



Together, Achieving Excellence:
Putting Students First

SY20-21 – SY22-23



Okeechobee County School Board
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@OkeechobeeCountySchools



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A Message from the Superintendent

At the heart of every school district lies a plan that charts a course of ideals, collects data, assembles a path, and forms benchmarks for which to gauge success. It determines our way of work, mobilizes staff, and challenges us to continually improve so that we may reach our goal of becoming an “A” district within the next three years.

The development of this plan included days of preparation, by students, teachers, staff members, focus groups and administrators. Thousands of pages of documents were taken into consideration, reviewed and evaluated including, performance data, surveys, previous audits, and educator commentary and feedback. This was all assembled to arrive at what I consider to be our best plan for improvement yet.



Guided by our consultant Corey Gordon, DeliverED, working collaboratively with our stakeholders, and aspiring to reach new milestones for the students and families of Okeechobee County, five focus areas were identified: Engaging Instruction, Educational Equity, Talent Management, Effective Communication, and Strategic Investment. These goals are accompanied by meaningful strategies and outcome metrics that can be monitored regularly through a formalized system of work.

We are excited about ushering in a new way of work built on the steady improvements made in the past, yet pushing ourselves to ensure every student can achieve his or her dream.

Messages from the Board



Amanda Riedel
(Chairman)

Our strategic plan was developed through a collaborative effort that focuses on putting students first. We recognize that success cannot be achieved

without a joint effort between students, parents, teachers, staff and the community. This strategic plan reflects our long term goals and provides a focused path in which we can achieve them. It also gives us the opportunity to celebrate successes, monitor accountability and continue to make changes and improvements when needed. It is our goal to provide the best possible environment for all students to achieve academic success.



Joe Arnold *(Member)*

Our District's Strategic Plan works as a guide to drive decision making and benchmark progress. The plan focuses on achievement, ensuring that students have the

opportunity to reach their highest potential. I believe this plan recognizes and encourages community involvement, which is vital to our success. This plan has goals that will bring our students, teachers, parents, administrators, and community together to focus on the best academic experience for each child.



Melisa Jahner
(Vice Chairman)

Our Strategic Plan ensures that together we are committed to achieve Excellence. As a Board, we knew the importance of engaging with students,

parents, staff and our community to set our goals and focus. I feel confident our district is on the right path towards Excellence with this plan. We will strive to offer a high quality, academic and safe environment so each student will be able to reach their highest potential. High staff morale is a direct impact on positive student achievement and so we will strengthen the development, recruitment, and retention of our educators and staff to reduce turnover and attract quality candidates. We will celebrate our successes and re-evaluate our downfalls. "There is no such thing as Failure, only learning experiences."



Malissa Morgan
(Member)

Our Strategic Plan is the foundation of the Okeechobee County School District. Collaboration, shared beliefs, and strategic

goals guided the creation of our strategic plan. Working together as a community, the plan will prepare each student to achieve academically, grow personally, and contribute positively to a global society. As an educator and parent of two OHS Alumni, it is my belief that the strategic plan will take our district to the next level.



Jill Holcomb *(Member)*

Our district's strategic plan was built with input from students, parents, employees, and community stakeholders. By setting long-term and short-term goals,

we are able to measure our progress and be confident that we are moving forward. These goals lead to accountability and ensure that our budget is being built around the needs of our district. When goals are met, successes will be celebrated, and when adjustments are necessary, we will be sure the focus is on the needs of our students. By working together, our school district will be a place where employees know they make a difference and students feel successful.

About the Okeechobee County School District

Our Vision and Mission

VISION

Together, Achieving Excellence: Putting Students First

MISSION

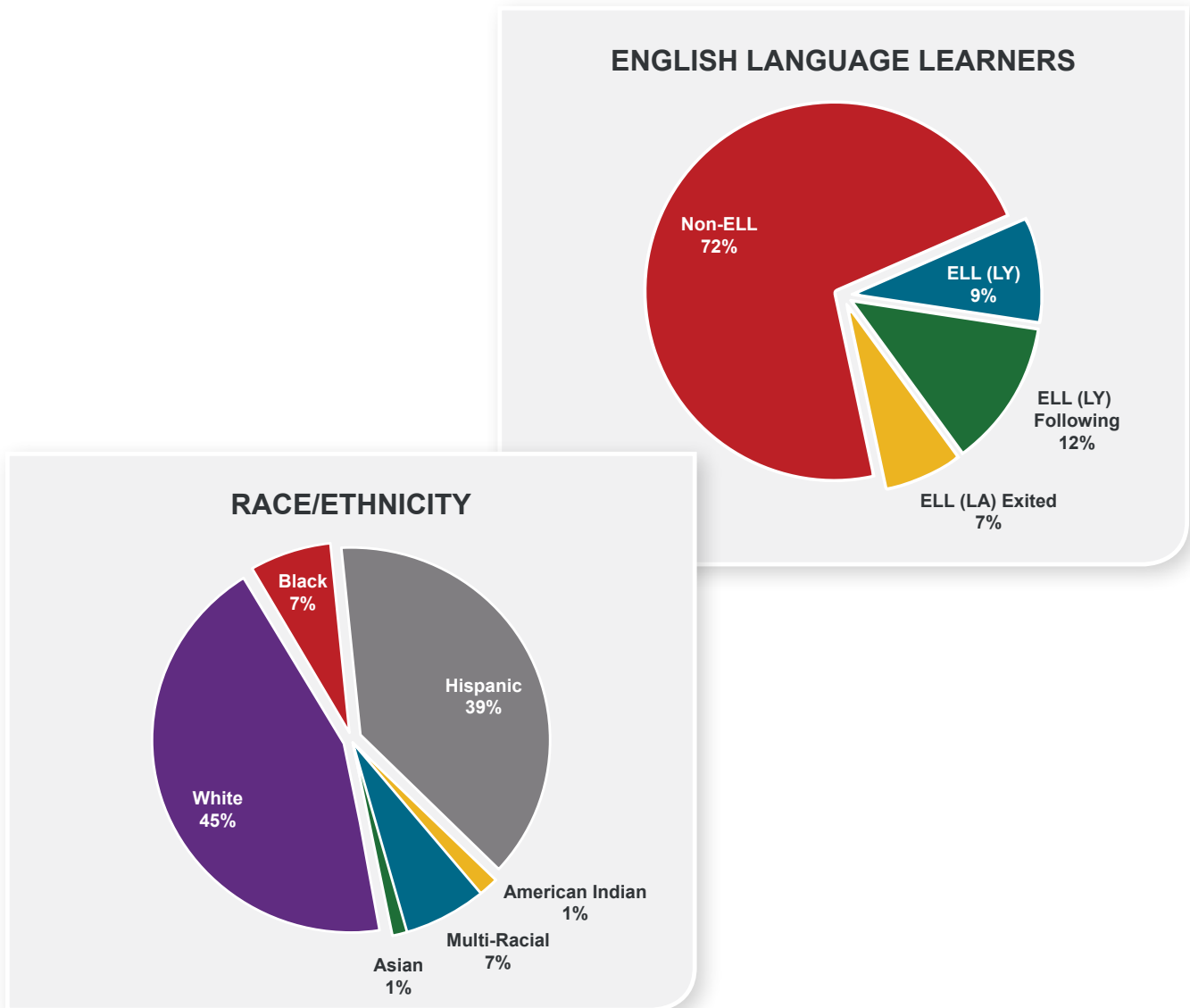
Instilling excellence and determination so every student can achieve tomorrow's possibilities.



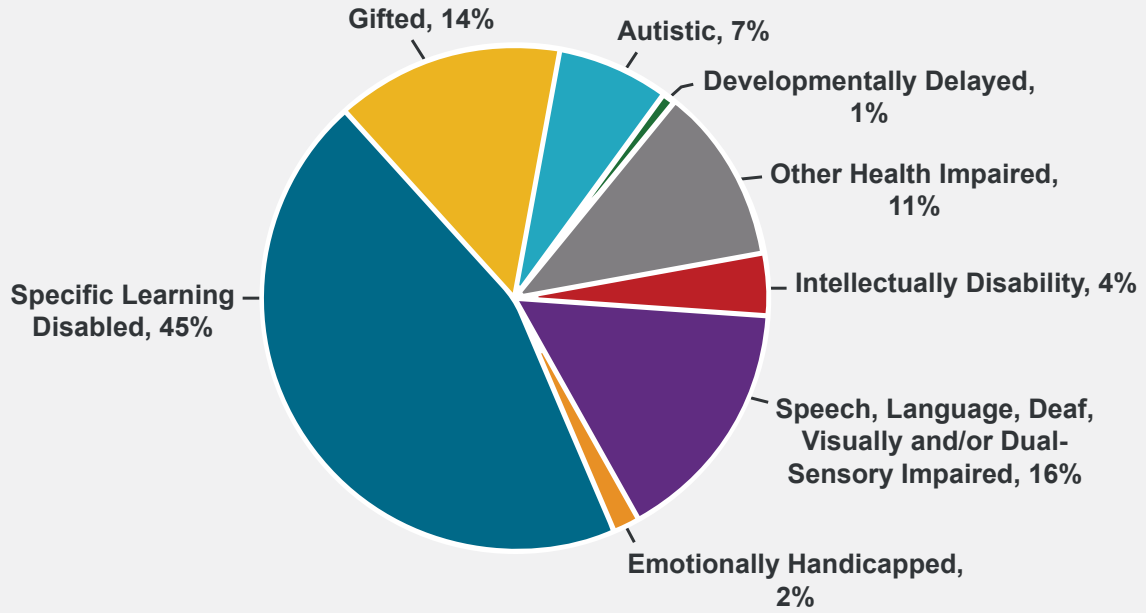
About Okeechobee County School District

Okeechobee County School District is located in south central Florida and serves more than 6,000 students (and growing!) across 10 schools. We are the largest employer in the county, with close to 900 employees.

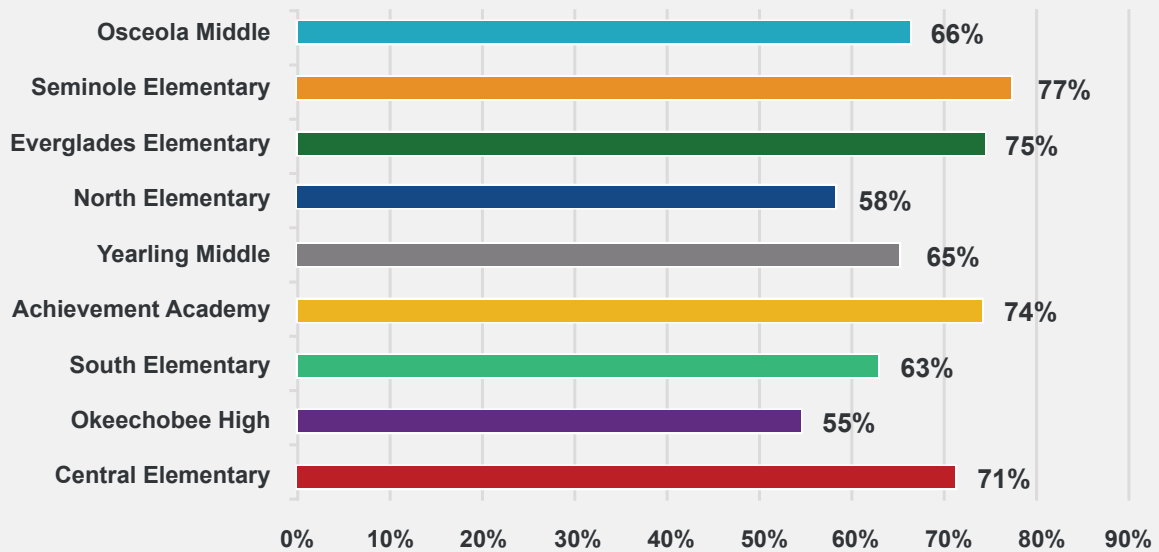
Student Demographics



EXCEPTIONAL STUDENT EDUCATION



SOCIAL/ECONOMIC STATUS (Community Eligibility based on Direct Certs)



Our Success

Student achievement

We have made significant progress in recent years in a number of areas. We are confident that the work outlined in this strategic plan will build on that progress and accelerate our students' achievement in the coming years.

Programs offered

Career and Technical Programs



Innovative Programs of Study



Social and Emotional Support



GOOD NEWS

In Okeechobee County Schools

It's college application and FAFSA completion season across the country. In the spirit of the season, we at AVID want to share some good news about the AVID students in Okeechobee County Schools.

Of the AVID seniors in Okeechobee County Schools...

97%

submitted a FAFSA or state financial aid form

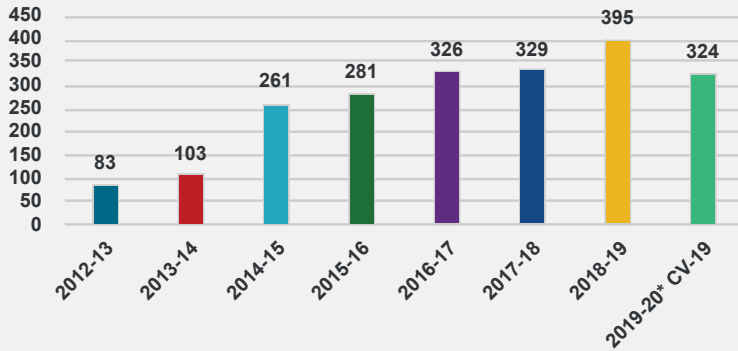
100%

applied to a four-year university

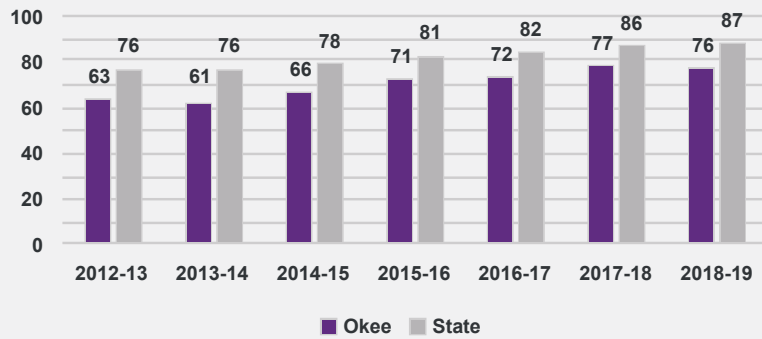
100%

were accepted to a four-year university

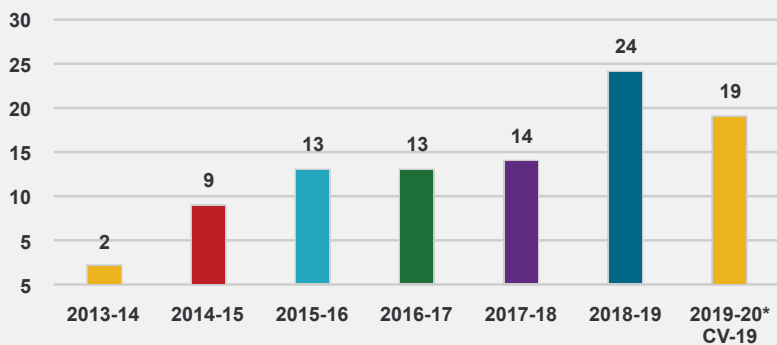
CTE Industry Certifications



Graduation Rate



AA Degrees Prior to High School Graduation



Evidence of achieving excellence

The Florida Partnership with the College Board recognized Okeechobee for:

- Ranking 5th for increasing the percentage of students who took the PSAT 8/9.
- Ranking 5th for increasing the number of students who took an Advanced Placement Exam.
- Ranking 5th for increasing the number of Advanced Placement exams with 3+ scores.
- Ranking 10th in the percentage increase in the number of Advanced Placement exams with 3+ scores by minority students.

Celebrating Student Success
The Florida Partnership



Florida's Teacher of the Year



Krista Stanley, 6th grade math teacher from Yearling Middle School, will serve as the *Christa McAuliffe Ambassador for Education* for the 2020-21 School Year for the State of Florida. Mrs. Stanley was chosen from more than 176,900 public school teachers. She graduated from Okeechobee High School and just completed her 4th year of teaching. The acknowledgment of her exemplary performance is a testament to the high quality teaching and learning occurring in Okeechobee.

The Strategic Planning Process

We collaborated regularly with board members, district and school leaders and staff, and community members throughout Okeechobee County School District to build the strategic plan over a year-long process.

We began by gathering and reviewing the latest data on student achievement, program effectiveness, and other relevant information. An outside consultant conducted a series of focus groups and interviews with key partners, including the school board, district leaders, school leaders, educators, families, and community members, to understand their perspectives. We also sent an open-ended survey to all staff to ensure their voices were adequately represented.

Based on the feedback gathered during this initial review, the district leadership team identified a few areas in need of focus during the coming years. We analyzed the root causes of the identified challenges and brainstormed strategies to address them. Finally, we worked through the difficult task of prioritizing and focusing on those strategies that are likely to have the greatest impact on the desired outcomes. Therefore, the plan does not reflect every task the district is undertaking, but instead focuses on those activities that will require the most focus and attention to shift our way of working.

Throughout the process, Superintendent Kenworthy regularly shared updates with the School Board as well as school leaders.

The result of this several-month process is the document that follows; however, the intention is that this plan is a living, breathing document that will be regularly reviewed and updated as implementation proceeds.

In order to do that, we will launch a series of progress monitoring conversations beginning in the spring of 2021. These include conversations between the accountable leaders of each goal and the Superintendent, as well as summary reports to the School Board on progress to date.



Our Strategic Plan At A Glance

VISION

**Together, Achieving Excellence:
Putting Students First**

**GOAL
1**

Engaging Instruction

Align curriculum materials with standards to support effective delivery of instruction, so students can gain knowledge and master grade level content and standards (assessment).

**GOAL
2**

Educational Equity

Refine and revise the system to ensure equitable support for all students, with a focus on African American students, Exceptional Education students and English Language Learners.

**GOAL
3**

Talent Management

Improve the efficacy of our practices related to the hiring, support, and retention of staff members.

**GOAL
4**

Effective Communication

Increase our external reach and sharpen our internal communication structures to ensure we are sharing our story and minimizing duplication of effort.

**GOAL
5**

Strategic Investment

Effectively manage our learning environment by focusing on safety, modernizing facilities, and competitive compensation.

Our Goals

Five major areas emerged as the “goal areas” that will serve as the focus for the district over the next three years.

Goal 1 – Engaging Instruction

Align curriculum materials with standards to support effective delivery of instruction, so students can gain knowledge and master grade level content and standards (assessment).

Goal 2 – Educational Equity

Refine and revise the system to ensure equitable support for all students, with a focus on African American students, Exceptional Education students and English Language Learners.

Goal 3 – Talent Management

Improve the efficacy of our practices related to the hiring, support, and retention of staff members.

Goal 4 – Effective Communication

Increase our external, reach and sharpen our internal communication structures to ensure we are sharing our story and minimizing duplication of effort.

Goal 5 – Strategic Investment

Effectively manage our learning environment by focusing on safety, modernizing facilities, and competitive compensation.

CROSS-CUTTING STRATEGY 1:

Provide targeted, coordinated professional development for teachers to effectively implement the priorities of the strategic plan.

CROSS-CUTTING STRATEGY 2:

Provide targeted, coordinated professional development for principals to effectively implement the priorities of the strategic plan.

GOAL
1

Engaging Instruction

Outcome Metrics

Become an A district – increase points received on district report card from 55 (SY 18-19) to 64 (SY 22-23).

Increase graduation rate from 76% (SY 18-19) to 89% (SY 22-23).

Priority Strategies

- A. Implement district-wide curriculum and maps covering the new standards.
- B. Define a coherent vision of effective instruction.
- C. Strengthen the MTSS process.
- D. Ensure schools are running high-quality PLCs.
- E. Develop common assessments.

GOAL
2

Educational Equity

Outcome Metrics

Annually, close the gap for each subgroup by 5% points for statewide ELA and Mathematics assessments

Graduation rate by subgroup (closing the gap-aligned with ESSA)

Priority Strategies

- A. Build capacity of schools to effectively utilize ESE, ELL and Behavior Intervention support staff.
- B. Ensure equitable access to accelerated academic opportunities.
- C. Build community mentorship program.
- D. Support schools with the implementation of their School Improvement Plans, ensuring that these plans support equity by targeting low-performing subgroups.

GOAL
3

Talent Management

Outcome Metrics

Increase retention rate of instructional, classified, and administrative staff members from 89% (SY 18-19) to 94% (SY 22-23).

Increase diversity of district staff from 19% (SY 18-19) to 25% (SY 22-23).

Reduce percentage of teachers placed in an out-of-field subject area from 11% (SY 18-19) to 7% (SY 22-23).

Priority Strategies

- A. Build “grow your own” program.
- B. Build a cohesive recruitment system that includes innovative recruitment strategies.
- C. Streamline and modernize HR process.
- D. Establish systems for cross-training and succession planning.
- E. Create opportunities for teacher leadership.

GOAL
4

Effective Communication

Outcome Metrics

Increase % of students agreeing or strongly agreeing that they are “proud of my school” on the annual climate survey from 74% (SY 18-19) to 93% (SY 22-23).

Increase % of parents agreeing or strongly agreeing with “proud of my child’s school” from 65% (SY 18-19) to 85% (SY 22-23).

Increase % of principals and directors indicating district communication is timely and efficient to 100% (SY 22-23).

Priority Strategies

- A. Highlight successes through social media.
- B. Strengthen relationships with local media outlets.
- C. Create consistent and high-quality school and district websites.
- D. Develop departmental procedures to improve transparency, supplement board policies and maintain fairness and continuity.
- E. Streamline communications with principals to ensure timely, effective dissemination of information.

GOAL
5

Strategic Investment

Outcome Metrics

Increase percentage of positive responses to “I feel safe at school” on the student climate survey and “Students are safe at school” on the parent climate survey from 73% (SY 18-19) to 90% (SY 22-23).

Priority Strategies

- A. Provide competitive compensation for all employees.
- B. Create a 10 year capital plan to address identified issues.
- C. Provide a safe and secure learning environment.

Cross-cutting Strategies

Provide targeted, coordinated professional development for teachers to effectively implement the priorities of the strategic plan.

Provide targeted, coordinated professional development for principals to effectively implement the priorities of the strategic plan.

Our Appreciation

The Strategic Plan was developed through a collaborative effort. This collaboration consisted of thousands of hours collectively being spent on how to move our district forward in our quest to become an “A” district. Members of the Okeechobee County School Board would like to thank key stakeholders for supporting the development of this new plan.

A dedicated, diverse group of students, parents, staff and community members participated in focus groups, online surveys and workshops. The valuable information shared, highlighted both the districts strengths and opportunities for growth. The time and investment of each stakeholder in developing the new strategic plan is appreciated.

That being said, our work is just beginning. We know putting your goals and strategies on paper is just the first step. It provides us with direction. The key to moving forward is its implementation and monitoring demanding the fidelity of our practices. Our goals are ambitious, our strategies robust, and our human capital is dedicated. This will lead to every student getting what he/she needs to become college and career ready.

Schools cannot do this work alone. Many of our stakeholders will play key roles over the next three years making this a reality for our students. For that, we cannot thank you enough. The community support afforded our district in the past is immeasurable. It is for these reasons, our new vision appropriately frames our work: *Together, Achieving Excellence by Putting Students First!*



Appendix Strategy Profiles

GOAL 1

Strategy	1A: Implement district wide curriculum and maps covering the new standards.
Description	<p>Ensure the district identified core curriculum is aligned to the B.E.S.T. standards, implemented with fidelity, and accompanied with necessary support.</p> <p>The District will ensure the curriculum is aligned to current standards and will implement it with fidelity. In addition, the District will align curriculum to the B.E.S.T. standards to be prepared to fully implement the curriculum initiatives to meet the depth and rigor of the newly adopted standards.</p>
Key Activities	<ol style="list-style-type: none"> 1. Transition to B.E.S.T. Standards with key stakeholders (instructional coaches). 2. Create vertically aligned curriculum maps with embedded common assessments. 3. Ensure schools are implementing district curriculum and maps with fidelity.
Goal(s) Impacted	<p>Primary: Goal 1: Engaging Instruction</p> <p>Secondary: Goal 2: Educational Equity</p>
Rationale	<p>This strategy will ensure teachers have quality materials with a clear vision and expectations. Implementing a district-wide curriculum will ensure all students have equitable educational opportunities to promote student achievement.</p>
Scale	<p>District-wide - all school sites, all grades, all subjects</p>
Implementation Metrics	<ul style="list-style-type: none"> • Instructional rounds /walk-throughs using the IPG Focus Area 1 will show an increase in positive ratings each quarter (Key Action (KA) 1) • Creation of maps will follow an implementation timeline (KA 2) • Curriculum Feedback Form will be completed by teachers annually for each subject area with a District Map (KA 2) • District Common Assessments - we will monitor Administration Rates (KA 3) and Performance (KA 2)
Resources needed	<ul style="list-style-type: none"> • Implementation calendar • Funds, time, and quality teachers for transition activities and map creation(\$35,000) • Evaluate current curriculum and strategically purchase appropriate curriculum supports • Trainings to access resources (\$10,000)

Strategy	1B: Define a coherent vision of effective instruction.
Description	In order to improve student achievement, the district must adopt a coherent vision of effective instruction. The vision of effective instruction includes tasks and activities aligned to academic standards that meet the depth and rigor needed for students to achieve mastery. District and school-based administrators must be able to communicate the vision to instructional staff as well as provide coaching and/or support for instructional staff to implement with fidelity.
Key Activities	<ol style="list-style-type: none"> 1. Work with district and school-based leadership to clearly define effective instruction. 2. Adopt a coherent vision of effective instruction to disseminate district-wide. 3. Conduct instructional rounds to monitor staff implementation of effective instruction.
Goal(s) Impacted	Primary: Goal 1: Engaging Instruction
Rationale	Defining a coherent vision of effective instruction is supported by Richard Elmore’s work with “Improving the Instructional Core”. Raising the level of the content that students are taught, increasing the skill and knowledge that teachers bring to the teaching of that content, and increasing the level of students’ active learning of the content are all aspects of defining a coherent vision of effective instruction. A coherent vision of effective instruction incorporates all three ways to increase student learning. Current feedback from administrators and instructional staff during instructional rounds indicate there is no clear expectation and/or consistency of what effective instruction looks like.
Scale	District-wide
Implementation Metrics	<ul style="list-style-type: none"> • Development of a working list of decision trees and/or scaffolding protocols to increase student achievement • Collect qualitative and quantitative data from instructional rounds • Survey instructional staff to determine if there is clearly defined vision for effective instruction
Resources needed	<ul style="list-style-type: none"> • Time will be needed to meet with district and school-based administrators • District and school-based administrators will be needed to provide input on the vision for instruction • District and school-based administrators will be needed to regularly conduct instructional rounds and provide critical feedback to address instruction as needed

Strategy	1C: Strengthen the MTSS Process.
Description	Our district's current MTSS process needs to be streamlined and made consistent across all schools. In restructuring, we would train our educational leaders to scaffold the use of evidenced-based interventions and effective differentiation to meet student's needs.
Key Activities	<ol style="list-style-type: none"> 1. Revise roles to clarify MTSS process. 2. Implement researched-based interventions district-wide. 3. Support equitable, differentiated instruction as determined by the decision trees. 4. Utilize a computerized system for tracking and monitoring interventions.
Goal(s) Impacted	<p>Primary: Goal 1: Engaging Instruction</p> <p>Secondary: Goal 2: Educational Equity</p>
Rationale	This strategy will allow restructuring and streamlining of the MTSS process to a consistent, district-wide implementation. Currently, there is inconsistency in implementation, role identification and assignments within the system throughout the district. With restructuring the MTSS process, evidenced-based interventions will consistently be used district-wide, and on-going progress monitoring will be easier to track and reference.
Scale	District-wide - all schools
Implementation Metrics	<ul style="list-style-type: none"> • Complete the Roots Report each year. This report will examine seven critical components of the intervention system <ul style="list-style-type: none"> o Screening for At-risk students o Primary instruction/Core curriculum o Intervention Planning o Intervention Progress Monitoring o Systems and Infrastructure o Meeting Quality • Monitor implementation metric in the Branching Minds Platform in real time each month
Resources needed	<ul style="list-style-type: none"> • Resource Specialist and Assistant Principal to restructure MTSS process at each school • Funds for computer program (\$53,781 initial) (\$38,631 per year recurring after initial implementation) • Staff training/coaching on new structure and computer program • Staff training

Strategy	1D: Ensure schools are running high-quality PLCs.
Description	We must ensure each subject area and/or grade level has dedicated time, tools and structure to plan collaboratively for engaging lessons and strengthen/learn best pedagogical strategies.
Key Activities	<ol style="list-style-type: none"> 1. Ensure infrastructure is in place for common planning for all subject areas or grade levels. 2. Promote teacher-led PLCs by identifying one teacher leader for instruction and one for management activities per grade level or subject area. 3. Provide explicit expectations for PLC structure, timeline, administrator involvement, and video examples of good PLC's. 4. Continuously monitor activities and support struggling PLC's.
Goal(s) Impacted	<p>Primary: Goal 1: Engaging Instruction</p> <p>Secondary: Goal 2: Educational Equity</p>
Rationale	Professional Learning Communities (PLCs) provide time for teachers to collaboratively plan lessons, and question, reevaluate, refine, and improve teaching strategies and knowledge. PLCs are school-improvement strategies designed to reduce professional isolation, foster greater faculty collaboration, and spread the expertise and insights of individual teachers throughout a school.
Scale	All Schools, all teachers
Implementation Metrics	<ul style="list-style-type: none"> • Has an instructional and management lead been identified for each grade level/ subject area? • Groups will complete a self assessment using the seven stages of PLC rubric quarterly (PLC Stages Google Form - % responses for each stage will have positive increases throughout the year) • Instructional coaches will observe using the seven stages rubric for PLC's and report monthly during instructional coach meetings. (PLC Stages Google Form)
Resources needed	<ul style="list-style-type: none"> • Additional stipends for management/instructional leads per grade level or subject area to replace old grade chair/department chair positions • Additional time for common plan at OHS

Strategy	1E: Develop Common Assessments.
Description	District common assessments will ensure that all students are receiving equitable, rigorous instruction across the district. This strategy will focus on creating, implementing and monitoring district common assessments for all core subjects.
Key Activities	<ol style="list-style-type: none"> 1. Establish a timeline and plan for creating district common assessments. 2. Develop a common assessment protocol for creating and revising local assessments. 3. Create assessments, implement the protocol, and administer the assessments.
Goal(s) Impacted	Primary: Goal 1: Engaging Instruction
Rationale	Currently, many courses across the district have common assessments; however, the process for creating and implementing the assessments has not been clear for all of the personnel involved. The purpose of this strategy is to establish clear expectations and guidelines for all involved in the process of creating, implementing, and administering the assessment.
Scale	This will impact all schools, all grades, and specific subject areas
Implementation Metrics	<ul style="list-style-type: none"> • Percent tested for district assessments • Assessments created compared to target number (grades/courses) • Student performance data on the district assessments
Resources needed	<ul style="list-style-type: none"> • Time and people to create the assessments • Access to assessment platform, currently Performance Matters

<p>Strategy</p>	<p>2A: Build capacity of schools to effectively utilize ESE, ELL, and Behavior Intervention support staff.</p>
<p>Description</p>	<p>The District will work to build the capacity of each school to effectively utilize support staff by developing structures and supports to ensure specific and unique needs of the individual students are met.</p>
<p>Key Activities</p>	<ol style="list-style-type: none"> 1. Develop a district protocol to effectively utilize instructional and behavioral staff to impact instruction for subgroups. 2. Implement district protocols to effectively utilize instructional and behavioral staff to impact instruction for subgroups.
<p>Goal(s) Impacted</p>	<p>Primary: Goal 2: Educational Equity Secondary: Goal 1: Engaging Instruction</p>
<p>Rationale</p>	<p>Currently, each school uses support staff in varying ways. Clarifying and providing consistency in roles and duties will help with the effective use of resources and staff. This will provide for additional learning supports and engagement of students in the identified subgroups, hence, leading to higher levels of student achievement.</p>
<p>Scale</p>	<p>All schools, all grades, all classrooms that require instructional support staff</p>
<p>Implementation Metrics</p>	<ul style="list-style-type: none"> • Walk-through data: # adults in the room, what are they doing- checklist or indicator on walk-through for monthly admin walks • Survey Staff use of Instructional and Behavioral Supports - can we include a question on the climate survey?
<p>Resources needed</p>	<ul style="list-style-type: none"> • Training to implement the plan - all stakeholders (Teachers, Support staff) • Potential sub cost for trainings

Strategy	2B: Ensure equitable access to accelerated academic opportunities.
Description	Assess current structure in order to redesign the system with the goal of creating more opportunities for students from identified subgroups to access higher level academic courses and pathways.
Key Activities	<ol style="list-style-type: none"> 1. Review course offerings and student selection criteria to ensure equitable enrollment in advanced classes (Gifted, AP, Dual Enrollment, CTE...). 2. Explore bus routes to ensure that students within the 2 mile radius are able to secure busing to the high school. 3. Work with advisors and administrators involved in the course selection process to ensure procedures ensure equitable access.
Goal(s) Impacted	<p>Primary: Goal 2: Educational Equity</p> <p>Secondary (if applicable): Goal 1: Engaging Instruction</p>
Rationale	All students deserve to have access to the same academic courses and pathways. Availability of these opportunities and high expectations for all student populations and subgroups will increase student success and achievement for subgroup populations.
Scale	Elementary, Middle and High School levels
Implementation Metrics	<ul style="list-style-type: none"> • Annual ESSA Report • Pull demographic make-up of advanced coursework • Attendance rate for target populations
Resources needed	<ul style="list-style-type: none"> • Possible funding for additional work hours for administrators, counselors, instructional coaches, and other staff to review course offerings and develop course selection processes that ensure equitable access for all students • Transportation department will explore options of providing busing within a 2 mile radius for students to increase attendance rates

Strategy	2C: Build a community mentorship program.
Description	This strategy will create a process for increasing linkages between schools and agencies, including community groups, to provide more candidates for mentorship programs.
Key Activities	<ol style="list-style-type: none"> 1. Create a focus group to help identify district mentors, discuss mentoring duties and expectations, and create the implementation (phased-in) timeline district-wide. 2. Create an inventory and database for community agencies or programs who may provide mentorship based on specialization or agency requirements. 3. Provide best practices for mentorship. 4. Implement Sources of Strength, a peer mentorship program, at OHS. (Katharine Williams @ OHS).
Goal(s) Impacted	<p>Primary: Goal 2: Educational Equity</p> <p>Secondary: Goal 1: Engaging Instruction</p>
Rationale	Expanding access to mentors will impact the students by offering more help and support to increase academic, social, and emotional success. In using the created and collected database of available mentorship, the school district will be able to meet the accreditation requirement of “adults invested in every child”.
Scale	District-wide at all schools
Implementation Metrics	<ul style="list-style-type: none"> • Number of students with mentors in schools • Number of peer groups at Okeechobee High School
Resources needed	<ul style="list-style-type: none"> • Volunteers from community agencies • Time from volunteers • School flexibility and space for mentors • Funds (estimated at \$3,000 per year) for supplies (books, markers, paper, folders) • Funds(estimated at \$3,000 per year) for life skills activities (managing money, hygiene, resume writing) • Funds (estimated at \$3,000 per year) for training (orientation) mentors • Funds for Sources of Strength implementation (\$5,000)

Strategy	2D: Support schools with the implementation of their School Improvement Plans, ensuring that these plans support equity by targeting low-performing subgroups.
Description	All schools create School Improvement Plans as required by law. These plans help school leaders formalize their approach to school improvement. This is done through the establishment of specific, measurable goals that target those subgroups in need of the greatest amount of improvement.
Key Activities	<ol style="list-style-type: none"> 1. Assist schools in disaggregating data in order to identify subgroups that require an increased level of support. 2. Aide school leaders in identifying targeted goals that will have the greatest amount of impact on student learning. 3. Support schools in tracking the progress of student achievement based on their identified goals.
Goal(s) Impacted	<p>Primary: Goal 2: Educational Equity</p> <p>Secondary: Goal 1: Engaging Instruction</p>
Rationale	For the past several years, state assessment data has indicated that specific subgroups across the district are performing lower than their peers. In an effort to address these gaps, documents such as the SIP and school Title I plan assist schools in developing targeted plans to improve student achievement. By working with school leadership to develop and implement these plans, the District will have the ability to actively support school improvement efforts targeting students in need of academic improvement.
Scale	All schools
Implementation Metrics	<ul style="list-style-type: none"> • School Improvement Plans that address low-performing subgroups are created by all school sites • District Assessment Data, Disaggregated by Subgroup (KA #3)
Resources needed	<ul style="list-style-type: none"> • Time to review assessment data over the summer before the new school year with the school leadership team. (Leadership team: 4-8 people)

<p>Strategy</p>	<p>3A: Build “grow your own” program.</p>
<p>Description</p>	<p>Building a “grow your own” program will assist the District in staffing classrooms with teachers who already have extensive experience working in our school system. Not only will this assist us in recruitment, but will also help us retain quality employees.</p>
<p>Key Activities</p>	<ol style="list-style-type: none"> 1. Establish dual enrollment education courses at Okeechobee High School. 2. Provide work experience opportunities within the District for program participants. 3. Establish parameters for scholarship funding for program participants. 4. Establish Florida Teachers of Tomorrow chapters at key school sites.
<p>Goal(s) Impacted</p>	<p>Primary: Goal 1: Engaging Instruction Secondary (if applicable): Goal 2: Educational Equity</p>
<p>Rationale</p>	<p>By recruiting qualified teachers, the number of long-term substitutes filling vacancies will be reduced. This will have a direct impact on Engaging Instruction (Goal 1). As we focus on hiring a diverse workforce through expanding scholarship opportunities at local colleges, there will likely be a positive impact on Educational Equity, as well (Goal 2).</p>
<p>Scale</p>	<p>20 students in Dual Enrollment Courses</p>
<p>Implementation Metrics</p>	<ul style="list-style-type: none"> • Number of Dual Enrollment courses established at Okeechobee High School • Number of students enrolled in the Dual Enrollment courses at Okeechobee High School • Participation numbers in the Florida Teachers of Tomorrow program
<p>Resources needed</p>	<ul style="list-style-type: none"> • Funding for materials and instructors for dual enrollment courses • Middle and High School Principals will identify sponsors to implement the Florida Teachers of Tomorrow program at their school sites • Funding for scholarship opportunities at IRSC

Strategy	3B: Build a cohesive recruitment system that includes innovative recruitment strategies.
Description	A cohesive recruitment system will maximize the District’s ability to interact with a wide variety of candidates for employment. Focusing on our recruitment approach will help streamline this process and allow us to address both the need for qualified candidates and the need for increased diversity among our staff.
Key Activities	<ol style="list-style-type: none"> 1. Enhance District visibility and impact through innovative marketing approaches and revised recruiting presence. 2. Develop a tracking system to determine recruiting return on investment (ROI). 3. Increase digital presence through online outreach and social media. 4. Expand recruitment to explicitly target diverse populations.
Goal(s) Impacted	<p>Primary: Goals 1, 2, and 3: Engaging Instruction, Educational Equity, and Talent Management</p> <p>Secondary (if applicable): Goal 5: Strategic Investment</p>
Rationale	By recruiting qualified teachers, the number of long-term substitutes filling vacancies will be reduced. This will have a direct impact on Engaging Instruction (Goal 1). As we focus on hiring a diverse workforce, there will likely be a positive impact on Educational Equity (Goal 2). The strategic use of resources through targeted recruiting efforts will require investment on the part of the District, impacting Strategic Investment (Goal 5). Overall, this will impact the efficacy of Talent Management (Goal 3) in the district.
Scale	District-wide
Implementation Metrics	<ul style="list-style-type: none"> • The number of applicants per position will increase • The number of interactions with social media related to recruitment will increase • There will be an increase in the diversity of the applicant pool for vacant positions
Resources needed	<ul style="list-style-type: none"> • Funding for recruiting visits, materials, and publications • Assistance designing Careers webpage and publications that have a modern, professional appearance • Continued support of dedicated personnel for recruitment and retention efforts

Strategy	3C: Streamline and modernize HR processes.
Description	We will develop a set of streamlined, modernized HR processes which will allow the Human Resources Department to operate more efficiently. This will provide a smoother experience for our customers, whether they be candidates or current employees, as we will be able to address issues quickly and provide the level of support that they deserve.
Key Activities	<ol style="list-style-type: none"> 1. Implement online process for employee reference checks. 2. Implement electronic onboarding system to streamline the hiring process. 3. Codify onboarding processes for classified personnel.
Goal(s) Impacted	<p>Primary: Goal 3: Talent Management</p> <p>Secondary (if applicable):</p>
Rationale	Allowing for a smoother employee experience and enabling the Human Resources team to further develop relationships with employees will help improve Talent Management (Goal 3).
Scale	District-level
Implementation Metrics	<ul style="list-style-type: none"> • The timeline for employee onboarding will decrease • All onboarding of employees will be done electronically • All classified personnel will take part in a dedicated onboarding program
Resources needed	<ul style="list-style-type: none"> • Support from Skyward for electronic references and onboarding

Strategy	3D: Establish systems for cross-training and succession planning.
Description	In order to minimize the likelihood of disruptions due to transitions in personnel, it is necessary for the District to develop the capacities of current employees in a variety of skills. In addition, a formalized approach to succession planning will assist the District in ensuring that there is an adequate supply of talent to fill openings within the District with a minimum amount of disruption to departmental functions.
Key Activities	<ol style="list-style-type: none"> 1. Identify personnel in critical positions that require cross-training. 2. Review job descriptions to ensure that a clear delineation of duties exists. 3. Develop training plan and timeline for cross-training activities.
Goal(s) Impacted	<p>Primary: Goal 3: Talent Management</p> <p>Secondary (if applicable):</p>
Rationale	Through the development of protocols and succession plans for identified personnel, there will be a reduced likelihood of disruption to key functions of the organization. Research suggests that, in turn, this will increase the retention rate of personnel in critical positions. Both of these have a direct impact on Talent Management (Goal 3).
Scale	District-level
Implementation Metrics	<ul style="list-style-type: none"> • The number of revised/updated job descriptions • The number of positions identified for cross-training
Resources needed	<ul style="list-style-type: none"> • Support from Professional Development to develop a training timeline and protocol • Support from School Leadership for identifying key positions

Strategy	3E: Create opportunities for teacher leadership.
Description	Research shows that building the capacity of teachers and creating conditions that maximize the number of opportunities teachers have to fulfill leadership roles can lead to increased rates of teacher retention. Furthermore, these opportunities will allow the District to address the difficulty that exists regarding the identification of qualified applicants for administrative positions.
Key Activities	<ol style="list-style-type: none"> 1. Brainstorm leadership opportunities with district-based and school-based administrators and identify leadership opportunities to be implemented. 2. Create a menu of available teacher leadership opportunities. 3. Select teacher leaders for participation.
Goal(s) Impacted	<p>Primary: Goal 3: Talent Management</p> <p>Secondary (if applicable):</p>
Rationale	By providing the opportunity for teachers to become involved in leadership roles, it will assist in two key metrics of Talent Management (Goal 3). The first metric that will be positively impacted will be the availability of personnel for succession plans related to administrative positions, while the second metric will be a likely increase in teacher retention rates.
Scale	District-wide
Implementation Metrics	<ul style="list-style-type: none"> • The creation of a working list of leadership opportunities • The number of people taking part in leadership opportunities
Resources needed	<ul style="list-style-type: none"> • Additional time is needed to plan and organize leadership opportunities • District and school-based administrators are needed to model leadership opportunities and provide support for teacher leaders

**GOAL
4**

Strategy	4A: Highlight successes through social media.
Description	This strategy will increase our external reach sharing our stories with our community and stakeholders, and ensure our websites are up-to-date with pertinent information.
Key Activities	<ol style="list-style-type: none"> 1. Use video to help highlight the great things going on in our schools and district. 2. Develop a districtwide social media policy. 3. Conduct an inventory of social media platforms that each school uses and provide social media training to site contacts. 4. Ensure schools are posting positive highlights monthly on their social media platforms.
Goal(s) Impacted	<p>Primary: Goal 4: Effective Communication</p> <p>Secondary (if applicable): Goal 3: Talent Management</p>
Rationale	We believe that we need to be telling our story and putting the positives out for others to see. We want to make sure all schools are highlighting their successes and stories and incorporate some highlight videos that will further showcase the awesome things going on across the district.
Scale	This will be implemented at the district level and at each school. The social media contact and the webmaster at each school will need to be included.
Implementation Metrics	<ul style="list-style-type: none"> • Increase the number of social media followers • Ensure all social media platforms are utilized monthly
Resources needed	<ul style="list-style-type: none"> • Training materials for social media training

Strategy	4B: Strengthen relationships with local media outlets.
Description	<p>Ensure Okeechobee Schools are covered in all local media outlets including Okeechobee News, WOKC, and Radio Fiesta.</p> <p>Media coverage from these sources will ensure the stories of Okeechobee County School students are being shared in a variety of media.</p>
Key Activities	<ol style="list-style-type: none"> 1. Meet with administrators at each organization. 2. Develop rotation for schools to send information for coverage. 3. Ensure school level participation (schedule).
Goal(s) Impacted	<p>Primary: Goal 4: Effective Communication</p> <p>Secondary (if applicable): Goal 1: Engaging Instruction</p>
Rationale	<p>This goal will increase the sharing of information and successes with our community. If Okeechobee County Schools cannot share our success stories to the population, someone else will.</p>
Scale	<p>Potentially could impact all students and staff at sites</p>
Implementation Metrics	<ul style="list-style-type: none"> • Newspaper articles for each school (10/10) • Radio clips posted online (WOKC.com) (10/10)
Resources needed	<ul style="list-style-type: none"> • Individual at each site to curate and share with outlets <ul style="list-style-type: none"> o Leads at each site • Bi-lingual resource for sharing Radio Fiesta <ul style="list-style-type: none"> o District and school leads

Strategy	4C: Create consistent and high quality school and district websites.
Description	Ensure district and school websites are up-to-date and hold accurate information. Make sure the websites contain a FAQ page and a who to contact page.
Key Activities	<ol style="list-style-type: none"> 1. Review websites for accurate content and create FAQ page. 2. Conduct training for school and department webmasters. 3. Create a checklist for required website content.
Goal(s) Impacted	<p>Primary: Goal 4: Effective Communication</p> <p>Secondary (if applicable): Goal 3: Talent Management</p>
Rationale	Websites tend to be the first place people go to for information about a district or school. Making sure our district and school websites are up-to-date will ensure visitors are getting accurate and useful information.
Scale	This will include department and school webmasters
Implementation Metrics	<ul style="list-style-type: none"> • Number of visitors to our sites will increase • Number of hits to the Who to Call and FAQ pages will increase
Resources needed	<ul style="list-style-type: none"> • Website training materials • Website content checklist



Strategy	4D: Develop departmental procedures to improve transparency and supplement board policies, and maintain fairness and continuity.
Description	<p>Documented procedures and protocols will streamline functions to provide structure to departments and/or positions. This will aid in succession planning.</p> <p>Ensuring each board policy has clear and specific procedures will improve communication and transparency.</p>
Key Activities	<ol style="list-style-type: none"> 1. Codify processes in a central location. 2. Create a central repository for critical documents.
Goal(s) Impacted	Primary: Goal 4: Effective Communication
Rationale	<p>Provide consistency in dealing with a variety of situations that can occur across sites and departments. Clear and concise procedures and protocols will eliminate confusion and/or error.</p> <p>A central location for documents will save time and eliminate duplication of effort.</p>
Scale	District Administration and School Site Information
Implementation Metrics	<ul style="list-style-type: none"> • Increase documents by department to clarify procedures and protocols • Reduce the number Board Policies without procedures • Identify location(s) for housing supporting documents
Resources needed	<ul style="list-style-type: none"> • Time to research protocols and procedures needed • Who in each department will develop necessary documents?

Strategy	4E: Streamline communications with principals to ensure timely and effective dissemination of information.
Description	Ensure effective communications are occurring between the District office and the school sites via the Principal which then filters to staff, parents, and students.
Key Activities	<ol style="list-style-type: none"> 1. Survey Principals. 2. Develop systems of communication. 3. Build an accountability system for due dates.
Goal(s) Impacted	<p>Primary: Goal 4: Effective Communication</p> <p>Secondary (if applicable): several</p>
Rationale	<p>Principals should be able to focus on the work that is vital to the students on campus. How can we eliminate workload to ensure Principals can more effectively do the job?</p> <p>One way we can do this is to streamline communication to the Principal enabling him/her to spread to stakeholders.</p>
Scale	10 Principals; staff and students on campuses
Implementation Metrics	<ul style="list-style-type: none"> • Pre/Post “Principal Needs” survey results (10/10) • Due dates by department, due dates met (yes or no) • Fully develop The Principal Handbook
Resources needed	<ul style="list-style-type: none"> • Development of survey (info from all departments into one survey) • PD for Principals (FLDOE PD Protocol) • System for communicating with Principals • Due dates by department



**GOAL
5**

<p>Strategy</p>	<p>5A: Provide competitive compensation for all employees.</p>
<p>Description</p>	<p>In an effort to recruit new employees and to retain current employees, the district will collect data from select Heartland, Treasure Coast and like-size counties to ensure wages are comparable.</p>
<p>Key Activities</p>	<ol style="list-style-type: none"> 1. Complete salary study of like-size, contiguous and Heartland school districts. 2. Provide recurring salary increases. 3. Create a tiered salary schedule/career ladder for identified positions.
<p>Goal(s) Impacted</p>	<p>Primary: Goal 5: Strategic Investment Secondary (if applicable): Goal 3: Talent Management</p>
<p>Rationale</p>	<p>Competitive wages will assist with recruitment of new employees by attracting potential candidates to the District. In addition, providing a competitive wage to existing employees will improve employee morale, engagement and loyalty thereby increasing retention.</p>
<p>Scale</p>	<p>Competitive salaries will affect all employees Tiered salary will affect certain positions</p>
<p>Implementation Metrics</p>	<ul style="list-style-type: none"> • Meet or exceed the average salary of identified Districts • Implement a new evaluation system for non-instructional staff • Implement tiered salary schedule/career ladder for identified positions
<p>Resources needed</p>	<ul style="list-style-type: none"> • Adequate funding budget from State • Prioritization of general funds to ensure strategic increases are given to meet the 3 year goal

Strategy	5B: Create a 10 year capital plan to address identified issues.
Description	Recognizing the possibility that maintenance costs, replacement costs, capital improvements and upgrades are necessary to provide an environment conducive to learning, the district must prioritize and fund projects that are the most critical in nature. The district will create a long-term plan prioritizing its greatest capital needs and fund accordingly.
Key Activities	<ol style="list-style-type: none"> 1. Complete a District-wide facilities and equipment study. 2. Prioritize and address critical facility needs. 3. Secure special facilities funds to replace high school. 4. Explore opportunities for energy savings.
Goal(s) Impacted	<p>Primary: Goal 5: Strategic Investment</p> <p>Secondary (if applicable):</p>
Rationale	Due to aging facilities and the fact that some buildings were built within a few years of one another, maintenance and replacement costs will exceed available capital. Improvement of the district's facilities will create a safer, more secure learning environment, energy efficiency, school pride and increase academic achievement.
Scale	This strategy will impact all facilities in the school district
Implementation Metrics	<ul style="list-style-type: none"> • Decrease # of deficiencies identified in the comprehensive safety inspection report • Reduce energy consumption
Resources needed	<ul style="list-style-type: none"> - Architects - Engineers - Construction Management Vendors - Various Trades Vendors - Maintenance Staff - Healthy Capital Projects Budget for consecutive years

Strategy	5C: Provide a safe and secure learning environment.
Description	To comply with FLDOE Office of Safe Schools requirements and expectations, Okeechobee County Schools will complete safety reviews throughout the year. Reporting will culminate into the required FSSAT (Florida Safe Schools Assessment Tool) to document safety and lead to enhancements building upon a safe school culture conducive to teaching and learning for staff and students.
Key Activities	<ol style="list-style-type: none"> 1. Review and evaluate <u>Safety Checklist</u>. 2. Conduct regular audit of safety checklist and provide support as needed. 3. Conduct FSSAT walkthrough with Outside Agency(ies) and budget to address identified needs.
Goal(s) Impacted	<p>Primary: Goal 5: Strategic Investment</p> <p>Secondary (if applicable): Goal 4: Effective Communication</p>
Rationale	A safe and secure environment will allow instruction to occur with support of students, staff, and parents. Safety checklists serve as documentation of facility safety, discipline, and training at each site.
Scale	<p>Administrators at each of 10 schools conduct safety checks</p> <p>Impacts students and staff at each site</p>
Implementation Metrics	<ul style="list-style-type: none"> • Checklists from Fall reviews and Winter check-ins for each site • 10 Campus tours, one for each site, with supporting agencies: Sheriff Dept., City PD, Fire Rescue, etc. completed each Spring • FSSAT submitted by each school in June, input in FLDOE database by Oct. 1st of each year
Resources needed	<ul style="list-style-type: none"> • Outside agencies (Campus Tours) • Needs identified in FSSAT (Each school site AP or P) • Budget to address needs (Operations) • Safe Schools Funding/Reimbursement from FLDOE (Operations and Finance)

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The School District of Okeechobee County has adopted Board Policy 6.43, Unlawful Discrimination Prohibited. No person shall, on the basis of race (including anti-Semitism), color, religion, gender, pregnancy, age, national or ethnic origin, genetic information, political beliefs, marital status, sexual orientation, gender identity, disability, if otherwise qualified, social and family background or on the basis of the use of a language other than English by Limited English Proficiency (LEP) students, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by this School District, except as provided by law.



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