OKEECHOBEE COUNTY SCHOOL DISTRICT
Perseverance, Respect, Integrity, Dependability, Ethics

2015 - 2020 Strategic Plan (2018-19 Results, [2019-20 Proposed](#))

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 ● Improve engagement in standards driven instruction from bell to bell. ● Increase proficiency on state assessments. ● Ensure career and college readiness.	● Teach core values. ● Ensure ALL students are cared for, nurtured, valued, and respected. ● Encourage students' responsibility for their own learning.	● 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.	● 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

Desired State	Division Priority		
All students will be academically prepared to enter post-secondary education or a career of their choice.	• Improve engagement in standards driven instruction from bell to bell. • Increase proficiency on state assessments. • Ensure career and college readiness.		
Objectives	**Strategies**	**Data Responsibility**	**Notes:**

Objective 1: Exceed the state average in all state assessed areas by 2019-20.	1. Focus on standards-based instruction for K-12
	   a. Focus PLCs on standards based instruction and instructional shifts. (HE, II, RM, IC)
	   b. Use identified sources of authentic and rigorous text for instruction with increased opportunities for professional development. (RM)
	   c. Communicate a vertical progression of standards in core subject areas with the emphasis on K-8 science and K-12 math. (CD)
	   d. Ensure use of curriculum maps in all subjects. Develop curriculum maps for all core subjects K-12. (CD)
	   e. Increase opportunities for students to develop conceptual understanding and application. (EE)
	   f. Provide more opportunities for students to talk about their mathematical thinking. (EE)
	   g. Implement Ready-Gen in K-5 (RM)
	
	2. Increase proficiency in ELA at all grade levels (II)
	   a. **Add after SIPs
	
	3. Monitor instruction through instructional rounds. (HE, IC)
	
	4. Develop, create, and modify interim (common) assessments at secondary level.
	   a. ~~Contact publishers to revise/improve/align assessments. (RM)~~
	   b. Implement assessments that are embedded in the curriculum. (IC)
	   c. ~~Construct and~~ Review test ~~banks and~~ questions to reflect the rigor of the standards. (HE, II)
	   d. Submit interim (common) assessments to Instruction Partners for evaluation for improvement. (RM)
		1a. Pat
		1b. Pat
		1c. Pat
		1d. Pat
		1e. Pat/Britani
		1f. Pat
		1g.
		2. Pat
		3. Pat/Britani
		4a. Britani
		4b. Pat/
		   Wendy/
		   Britani
		4c. Pat/Britani
		4d. Britani
		4e. Pat/Britani
		5. Pat
		6. Pat
			1a. Survey: 9/9 Yes
			1b. *See Handout Collections and Ready Gen is in place.
			1c. Survey: 8/9 Yes Math vertical alignment was a part of Standards Boot Camp. OHS, OFC, SEM, YMS and OMS have done this work through Instruction Partners. Focus Groups have done this work through Curriculum Mapping.
			1d. Survey 9/9 Yes *See Handout
			ELA, Math, middle school science and US History curriculum maps are in place.
			1e. Survey: 9/9 Yes
			1f. Survey: 9/9 Yes
			IP partnership schools' teachers have been trained and all math Boot Camp participants have been trained. Math Solutions @ Central
			1g. Survey: 3/5 Yes
			2. New
			
			3. Survey: 9/9 Yes instructional rounds at school
			
			4a. Complete
			4b.
			ELA: Common 6-12
			Math: Common 6-12
			Science: Common 6-12
			Civics: No, but yes in the future
			US History: Common
			Social Studies:
			4c. No test banks
			4d. Complete Math and ELA
			4e. Common Yes, Progress Monitoring No.

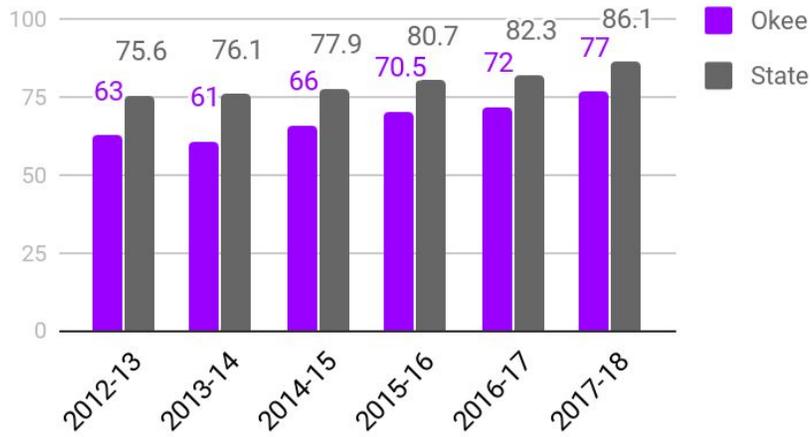|			

	e. 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)
	   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. Move to be a new strategy- #2. (II)
	   e. Target closing the gap in 3rd grade reading, closing the gap between 2nd and 3rd grade reading and 5th grade ELA, math and science, 8th-9th ELA, and 9th Alg I and 10th Geometry. (II)
	6. Continue the Implement and outline structures for 90-minute class periods in Middle Schools for ELA and Math. (RM)
	7. Implement Footsteps2Brilliance for pre-school youth. (EE, RM)
			Elementary: Yes
			Middle school: Yes
			Biology: Yes
			9/10 ELA: Only Level 1 students
			Algebra & Geo - No, just common assess.
			US History: No, just common assess.
			
			5. N/A - Test format and results available did not provide valuable data. Changing to Exact Path
			5a. Use Performance Matters to view data by subgroup. Also, use the ESSA Federal Index report to identify subgroup data.
			5b. 8/9 Yes
			4c. See Data 6/8 LG ELA, 3/8 LG Math
			  5/8 BQ ELA, 4/8 BQ Math
			5d. See Data 6/8 increased prof in ELA
			5e. See chart at end of section
			6. Survey: 2/2 Yes
			7. Survey: 5/5 Yes

Objective 2: Increase student acceleration measures.	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 or courses which lead to industry certification for Middle School. (II)	1. Lonnie 2. Pat 3. Pat 4. Britani/ OHS	1. Met 395, up from 327 in 17-18. Boo-yah! 2. Survey: 6/9 Yes 3. Not a formalized system, OHS does monitor 4. Completed, Increased from 13 (2017-18) to 24 (2018-19)

| Objective 3: Increase the graduation rate to meet the state average. | 1. Increase the K-12 promotion rates. (II)
 2. Develop a process for identifying and tracking the students that would benefit from the 18-credit graduation option. (HC, CD)
 3. ~~Expand the number of career programs or courses which lead to industry certification or acceleration. (II)~~ move to Obj. 2
 4. Implement the procedures of early warning system and MTSS. (CD, IC, EE)
 5. Develop and disseminate a credit recovery plan procedures for the district. (RM, HC, CD)
 6. ~~Formalize a Flex Scheduling Program (RM, HC, CD)~~
 7. ~~Explore CTE courses providing rigorous math/science to earn core credit. (IC)~~
 8. ~~Implement a process to provide Tier 3 students with a mentor (1:1).~~ Create a formal structure to ensure Tier 3 learners develop positive relationships with and have adults/peers that support their educational experiences. (HC) | 1. Britani
 2.
 3. Lonnie
 4. Wendy
 5. Pat
 6.
 7. Lonnie
 8. Wendy/ Leah | 1. *See Table Below **Add all grades to the table
 2. OFC/OHS: Need a procedure for this, but schools are working on it. **Flowchart?
 3. OHS School Grade CCA increased from 57 to 66. New opportunities opened up   Ag Foundations, Automotive, and Technical Ag Operations. Middle school wants more options for level 3 7th graders. Coding? Options?
 4. Training to add MTSS data in Skyward.
 5. CR is outlined in Student Progress. A formal list of procedures has not been completed.
 6. DELETE
 7. Complete- used it for 2 students this year:)
 8. Position still vacant. |

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

Graduation Rate

Year	Okee	State
2012-13	63	75.6
2013-14	61	76.1
2014-15	66	77.9
2015-16	70.5	80.7
2016-17	72	82.3
2017-18	77	86.1

Legend: Okee, State

Industry Certifications

Year	Value
2012-13	83
2013-14	103
2014-15	261
2015-16	281
2016-17	326
2017-18	329
2018-19	395
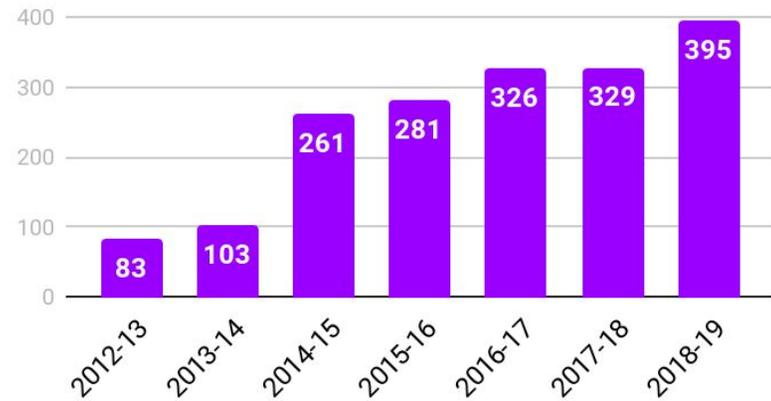
Dual Enrollment Participation

Year	Value
2013-14	787
2014-15	941
2015-16	987
2016-17	1073
2017-18	1589
2018-19	
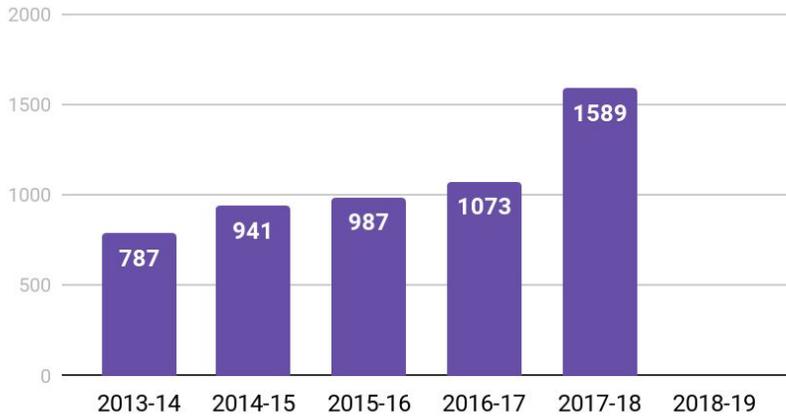
Students with AA Degrees

Year	Okee	Goal
2013-14	2	3
2014-15	9	5
2015-16	13	8
2016-17	13	11
2017-18	14	14
2018-19	24	17
2019-20		20

Legend: Okee, Goal

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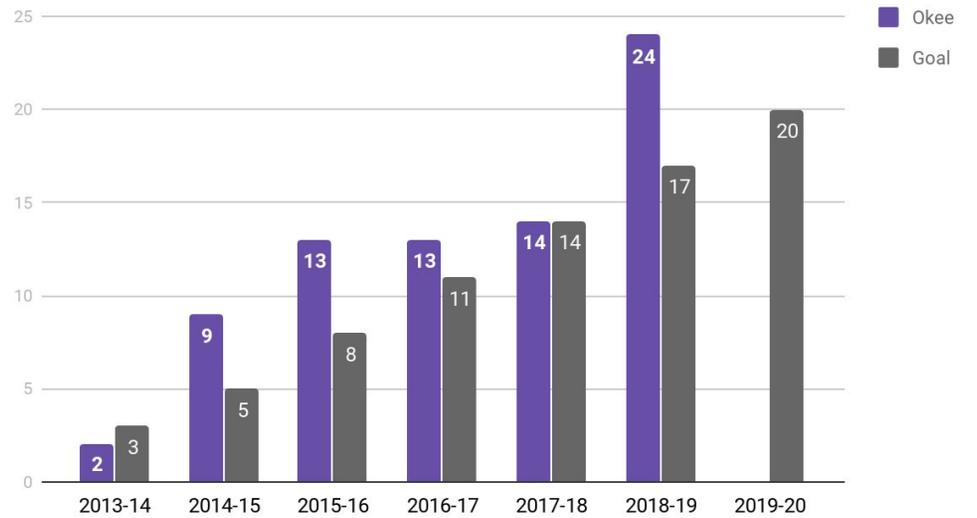
English/Language Arts Exams			
Grade	Okee % Passing	State % Passing	Gap
3	59	58	**1**
4	46	58	-12
5	50	56	-6
6	47	54	-7
7	38	52	-14
8	37	56	-19
9	40	55	-15
10	46	53	-7

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

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

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%

Focus Area 2: Student

Desired State	Division Priority
The educational environment will be focused on the student.	● Teach core values. ● Ensure ALL students are cared for, nurtured, valued and respected. ● Encourage students' responsibility for their own learning.

Objectives	Strategies	Data Responsibility	Notes

Objective 1: Decrease the number of students with 21+ days of absences (all absence types) by 5% from 2015 to 2020.	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. Explore alternative options for first time offenders for drugs and alcohol.
	~~Develop a formalized district system of support and employ alternatives to out of school suspension. (HC, EE, RM, HE)~~
	   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. Assign students with 21+ days a mentor.
	~~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)~~
		1. Lonnie
		2. Lonnie
		3. Lonnie, Principals
		4. Lonnie, Principals
		5. Lonnie, Principals
		6. Lonnie, Principals
		7. Pat
			1. Data in Strategic Plan Drive. 9+ Days 1,679 (last year 1,371)
			2. Data in Strategic Plan Drive. OSS Days 2,415 not met (see chart) (last year ___)
			3. MTSS Data/PD
			3a. 6 Yes 67% ; 3 No 33%
			4. 9 Yes 100%, Lonnie reviewed school data quarterly at principal meetings, also.
			5. School-based Letters are sent (almost all schools), truancy meetings are occurring, _accuracy needs to be looked at for daily attendance and updating absence codes.- this can result in FTE issues._
			  9 Yes 100%
			6. School Sites- CHAMPS, PBIS, Mentorships, Family and Youth Counselors,
			  6 Yes 67% ; 3 No 33%
			7. Engagement indicator on evaluation tool will be used as baseline year (2018-19)
			  8 Yes 89% ; 1 No 11%

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."*	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)
		1. Pat
		2. Wendy
		3. Pat & Renee
			1. Cloud 9, Ripple Effects, Second Step
			  Yes 67% ; No 33%
			2. Completed – Seminole Elementary – Silver Award Recognition
			
			3. Substitutes and New Hires are required to view B & H training using the Safe Schools Modules. Volunteers? Vendors? Contracts? SBP 5.321 – All staff
			  Yes 100%
			  Climate: Student Respect: 48% (50% last year)
			  Climate: I feel safe at school 75% (74% last year)

Objective	Action Steps	Responsible	Results

Objective 3: Students will demonstrate engagement by taking ownership of their learning as evidenced by District Walkthroughs and Observation Data	1. ~~Review rubric with teachers on targeted indicators during pre-plan. (II, EE)~~
	2. ~~Schools will implement the PLC Protocol to ensure:~~
	   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)
		1. Pat
		2. Pat
		3. Pat
		4. Pat
		5. Pat
			1. Done
			   Yes 100%
			2. Yes 100%
			   a. Yes 100%
			   b. Yes 89% ; No 11%
			2. Yes 89% ; No 11%
			3. Instruction Partners Report
			4. 7 responses: Yes 100%
			
			Pull Evaluation Data and observation data

Objective 4: Increase the positive response to "Students are recognized for their good work."	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)
		1. Pat
		2. Pat
		3. Pat
		4. Pat & Renee
			1. Yes 100%
			2. Yes 100%
			3. Academic Yes, Behavioral ?
			   7 Yes 78% ; 2 No 22%
			4. Added Question to Climate Survey
			   Only OHS - 11 answered: Food, awards, and trips
			   Climate: Students Good work 79% (last year 88%)
			**Change student climate survey to include examples of recognition.

Objective 5: Provide timely, targeted interventions, enrichments and resources to all students to ensure their academic and behavioral success.	1. ~~Identify students provide advanced, accelerated and enrichment courses. (HE, HC)~~
	2. Schools will implement and monitor EWS-Early Warning System. (RM, IC)
	   a. Establish a uniform reporting system for EWS
	   b. Provide technical assistance.
	3. Schools will identify students with academic, behavioral, or social/emotional needs and respond by:
	   a. refer to MTSS and or counseling (RM, IC)
	   b. develop and implement BIPS when necessary (RM, IC)
	4. Crisis Counselors, Social Workers and School Counselors ~~outside agencies~~ provide support groups. (HC, RM)
	5. Implement Mental Health Assistance Plan. (CD, HC, RM, EE)
	6. Provide a minimum of 5 hours of required instruction in mental and emotional health for students in K-12. (HC)
		1. Pat
		2. Wendy
		3. Wendy
		4. Wendy
		5. Pat
			1. Completed
			   Yes 78% ; No 22%
			2. Completed
			   Yes 78% ; No 22%
			3. ESE Handout Page 3
			4. ESE Handout Page 4-5
			5. PowerPoint

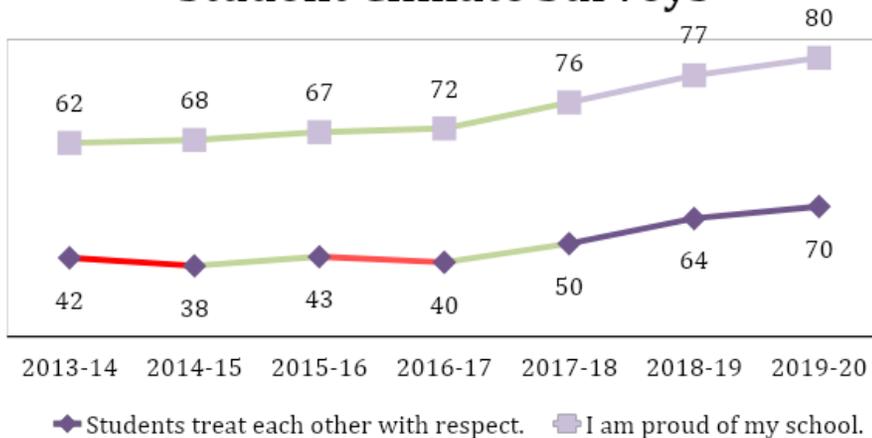| Objective 6: Ensure every student has created a plan for entering college, career training or the workforce.	1. Develop an implementation plan for MyCareerShines beginning at the middle school level. (EE) 2. Revise the curriculum at the middle school level to include at least 75% of the students receive a CAPE Digital Tools Certificate.	Pat - Lonnie Middle School Principals	

Students with 9+ Unexcused Absences

916   1295   1216   1371   1142   1105

2014-15   2015-16   2016-17   2017-18   2018-19   2019-20
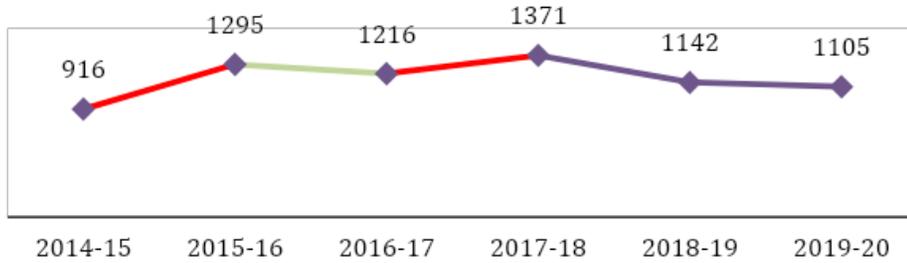
Students with 21+ Absences (All)

836

713   634   560   523

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

Student Climate Surveys

62   68   67   72   76   77   80

42   38   43   40   50   64   70

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

◆ Students treat each other with respect.   ◆ I am proud of my school.

Student Climate Surveys

100

72   72   70   78   88   88

65   69   69   72   74   87   100

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

◆ I feel safe at school.   ◆ Students are recognized for their good work.

10
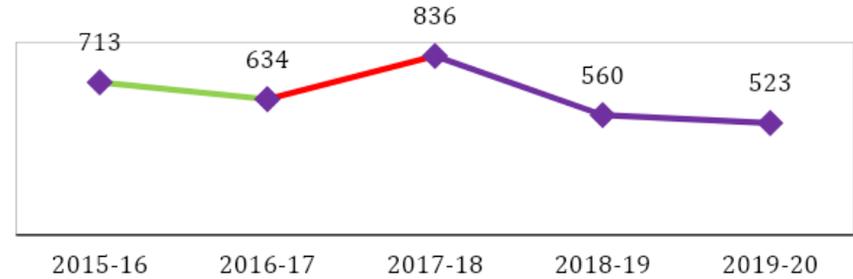
Number of Threat Assessments
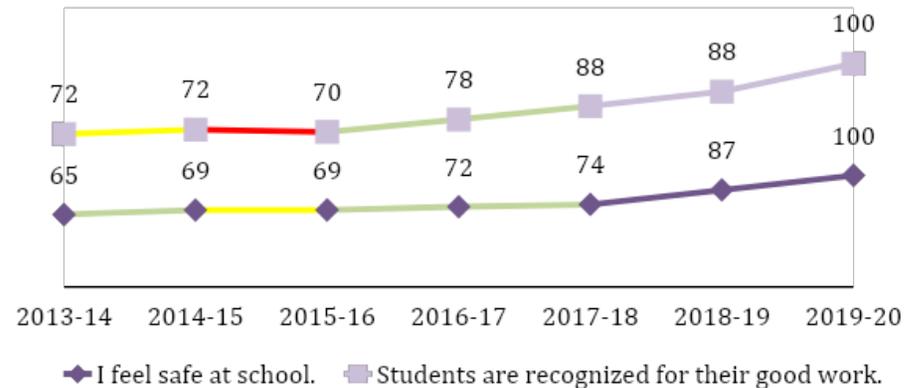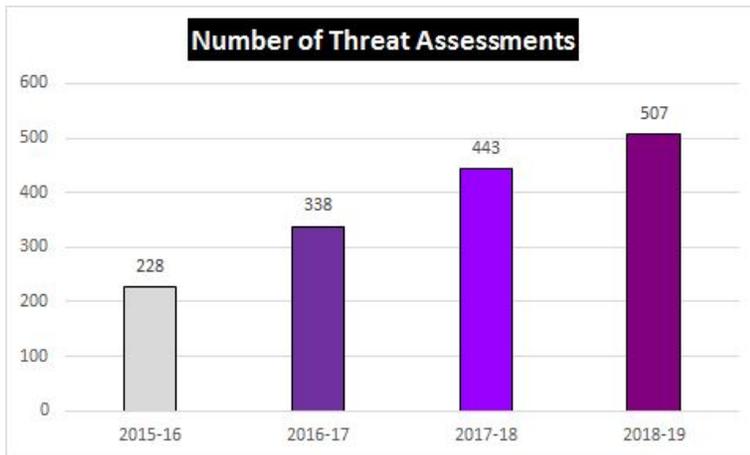
School	2015-16 Days OSS	2016-17 Days OSS	2017-18 Days OSS	2018-19 Days OSS
CES	40	16	2	26
EES	113	91	54	81
NES	13	8	16	17
OAA	527	479	485	372
OFC	482	315	282	341
OHS	458	355	452	573
OMS	583	453	380	404
SEM	185	79	110	41
SES	50	7	31	98
YMS	469	464	351	462
TOTAL	2920	2267	2163	2415

Focus Area 3: Human Capital

Desired State All employees will be invested in academic achievement.	Division Priority • 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**	**Data Responsibility**	**Notes:**
Objective 1: Recruit and retain	1. ~~Continue use of Teachers-Teachers.com for aide in recruitment.~~ Explore other options for recruitment. (RM) 2. Increase collaborative recruitment efforts with a district	1. J. Stanley 2. J. Stanley	1. Yes, continued a. Added a position for recruitment 2. Principals attend recruitment fairs

highly effective staff.	recruitment team. (RM) 3. Re-evaluate the fairs that are attended. (RM) 4. Improve our on-line presence 5. ~~Increase salaries to be competitive. (RM, HC)~~ 6. ~~Develop policies and procedures for Human Resources. (RM, CD)~~ 7. ~~Reexamine staffing formula to determine if additional elementary support staff is needed. (RM, HC)~~	3. J. Stanley 4. J. Stanley 5. J. Stanley 6. Renee	3. 2018-19: 17 Past: 31 based on the value of the fair in the past 4. Completed 5. 25 policies for HR 6. added guidance clerk and resources specialist

Objective ~~1~~2: 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 :
	   ● 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)
	3. Update instructional tool kits. (HE, II, RM, EE, IC)
	4. Utilize PLCs, following PLC Protocols, to align tasks to Florida Standards. (RM CD, HE, II, RM, EE, IC)
	   - Review progress monitoring assessment data to ensure pace of curriculum map.
	   - Provide opportunities for vertical teaming K-12.
	5. Provide professional development according to master-in-service plan. (RM CD, HE, II, RM, EE, IC)
	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)
		1. J. Noel
		2. Pat
			1. Yes. Complete
			2. Survey responses: 8/9 Yes
			   a. Pat will meet with schools to adjust as needed.

Objective ~~2~~3: 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, 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)	1. Pat 2. Pat	1. Principal Survey Results (9 schools): Skyward 6/9 - Migrant advocates trained by Shawna, Customer Service 5/9, Safety, data processing 8/9, bookkeeping 6/9, custodial subjects 5/9, monitoring and evaluating ELL 3/9 and ESE files 4/9, use of technology 5/9, and instructional practices 4/9.

			Safety: 300 (approx.) classified completed Safe School Modules 2. Survey 5/9 Yes
Objective 3 4: 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) 4. Include long-term substitutes in Project ONE meetings. (HC, RM, IC, CD) 5. Implement Safe Schools Substitute Program. (HC, IC)	1. J. Stanley 2. J. Noel 3. J. Stanley 4. J. Noel 5. J. Stanley	1. Banners over the summer. Sub decreased from 140 to 119 paid substitutes. 2017-18: 37 subs became employees 2018-19: 18 subs became employees 2. No, JumpSTART PD was not offered in 2018-19 3. Completed 4. They are supported by the mentors at the schools site. Needs: Renee to develop safety procedures to share with substitutes 5. Completed – Subs must complete five modules before being allowed to substitute.
Objective 4 5: Increase ~~the beginning teacher~~ salar<u>ies to remain competitive regionally.</u> $40,000 by 2019-20.	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) 4. <u>Relocation bonus or signing bonus for new hires. (HC)</u>	1. Ken & Corey 2. Ken & Corey 3. Ken & Corey	1. Yes 2. Yes 3. Yes
Objective 5 6: 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. Administer *StrengthFinders* to the leadership team. (HC, RM) 4. Evaluators will utilize appreciative inquiry strategies when providing- feedback following an observation. (HC, II, CD, HE, IC) (*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.")	1. Pat 2. Ken 3. J. Noel 4. Pat & Renee	1. Principal Survey 9/9 Yes 100% 2. Ongoing – Upload Board recognitions to Facebook along with district website Needs: Instagram and Twitter 3. Completed with BOLD, need to update new District Admin and new Principals 4. Principal survey: 9/9 Yes Needs: Define and train on appreciative inquiry, use the term feedback in normal discourse to ensure that all parties recognize when it is given Climate survey question was added 84.06% said Yes; 44 people said NO
Objective 6 7:	1. Professional Development Focus for Instructional Leaders will be on the following: (CD, HC, HE, II, RM, EE, IC)	1. Pat	1. Admin Training Doc.

|			

Enhance instructional leadership capacity of district and school-based leaders.	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)
	  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~~ to principals on the ~~each principals' meeting on the~~ evaluation instrument. (CD, IC, HE)
		2. Pat & J. Noel
		3. J. Noel
			a. BOLD completed for APs 2017-18 and 2018-19
			2. No Data; future creating form for IPG
			3. Not completed

Objective ~~7~~ 8: Enhance instructional leadership capacity of teacher leaders.	1. Utilize teacher leaders to assist with Project ONE (RC, HE, HC, IC, II, CD) 2. Teacher leaders from Focus Groups will facilitate PD offerings identified on the master PD Schedule. (HE, II, IC) 3. Utilize BOLD for aspiring administrators culminating with Targeted Selection. (HE, RM)	1. J. Noel 2. J. Noel 3. Renee	1. Reading Coaches and Mentors 2. Not completed 3. Not completed

Objective ~~8~~ 9: Reduce sick, personal, and unearned leave absences of employees.	1. In addition to each payroll, monitor leave on a monthly basis. (RM)
	  - Reports sent automatically to Principals.
	2. Follow the unearned leave practice of notifying employees of ability to take Family Medical Leave (FMLA). (RM)
	3. ~~Reconvene~~ 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)
	  - 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
		1. Pat
		2. Pat
		3. Ken
			1. Principal Survey: 8/9 Yes
			  a. Monitor leave 7/9 Yes
			2. Principal Survey: 9/9 Yes
			3. Yes, except no committee
			Staff: 2017-18: 190 ; 2018-19: 138
			Student: 2017-18: 146 ; 2018-19: 185
			Community: 2017-18: 74 ; 2018-19: 101
			School: 2017-18: 11 ; 2018-19: 8
			Retirements: 2017-18: 24 ; 2018-19: 22

~~**Objective 9: *Move before current Obj. 1** Develop policies, protocols, and procedures to ensure that system and school leaders have~~	~~8. Continue use of Teachers-Teachers.com for aide in recruitment. Explore other options for recruitment. (RM)~~ ~~9. Increase collaborative recruitment efforts with a district recruitment team. (RM)~~ ~~10. Re-evaluate the fairs that are attended. (RM)~~ ~~11. Public Relations~~ ~~12. Increase salaries to be competitive. (RM, HC)~~ ~~13. Develop policies and procedures for Human Resources. (RM, CD)~~	~~1. J. Stanley~~ ~~2. J. Stanley~~ ~~3. J. Stanley~~ ~~4. J. Stanley~~ ~~5. J. Stanley~~ ~~6. Renee~~	~~1. Yes, continued~~ ~~ a. Added a position for recruitment~~ ~~2. Principals attend recruitment fairs~~ ~~3. 2018-19: 17 Past: 31 based on the value of the fair in the past~~ ~~4. Completed~~ ~~5. 25 policies for HR~~

|			
~~access to hire, place and retain qualified professional and support staff. Recruit and retain highly effective staff.~~	~~14. Reexamine staffing formula to determine if additional elementary support staff is needed. (RM, HC)~~		~~6. added guidance clerk and resources specialist~~

~~**Objective 10:** Educate all instructional staff on Florida standards, curriculum guides, and appropriate assessments and support them through professional development.~~	1. Update instructional tool kits. (HE, II, RM, EE, IC) *Move to Obj. 1
	2. Utilize PLCs, following PLC Protocols, to align tasks to ~~discuss~~ Florida Standards. (RM CD, HE, II, RM, EE, IC)
	  - ~~Principal data 5/5 schools used PLCS to discuss FL Standards.~~
	  - Review progress monitoring assessment data ~~the use of the standards mastery test~~ to ensure pace of curriculum map.
	  - Provide opportunities for vertical teaming K-12. ~~at the secondary level for standards based PLCs during pre-plan.~~
	3. Provide professional development according to master-in-service plan. (RM CD, HE, II, RM, EE, IC) *Move to Obj. 1
	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) *Move to Obj. 1
		1. Pat
		2. Pat
		3. J. Noel
		4. Pat
			1. Completed electronically on the team drives
			2. Schools that have a common planning are using a version of the PLC protocol. Vertical teaming for ELA, Math, Science complete.
			3. Yes
			4. Yes
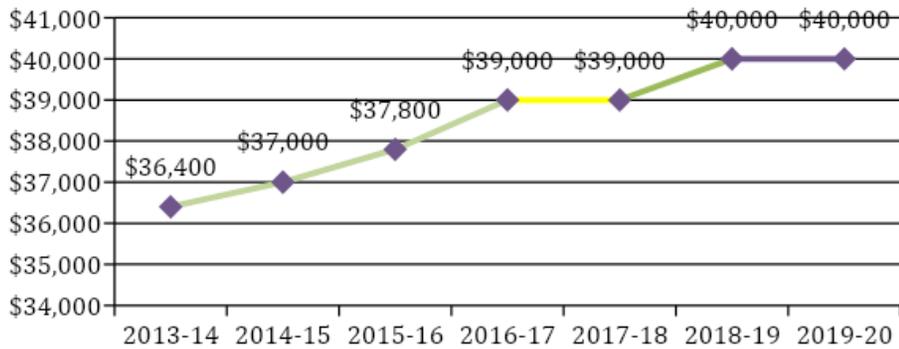
Number of Teacher Absences
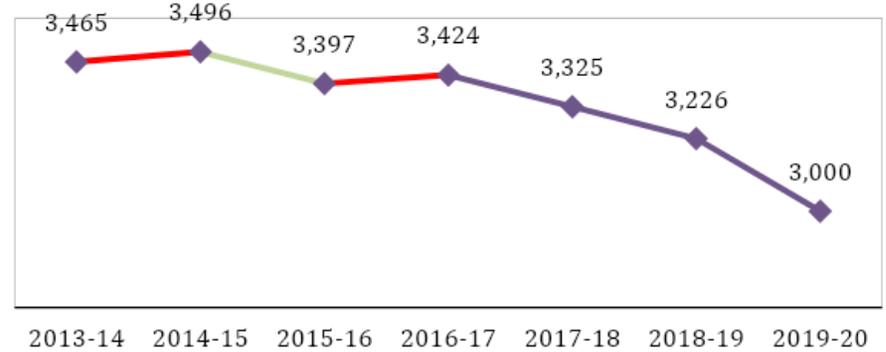
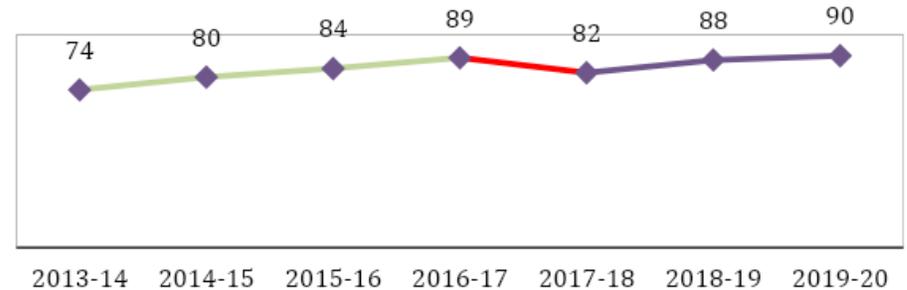## Teachers are Provided Positive Feedback for Good Work
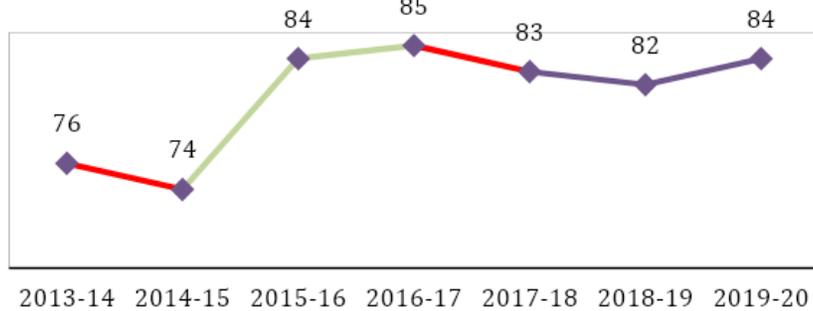
District Based Staff Development has Enhanced Teacher Performance
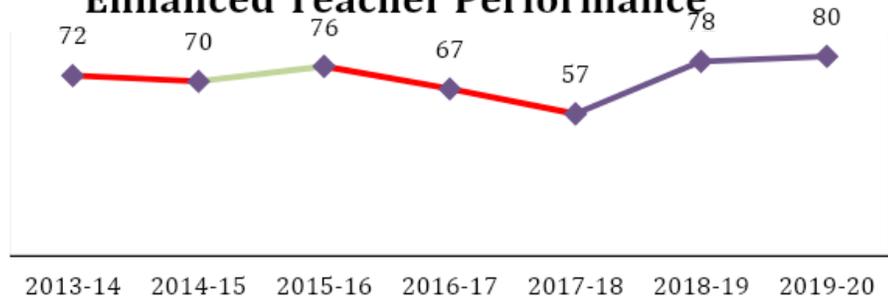
School Based Staff Development has Enhanced Teacher Performance
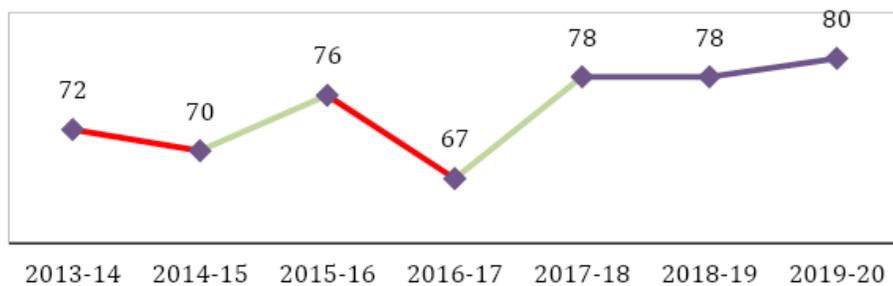
Support Staff is Provided Positive Feedback for Good Work

16

DIRECT INSTRUCTION	Performance Values Rating Percentages			
Performance Responsibilities	**U**	**NI/D**	**E**	**HE**
5. Sets expectations and engages students' attention, curiosity, interest, optimism, and passion in work that has clear meaning and immediate value.	<1	3	57	39
6. 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	4	65	31
7. 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	7	57	34
8. Provides differentiated instruction.	0	4	64	32
9. Uses quality questions to probe and deepen students' understanding.	<1	2	59	39
10. Demonstrates knowledge of content, pedagogy, and standards.	2	9	67	23

Focus Area 4: District Systems

| Desired State All departments will work smart and efficiently to support student achievement	Division Priority ● 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.		
Objectives	**Strategies**	**Data Responsibility**	**Notes**
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 a 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 development to effectively use technology. (HC, II)	1. Shawna 2. Shawna 3. Shawna 4. Shawna 5. Shawna	1. Use of instructional software, i-ready plan. Included in SIP? 2. 1:1 2-12 and primary classes all have access. Some schools are completely 1:1. 3. Changing wireless access points this year 4. Digital Classroom Allocation has allowed for ongoing replacement by machine as opposed to school-wide refresh. (Chromebooks for students) 5. Digital learning days at each school - not J. Lowe, now Andi will help.
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)	1. Shawna 2. Shawna 3. Shawna	1. Continue to research this possibility 2. Only if it is decided to continue 3. See above ****Shawna and Joseph are going to meet to discuss this topic.**
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)	1. Renee 2. Renee	1. 52 Policies and 6 manuals 2. Policies will be placed in "Administrators" folder on desktop.

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)	1. Brian	1. Cameras SES and OAA or replacing cameras. Fencing - most are finished. OHS guard shack. Camera update expenses. **Monitoring Tools
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 problems. (IC) 3. Continue to maintain facility for safety and curb appeal until renovation or replacement is complete. (RM)	1. Brian 2. Brian 3. Brian	1. On hold 2. Scopes of work and proposals from MDO Engineering 3. Ongoing, new shade structures, new flooring in certain area, new roof, paving south entrance - Summer plans for north entrance and movement of guard shack. Two new refurbished lift stations. Redundancy pump to be installed in retention area
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)	1. Renee 2. Renee 3. Renee	1. *See Handouts. Claims are now running through clinic at no additional cost to carrier decreasing claim costs 2. Completed 3. Completed 40 completed Safe Schools modules
Objective 7: Create a system of support for atypical student behaviors.	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)	1. Wendy 2. Wendy 3. Wendy 4. Wendy	1. Will change because addition to plan. Behavior support protocol, requests for behavior interventionist and request for BCBA 2. Work in progress – PBIS, CHAMPS, monitoring of behavior plans 3. Located in MTSS drive 4. Training has occurred and more training is coming on July 29th.
Objective 8: Provide Skyward trainings for job-alike groups.	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 HEC personnel for Skyward training. (RM, IC) 4. Training on Skyward RTI A and B (EWS). (RM, IC)	1. Shawna 2. Shawna 3. Shawna 4. Shawna	1. Meet with Andi. 2. New Assistant Principals on Skyward Basics, Resource Specialist and advocates trained on data mining and reports, long terms subs trained on using Skyward HEC offered to do trainings on Skyward.

| | | | 3. Not utilizing |
| | | | 4. Training provided to all schools |

Objective 9: Address District Accreditation recommendations.	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)	1. Dylan	1. See additional document in drive. *Indicators emerging/needs not addressed in strategic plan: 1.1 (purpose), 1.5 (code of ethics), 2.12 (system to continually address programs) add something in District Systems* *2. Addressed: 1.7 (teacher support) addressed in FA 3, objective 6 & 7. 2.2 addressed in FA 1, Obj. 1, Domain 2, Obj. 3. Domain3, Obj.3. 2.4 FA 1, Obj. 3. 2.5 FA 1, Obj. 1, 2. 2.6 FA 1, Obj. 1, FA 2, Obj. 2, Obj. 5, FA 3, Obj. 2, 6, 8. 2.7 (differentiation) FA 1, Obj. 1, FA 2, Obj. 3, 5, 2.8 FA 1, Obj. 2, 3. 2.10 FA 1, Obj. 1, 2.* *3. Addressed but need additions: 3.1 FA 3, Obj. 2(may need an additional strategy. 3.2 FA 3, Obj. 2 (add another strategy).*
Objective 10: Continue Academic Parent Teacher Teams, APTT, in ~~four~~ five elementary schools.	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)	1. Leslie 2. Leslie 3. Leslie	1. **See Handout 2. Ongoing 3. **See Handout **Table attached is not updated
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 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. (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.	1. Lisa 2. Lisa 3. Lisa 4. Lisa 5. Lisa 6. Lisa	1. Completed – Added new at the beginning of the year, remove unpopular at the end of the year. Changing whole wheat requirement and chicken patty for 2019-20. 2. Completed in schools where carts to exist. Vending machines not popular. Carts good. 3. difficult. Did do a theme and it went well. 4. Marketed focus items, Slushie Day, Fire & Ice, limited time offers. Wings & Rings - Using Facebook and it is going well. 5. Completed. Did complete survey. 6. Completed. Managers, top performing cafeterias, will continue. **Graph below is not updated
Objective 12: Implement ~~HB41~~ regarding	1. Investigate hazardous walking conditions for compliance. (RM) 2. Explore grant opportunities. (RM)	1. Nicole 2. Nicole 3. Nicole	1. Still investigating. Notes from Feb: Basswood should be finalized by the end of the year. Everglades zone will not be

hazardous walking conditions.	3. As new sites are identified, create additional *safe routes to schools* committees including county and city staff. (RM)		complete for a couple of years depending on 710 Extension 2. Ongoing 3. Now new committees needed at this time unless new legislation passes
Objective 13: Research adjusting school start times. **DELETE**	1. Survey stakeholders. (HC, IC) 2. Utilize School Advisory Councils to gain feedback. (IC, RM) 3. Conduct School Board Workshop in January (CD)	1. Ken 2. Ken 3. Ken	1. Completed 2. Completed 3. Completed

WC Claims Needing Medical Attention
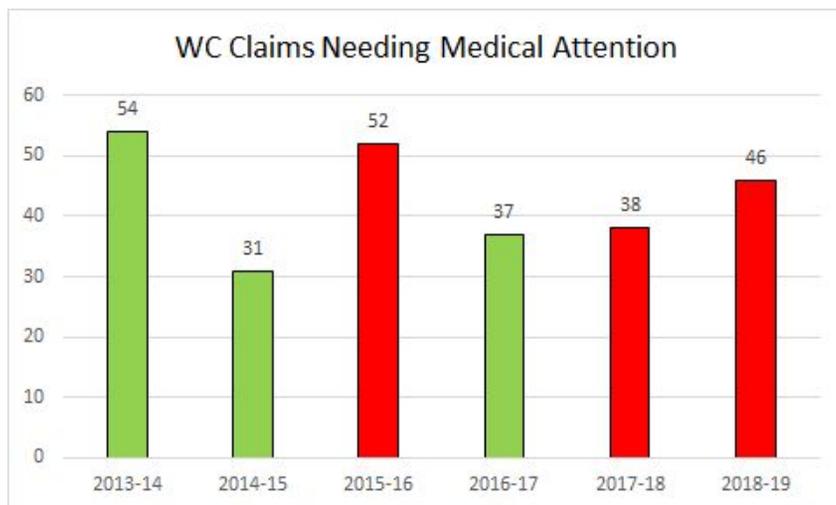
Child Nutrition Data
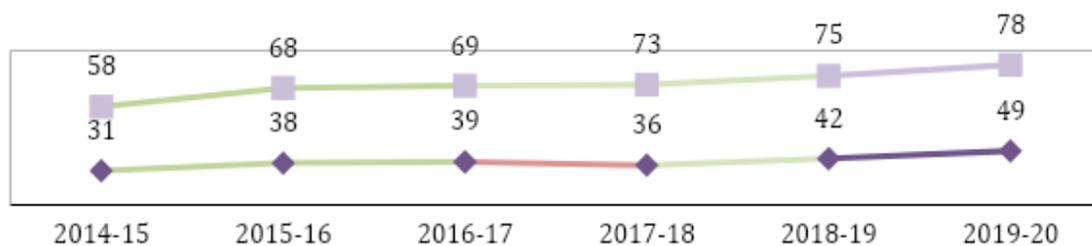
Breakfast Participation   Lunch Participation

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.