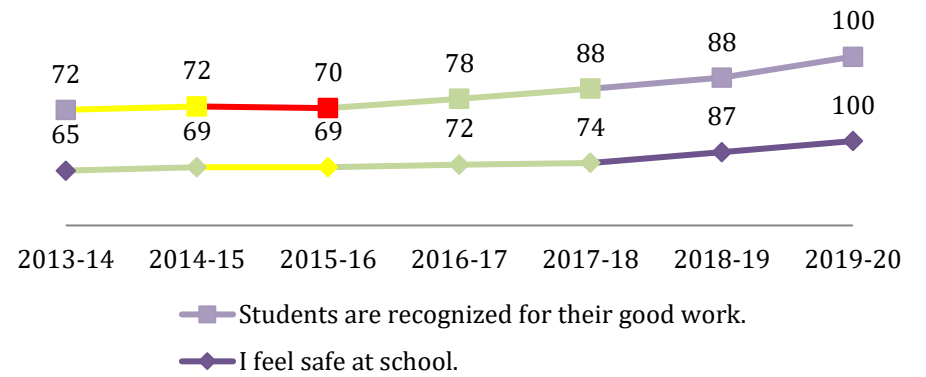
Students with 21+ Absences (All)



Student Climate Surveys

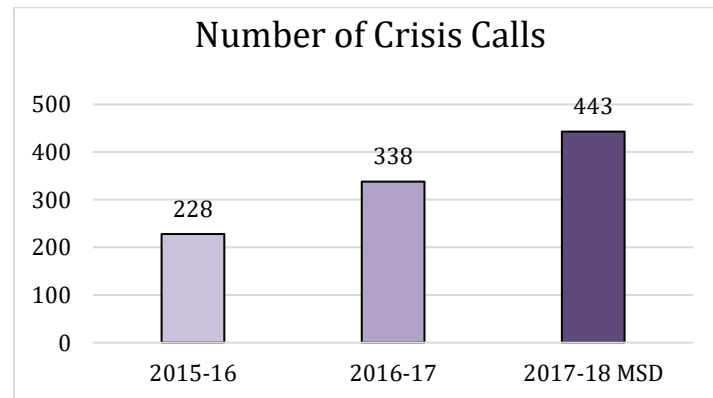


Student Climate Surveys



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

Number of Crisis Calls



Focus Area 3: Human Capital

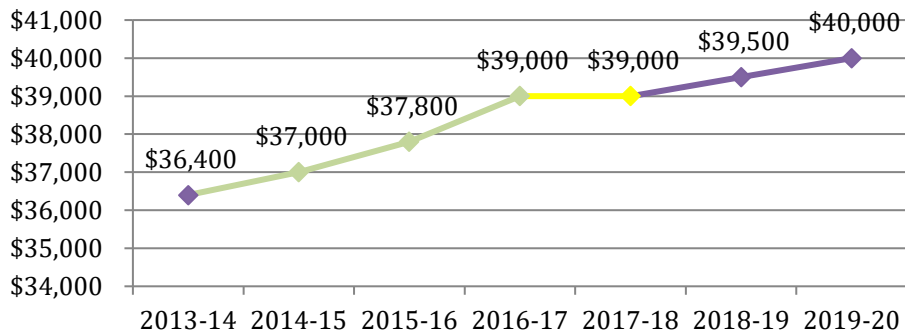
Desired State All employees will be invested in academic achievement.	Division Priority <ul style="list-style-type: none"> • Fully staff schools and departments with skilled employees. • Develop skills so that all employees are performing at a highly effective level. • Improve attendance of faculty and staff. 			
Objectives	Strategies	Monitoring Tools	Responsibility	Funding
Objective 1: Enhance teacher performance through staff development based on prioritized needs identified through teacher appraisal data, student data and teacher surveys.	1. Professional development will be provided at the district level to teachers on questioning and engagement. (EE, HE, II) 2. 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) 	Performance Appraisal Data PLC Minutes/Agenda Sign-in Sheets	Coordinator of Staff Development Principals	Title I, Part A Title II Instructional Staff Training
Objective 2: Build capacity of classified staff by increasing the number of professional development opportunities.	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 practices. (IC, HC, RM, EE) 2. Cross-train classified employees to meet district needs. (RM, IC)	Agendas Sign-in sheets	Department Heads Coordinator of Staff Development	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 subs. (HC, RM, IC)	Training agendas Sign-in sheets Advertisements	Director of HR Coordinator of Staff Development	Title II

	<ol style="list-style-type: none"> 4. Include long-term substitutes in Project ONE meetings. (HC, RM, IC, CD) 5. Implement Safe Schools Substitute Program. (HC, IC) 			
<p>Objective 4: Increase the beginning teacher salary to \$40,000 by 2019-20.</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) 	Salary schedule	<p>Superintendent</p> <p>Director of Finance</p>	General Funds
<p>Objective 5: 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>StrengthFinders</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>(*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.")</p>	<p>Board Agendas</p> <p>Climate Surveys</p> <p>StrengthFinder Matrix</p> <p>Evaluators</p>	<p>Webmasters</p> <p>Administrative Services</p> <p>Coordinator of Staff Development</p>	Title II
<p>Objective 6: Enhance instructional leadership capacity of district and school-based leaders.</p>	<ol style="list-style-type: none"> 1. Professional Development Focus for Instructional Leaders will be on the following: (CD, HC, HE, II, RM, EE, IC) <ol style="list-style-type: none"> a. Instruction Partners Training b. Deeper understanding of Instructional Shifts including revised curriculum maps c. Brian Dassler Leadership Academy d. Gulf Coast Partnership - USF e. National Institute for School Leaders 2. School Walk-Throughs based on Instruction Partners, IPG, Evaluation rubric will be conducted by: (CD, HE, II) <ol style="list-style-type: none"> a. By district and school leaders once a month. b. 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) 	<p>Sign- Sheets</p> <p>Principal meeting agendas</p> <p>Performance appraisal data</p>	<p>Superintendent</p> <p>Coordinator of Staff Development</p> <p>Instructional Services</p> <p>Principals</p>	<p>Title II</p> <p>Instructional Leadership</p>

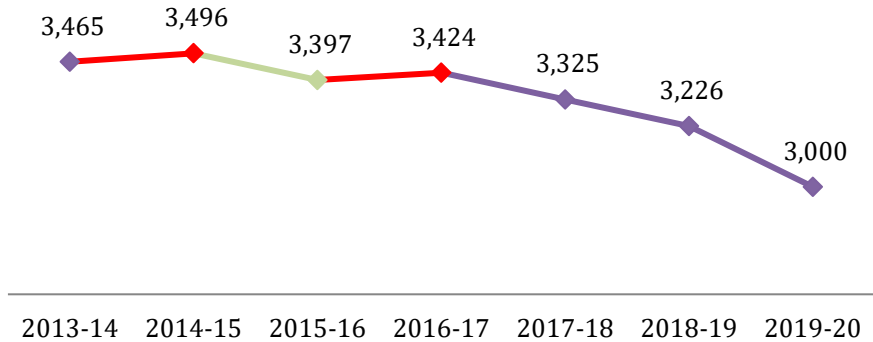
<p>Objective 7: Enhance instructional leadership capacity of teacher leaders.</p>	<ol style="list-style-type: none"> Utilize teacher leaders to assist with Project ONE (RC, HE, HC, IC, II, CD) Teacher leaders from Focus Groups will facilitate PD offerings identified on the master PD Schedule. (HE, II, IC) Utilize BOLD for aspiring administrators culminating with Targeted Selection. (HE, RM) 	<p>PD Calendar</p> <p>List of Teacher Leaders who work as PD Facilitators.</p> <p>PLC Sign-in Sheets</p>	<p>Principals</p> <p>Coordinator of Staff Development</p> <p>Teacher Leaders</p>	<p>Title I, Part A</p> <p>Title II</p> <p>Staff Training</p>
<p>Objective 8: Reduce sick, personal, and unearned leave absences of employees.</p>	<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) Reconvene 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) <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>	<p>Indirect Costs</p>
<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"> Continue use of Teachers-Teachers.com for aide in recruitment. Explore other options for recruitment. (RM) Increase collaborative recruitment efforts with a district recruitment team. (RM) Re-evaluate the fairs that are attended. (RM) Increase salaries to be competitive. (RM, HC) Develop policies and procedures for Human Resources. (RM, CD) Reexamine staffing formula to determine if additional elementary support staff is needed. (RM, HC) 	<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 Staff Development</p>	<p>General Funds</p> <p>T2T</p> <p>AIT</p>
<p>Objective 10: Educate all instructional staff on Florida standards, curriculum guides, and appropriate assessments and</p>	<ol style="list-style-type: none"> Update instructional tool kits. (HE, II, RM, EE, IC) Utilize PLCs, following PLC Protocols, 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 	<p>Tool kits - Updated with new curriculum maps K-12</p> <p>PLC agendas are turned in at the monthly Reading Coach meetings</p>	<p>Coordinator of Staff Development</p> <p>Principals</p>	<p>Special Needs</p> <p>Title II</p>

<p>support them through professional development.</p>	<p>discuss FL Standards.</p> <ul style="list-style-type: none"> - 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. <p>3. Provide professional development according to master-in-service plan. (RM CD, HE, II, RM, EE, IC)</p> <p>4. 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>	<p>Professional development offerings</p> <p>Standards mastery report</p>	<p>Instructional Services</p> <p>Accountability & Assessment</p> <p>Reading Coaches</p> <p>Focus Groups</p>	
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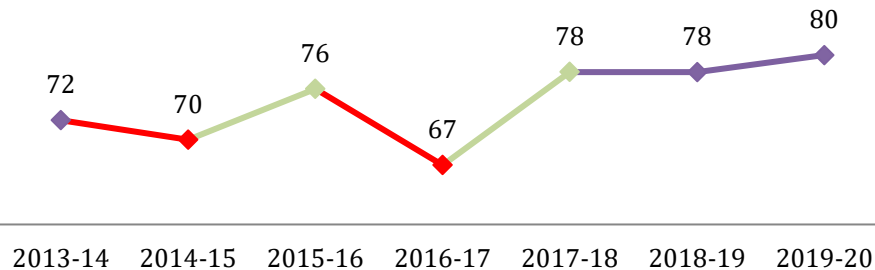
Beginning Teacher Salary



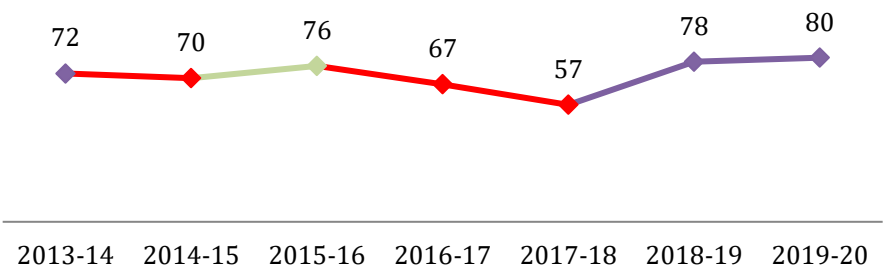
Number of Teacher Absences



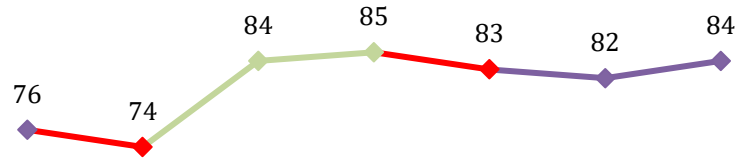
School Based Staff Development has Enhanced Teacher Performance



District Based Staff Development has Enhanced Teacher Performance

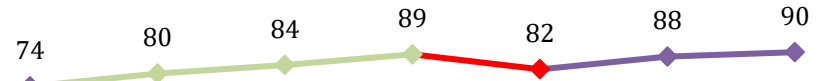


Teachers are Provided Positive Feedback for Good Work



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
5. Sets expectations and engages students in work of high cognitive demand.	<1	11	67	21
6. Uses strategies for the purpose of gradually releasing responsibility to students and provides opportunities for students to take ownership of their learning.	<1	7	66	26
7. Focus each lesson on quality text (or multiple texts). Ensures the work of the lesson reflects the shifts required by MAFS (Mathematics Florida Standards)	1	6	66	27
8. Scaffolds the task and provides differentiated instruction.	2	8	66	23
9. Uses quality questions to probe and deepen students understanding.	0	7	71	22
10. Demonstrates knowledge of content.	0	3	63	34

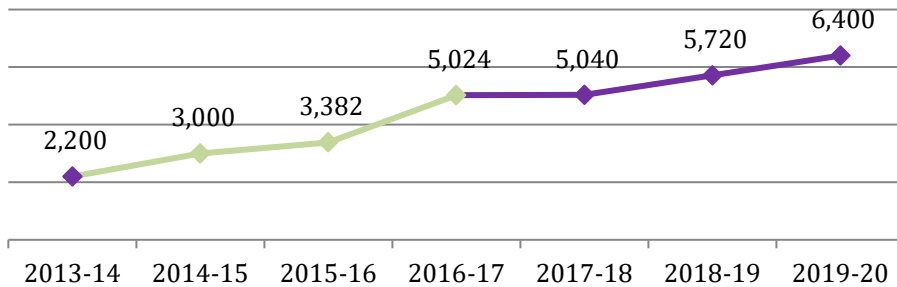
Focus Area 4: District Systems

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. 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. (RM, IC) 4. Develop a long-term plan for technology replacement. (CD, RM, IC) 5. Provide professional develop to effectively use technology. (HC, II)	Creation of plan T4 (Teachers Train Teachers in Technology) documents	IT Principals of Selected Sites Director of Operations	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	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 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. (CD, RM, IC)	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)	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

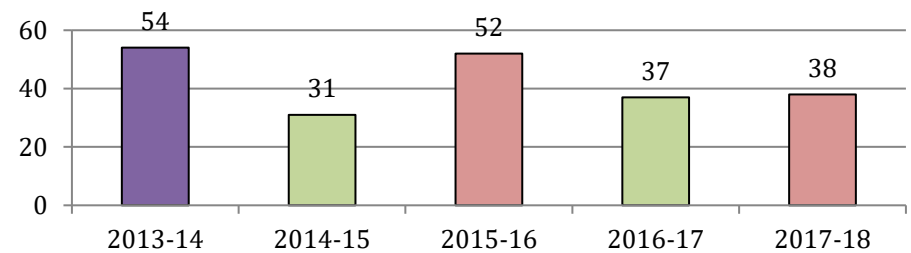
<p>Objective 6: Monitor workers' compensation claims.</p>	<ol style="list-style-type: none"> 1. Worker's compensation reports will be pulled monthly. (IC) 2. Safe School training will be utilized by new employees in 2017-18. (IC) 3. Employees requiring medical attention will be drug tested and required to complete a Safe School's module relating to their accident. (IC) 	<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</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. Develop sequence of steps and timeline for interventions. (CD) 4. 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>Indirect Costs</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, IC) 3. Continue to utilize NEFEC 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) 	<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 four 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 participation 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 entice/increase participation. 	<p>Food Service POS data</p> <p>Menus</p>	<p>Supervisor of Food Service</p> <p>Managers</p>	<p>Food Service Budget</p>

	(RM) 4. Marketing/Educating of food service programs. (RM) 5. Survey students after offering new items to determine their level of acceptance. (RM, IC) 6. Recognize employees that are contributing to the increases in participation. (HC, EE)	Student Surveys	Webmasters	
Objective 12: Implement HB41 regarding 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
Objective 13: Research adjusting school start times.	1. Survey stakeholders. (HC, IC) 2. Utilize School Advisory Councils to gain feedback. (IC, RM) 3. Conduct School Board Workshop in January. (CD)	SAC Agendas Survey Results Workshop Minutes	Administrative Services Supervisor of Transportation School Advisory Councils	

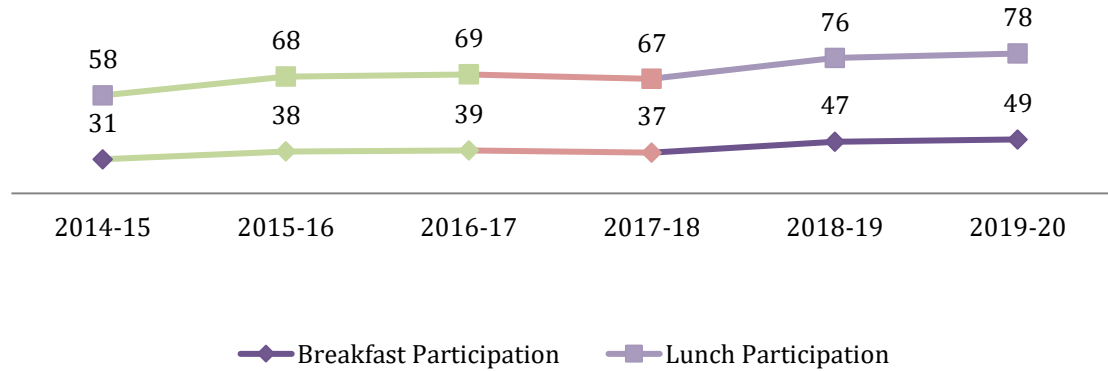
of Computers



WC Claims needing Medical Attention



Child Nutrition Data



District Family Engagement Data 2017-18				
Event	Number of Events 2016-17	Attendance Totals 2016-17	Number of Events 2017-18	Attendance Totals 2017-18
Footsteps2Brilliance Parent Workshops	n/a	n/a	8	209
APTT	15	4,018	15	3,216
Reading - "Battle of the Books"	1	205	1	90
Math - "Clash of the Craniums" (Math Bowl)	1	337	3	190
Reading/Writing/Math/Science/Social Studies/History/ Geography/FSA at Home/Technology/TI Annual/Parent Ed	54	4,672	85	5,743
Attendance Totals:	71	9,232	112	9,448

District Family Engagement Data		
School	Number of Events	Attendance Totals
Seminole Elementary School	33	2,922
North Elementary School	24	2,503
South Elementary School	7	470
Central Elementary School	12	1,220
Everglades Elementary School	6	594
Yearling Middle School	8	867
Osceola Middle School	4	251
Okeechobee Achievement Academy	6	132

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.