

I. Call to Order

Call to Order: Chairman Holcomb

Present: District 1 – Joe Arnold
District 2 – Malissa Morgan
District 3 – Dixie Ball, Vice Chairman
District 4 – Amanda Riedel
District 5 – Jill Holcomb, Chairman

Ken Kenworthy, Superintendent of Schools
Tom Conely, School Board Attorney

Invocation: Attorney Tom Conely

Pledge of Allegiance: Led by Chairman Holcomb

II. Information/Discussion Items

Mr. Kenworthy reviewed the Agenda. The Strategic Plan is the Board members tool to guide the District.

III. Vision

The District administrators met twice and agreed to keep the Vision Statement. The Accreditation team stated the Vision Statement should be revisited in the future. Mr. Kenworthy read, reviewed and defined the Vision Statement, *Achieving Excellence: Putting Students First*. The Board completed the worksheet and agreed to keep it as written, but may revisit it in the near future.

IV. Mission

Superintendent Kenworthy read, reviewed and defined the Mission Statement: *To prepare all students to be college and career ready and function as productive citizens*. The Board completed the worksheet and agreed to keep it as written. Member Arnold suggested that the Strategic Plan be reviewed next year prior to the budget.

V. Core Values

Superintendent Kenworthy read, reviewed and defined the Core Values: *PRIDE – Perseverance, Respect, Integrity, Dependability, Ethics*. The Board completed the worksheet and agreed to keep it as written.

VI. Focus Areas

The Superintendent explained that the Strategic Plan is a five-year plan, with revisions and updates each year. Mr. Kenworthy reviewed and summarized the four Focus Areas - Increase **Academic** achievement by meeting the needs of all **Students** through effective **Human Capital** using efficient **District Systems**.

VII. Review Desired States

The Superintendent read the desired state for each Focus Area.

VIII. Review Division Priorities

The priorities are designed, if accomplished, to reach the desired state. Mr. Kenworthy asked Board members if they would like to make changes to the 2018-19 Strategic Plan. Member Arnold readdressed the vision statement and asked what could be a positive change. After a brief discussion, Member Arnold suggested revisiting the vision statement after the break-out session.

IX. Focus Area Break-out Sessions

Superintendent Kenworthy introduced the members of each focus group. Board members participated in a session at each of the four focus area tables.

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

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

** Initials following each strategy illustrate connection to School/System Quality Factors that drive instruction through AdvancED. See key on page 19.

Focus Area 1: Academic

| Desired State All students will be academically prepared to enter post-secondary education or a career of their choice. | Division Priority | | | |
|---|---|--|---|---|
| | <ul style="list-style-type: none"> ● Improve engagement in standards driven instruction from bell to bell. <ul style="list-style-type: none"> ● Increase proficiency on state assessments. ● Ensure career and college readiness. | | | |
| Objectives | Strategies | Monitoring Tools | Responsibility | Funding |
| Objective 1: Exceed the state average in all state assessed areas by 2019-20. | <ol style="list-style-type: none"> 1. Focus on standards-based instruction for K-12 <ol style="list-style-type: none"> a. Focus PLCs on standards based instruction and instructional shifts. (HE, II, RM, IC) b. Identify sources of authentic and rigorous text for instruction with professional development. (RM) | <ul style="list-style-type: none"> FSA data Standards Mastery reports i-Ready diagnostic reports Performance Matters reports | <ul style="list-style-type: none"> Instructional Services Coordinator of Staff Development Coordinator of Accountability Principals | <ul style="list-style-type: none"> Title I, Part A Title I, Part C Title II Instructional Materials |

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| | | | | |
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| | <ul style="list-style-type: none"> c. Communicate a vertical progression of standards. (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. Monitor instruction through instructional rounds. (HE, IC) 3. Develop, create, and modify interim assessments at secondary level. <ul style="list-style-type: none"> a. Contact publishers to revise/improve/align assessments. (RM) b. Implement assessments that are embedded in curriculum. (IC) c. Construct and review test banks and questions to reflect rigor of the standards. (HE, II) d. Submit interim assessments to Instruction Partners for evaluation for improvement. (RM) e. Administer interim assessments for all state assessed areas. (IC) 4. Increase the percent of students on grade level or proficient on interim assessments (70% on PM/Edmentum) <ul style="list-style-type: none"> a. Use sub-group data from state and interim assessments to differentiate instruction. (HE, II, HC) b. Ensure Level 1s and 2s are receiving targeted intervention to reach proficiency. (II, HC, HE) c. Ensure all students make learning gains on applicable state assessments through | <p>Edmentum Reports; Study Island; Training surveys</p> <p>Data collected as a result of instructional rounds</p> <p>Creation of interim assessments</p> <p>Florida Standards Implementation Plan Checklists</p> <p>School Improvement Plans</p> <p>FAIR</p> <p>Accucess (Secondary)</p> | | <p>Putting Students First</p> <p>SAI Summer School</p> <p>School Discretionary</p> |
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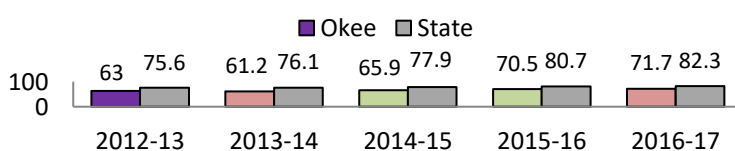
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| | <p>identification of students and use of differentiated instruction. (HE, HC, II)</p> <p>d. Increase proficiency in ELA at all grade levels. (II)</p> <p>e. Target 3rd grade reading, closing the gap between 2nd and 3rd grade reading and 5th grade ELA, math and science. (II)</p> <p>5. Implement and outline structures for 90-minute class periods in Middle Schools for ELA and Math. (RM)</p> <p>6. Implement Footstep2Brilliance for pre-school youth. (EE, RM)</p> | | | |
| <p>Objective 2: Increase student acceleration measures.</p> | <p>1. Increase the annual number of industry certifications 5% every year through 2019-20. (II)</p> <p>2. Develop a school-level plan to increase participation in accelerated programs (such as AVID, STEM, Gifted, AP, Dual Enrollment) with an emphasis on underrepresented populations. (HE)</p> <p>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)</p> <p>4. Increase the number of students earning an Associate's Degree to 20 by 2020. (HE, II)</p> | <p>Industry Certifications</p> <p>Enrollment records</p> <p>School Acceleration Enrollment/Participation Records by Demographic</p> | <p>Director of GSP</p> <p>Director of Student Services</p> <p>Principals</p> | <p>Title I, Part A & C</p> <p>Titles II & III</p> <p>AVID</p> <p>Dual Enroll & AP Projects</p> <p>Carl Perkins</p> <p>Industry Cert Project</p> |

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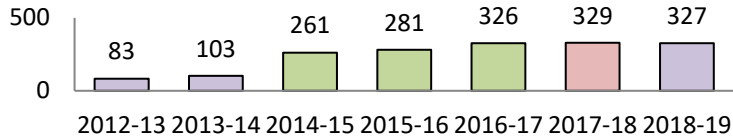
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| Objective 3: Increase the graduation rate to meet the state average. | 1. Increase the K-12 promotion rates. (II) | Student database records List of additional programs MTSS records EWS records Creation of credit recovery plan MTSS Referrals/Early Warning System | Director of Student Services Principals Instructional Services Director of ESE Director of IT Director of GSP SOC Youth Coordinator | Title I, Part A Title I, Part C Title II Title III SAI Carl Perkins Industry Certs Title VI General Funds SOC Grant/Mental Health Allocation |
| | 2. Develop a process for identifying and tracking the students that would benefit from the 18-credit graduation option during 9th grade. (HC, CD) | | | |
| | 3. Explore the possibility of expanding or increasing Expand the number of career programs or courses which lead to industry certification or acceleration. (II) | | | |
| | 4. Clarify and communicate Implement the procedures of early warning system and MTSS. (CD, IC, EE) | | | |
| | 5. Develop and disseminate a credit recovery plan for the district. (RM, HC, CD) | | | |
| | 6. Develop and Implement 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). (HC) | | | |

| School Grades | ELA Achieve | ELA Learning Gains | ELA Learning Gains Lowest 25% | Math Achieve | Math Learning Gains | Math Learning Gains Lowest 25% | Science Achieve | Social Studies Achieve | Middle School Acceleration | Graduation Rate 2016-17 | College and Career Acceleration 2016-17 | Total Points Earned | Total Components | Percent of Total Possible Points | Grade 2018 | Grade 2017 |
|-----------------|-------------|--------------------|-------------------------------|--------------|---------------------|--------------------------------|-----------------|------------------------|----------------------------|-------------------------|---|---------------------|------------------|----------------------------------|------------|------------|
| CENTRAL | 4 | 4 | 53 | 5 | 5 | 33 | 55 | | | | | 34 | 7 | 49 | C | C |
| OKEECHOBEE HIGH | 4 | 5 | 35 | 4 | 4 | 33 | 62 | 54 | | 76 | 57 | 50 | 10 | 50 | C | C |
| SOUTH | 5 | 5 | 52 | 6 | 7 | 61 | 65 | | | | | 41 | 7 | 59 | B | A |
| YEARLING | 3 | 4 | 49 | 5 | 6 | 49 | 37 | 44 | 58 | | | 44 | 9 | 49 | C | C |
| NORTH | 5 | 4 | 33 | 6 | 4 | 23 | 61 | | | | | 32 | 7 | 46 | C | C |
| EVERGLADES | 4 | 5 | 50 | 4 | 5 | 45 | 47 | | | | | 33 | 7 | 48 | C | C |
| SEMINOLE | 4 | 4 | 43 | 5 | 4 | 42 | 41 | | | | | 31 | 7 | 45 | C | C |
| OSCEOLA | 4 | 4 | 39 | 6 | 6 | 59 | 40 | 65 | 65 | | | 48 | 9 | 54 | B | C |
| VIRTUAL | | | | | | | | | | 0 | | 0 | 1 | 0 | F | |

Graduation Rate



Industry Certifications



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

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

Students Scoring On or Above Level (Standard View)

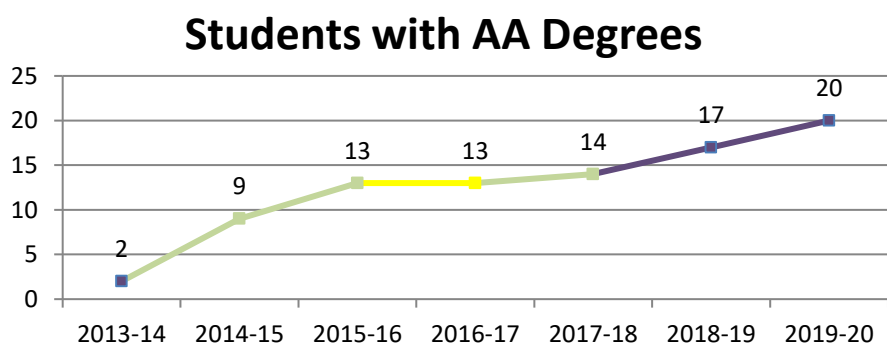
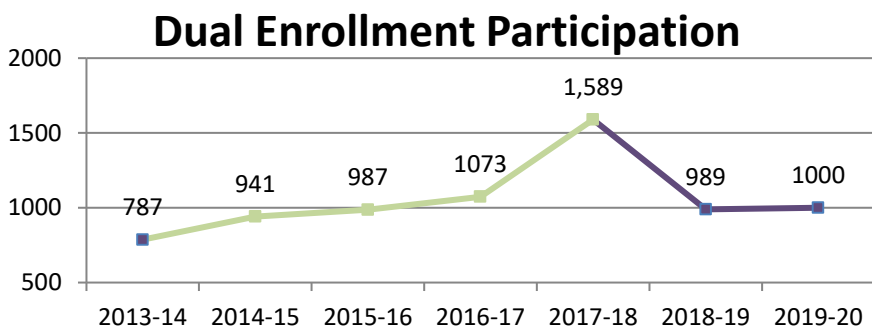
| English/Language Arts Exams | | | |
|-----------------------------|----------------|-----------------|-----|
| Grade | Okee % Passing | State % Passing | Gap |
| 3 | 53 | 57 | -4 |
| 4 | 41 | 56 | -15 |
| 5 | 44 | 55 | -11 |
| 6 | 41 | 52 | -11 |
| 7 | 32 | 51 | -19 |
| 8 | 40 | 58 | -18 |
| 9 | 52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

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

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

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

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



Focus Area 2: Student

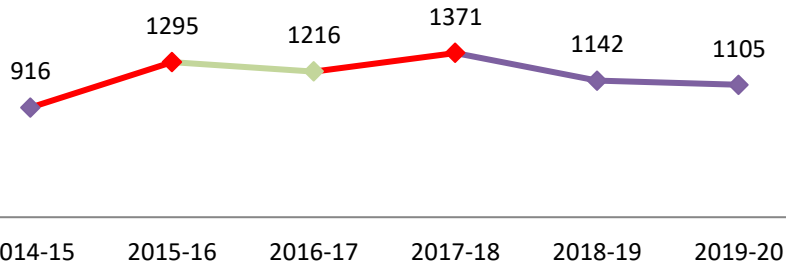
| Desired State | Division Priority | | | |
|--|--|---|---|-----------------------|
| | Objectives | Strategies | Monitoring Tools | Responsibility |
| The educational environment will be focused on the student. | <ul style="list-style-type: none"> Teach core values. Ensure ALL students are cared for, nurtured, valued and respected. Encourage students' responsibility for their own learning. by charting their progress and bearing the cognitive load. | | | |
| Objective 1: Decrease the number of students with 21+ days of absences by 5%. | <ol style="list-style-type: none"> Decrease the number of students with 9+ unexcused absences by 5%. (HE, EE, HC) Reduce the number of out-of-school suspensions. (HC) Develop a formalized district system of support and employ alternatives to out of school suspension. (HC, EE, RM, HE) <ol style="list-style-type: none"> Identify and communicate age appropriate behaviors through professional development. (RM, IC, HC) Examine quarterly suspension data by subgroup, incidents, and | Student database SESIR data PD sign-in Sheets Climate Survey | Director of Student Services Principals Instructional Services ESE Staff | Indirect Costs SAI |

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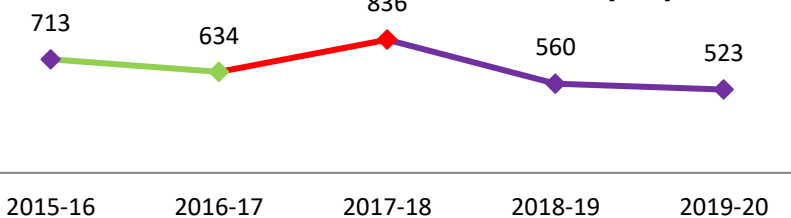
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| | <p>rate of suspension. (HE, HC, IC)</p> <p>5. Implement the attendance policies <u>with fidelity</u>, timely and accurately. (CD, RM, IC)</p> <p>6. Employ relationship building strategies between teachers and students particularly those with chronic absenteeism. (HC, HE, EE)</p> <p>7. <u>Increase student engagement to improve school attendance.</u> (II, IC)</p> | | | |
| <p>Objective 2: Create a safe and nurturing learning environment as evidenced by increased positive responses to "I feel safe at school." and "Students treat each other with respect."</p> | <p>1. Teach Character Education/PRIDE/PBIS at all schools. (HC, II) <u>Implement district adopted Social Emotional (SEL) Program</u> (HC, II)</p> <p>2. Revitalize <u>Continue improvement of PBIS Program by developing school-wide committees, providing training and procuring funding.</u> (II, HC, HE)</p> <p style="padding-left: 20px;">a. Implement a character education program that incorporates core values (PRIDE). (II, HC, HE)</p> <p style="padding-left: 20px;">b. Provide instruction to students to change behavior. (II, HC, HE)</p> <p>3. Continue efforts to educate all stakeholders in bullying and harassment prevention and policy. (II, HC, HE)</p> | <p>Climate Surveys</p> <p><u>PBIS Sign-In Sheets</u></p> <p><u>PBIS website Reporting and Evaluation System</u></p> <p><u>Common District Curriculum</u></p> <p>Recognitions, awards and incentives</p> | <p>Instructional Services</p> <p>Principals</p> <p>Assistant Principals</p> <p>Director of ESE</p> <p>Behavioral Analyst</p> | <p>IDEA</p> <p>Instructional Materials</p> <p>School Discretionary</p> <p><u>Mental Health Assistance</u></p> <p><u>Title I</u></p> |
| <p>Objective 3: Students will demonstrate engagement by taking ownership of their learning as evidenced by increased effectiveness on Indicators 5 and 6 of the instructional evaluation instrument. <u>District Walkthroughs and Observation Data</u></p> | <p>1. Review rubric with teachers on targeted indicators during pre-plan. (II, EE)</p> <p>2. <u>Schools will implement the PLC Protocol to ensure:</u></p> <p style="padding-left: 20px;">a. Teachers will <u>collaborate and design questions to encourage rigorous conversations among students.</u> (HE, II, EE)</p> <p style="padding-left: 20px;">b. Teachers will examine student work to ensure students are carrying cognitive load. (HE, II)</p> <p>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)</p> <p>4. <u>School, district leaders and third party collaborators will implement fidelity</u></p> | <p>PLC Meeting Calendars</p> <p>Sign-sheets of PLC meetings</p> <p>Performance Appraisal Data</p> <p>WICOR Walk-throughs</p> <p><u>Instructional Rounds/Learning Walks</u></p> | <p>Principals</p> <p>Coordinator of Staff Development</p> <p>Reading Coaches</p> <p>District AVID Coordinator</p> | <p>Indirect Costs</p> |

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| | <p>monitoring for effectiveness for student engagement (i.e. Instruction Partners, Dr. Brian Dassler Leadership Academy, etc.) (HE, II)</p> <p>5. AVID schools will implement AVID strategies in accordance with their AVID site plan. (CD, RM)</p> | | | |
| <p>Objective 4: Increase the positive response to "Students are recognized for their good work."</p> | <p>1. Provide recognition for students' academic and behavioral success. (HC, HE)</p> <p>2. Communicate those successes through Social Media, newsletters, website, newspaper. (HC)</p> <p>3. Recognize students at the district level for their academic and behavioral success in and outside the school. (HC)</p> | <p>Tracking of recognitions</p> <ul style="list-style-type: none"> -Student of the Week -Positive referrals -Awards ceremonies at the school site - Awards for district events <p>Student Climate Survey Results</p> | Principals | School Based Funds - internal |
| <p>Objective 5: Provide timely, targeted interventions, enrichments and resources to all students to ensure their academic and behavioral success.</p> | <p>1. Identify students for and provide advanced, accelerated and enrichment courses. (HE, HC)</p> <p>2. Schools will implement and monitor EWS-Early Warning System. (RM, IC)</p> <p>3. Schools will identify students with academic, social/ emotional needs and respond by:</p> <ul style="list-style-type: none"> a. refer to MTSS (RM, IC) b. refer to Counseling (RM, IC) c. develop and implement BIPS when necessary. (RM, IC) <p>4. Crisis Counselors and outside agencies provide support groups. (HC, RM)</p> <p>5. Develop and implement Mental Health Assistance Plan. (CD, HC, RM, EE)</p> | <p>Tracking of the numbers of:</p> <ul style="list-style-type: none"> a. students at each MTSS tier by school b. number of staffings c. students on EWS d. students in acceleration courses e. students in enrichment groups f. students identified as gifted g. crisis calls | <p>Principals</p> <p>Director of ESE</p> <p>Instructional Services</p> <p>Crisis Counselors</p> | <p>Indirect Costs</p> <p>Mental Health Allocation</p> |

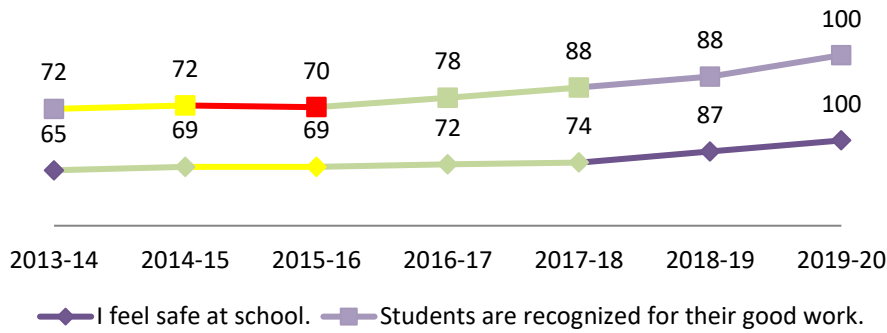
Students with 9+ Unexcused Absences



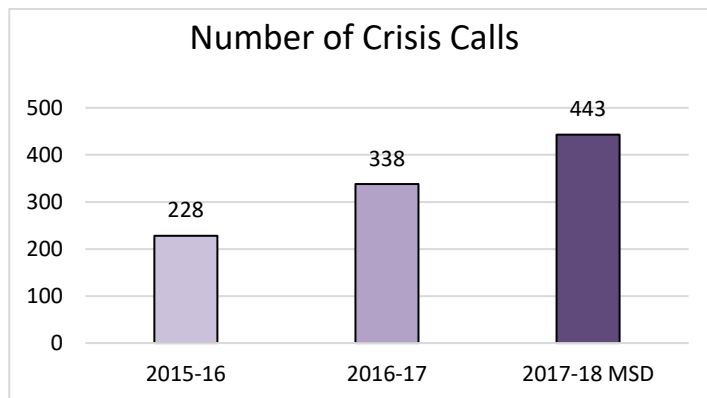
Students with 21+ Absences (All)



Student Climate Surveys



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



Focus Area 3: Human Capital

| Objectives | Strategies | Monitoring Tools | Responsibility | Funding |
|---|--|---|--|---|
| Objective 1: Enhance teacher performance through staff development based on prioritized needs identified through teacher appraisal data, <u>student data and teacher surveys</u> , and <u>deliberate practice plans</u> . | 1. Professional development will be provided at the district level to teachers on questioning and engagement. (EE, HE, II) these indicators (identified from 2016-2017 teacher appraisal data.) <ul style="list-style-type: none"> ● Indicator #5- Engages students ● Indicator #7- Cognitive Load ● Indicator #10- Questioning (EE, HC, II) 2. Professional Development on | Performance Appraisal Data PLC Minutes/Agenda Sign-in Sheets | Coordinator of Staff Development Principals | Title I, Part A Title II Instructional Staff Training |

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| | <p>these topics will be provided at the school level to teachers :</p> <ul style="list-style-type: none"> • CES- engagement and questioning • EES- engagement and best instructional practices • NES- best instructional practices • SES- K-2 focus on phonics and best instructional practices • SEM- phonics instruction CKLA and math instruction with Eureka • OMS- questioning, engagement, differentiation • YMS- questioning, discourse, data analysis • OHS/OFC- math discourse and quality questioning <p>addressed during PLCs facilitated by a reading coach, administrator or outside agency. (RM, II, EE, IC, HE)</p> | | | |
| <p>Objective 2: Build capacity of classified staff by increasing the number of professional development opportunities.</p> | <p>1. Professional development will be provided to classified employees on following topics: Skyward, Customer Service, Safety, data processing, bookkeeping, custodial subjects, monitoring and evaluating ELL and ESE files, use of technology, and instructional practices. (IC, HC, RM, EE)</p> <p>2. Cross-train classified employees to meet district needs. (RM, IC)</p> | <p>Agendas Sign-in sheets</p> | <p>Department Heads Coordinator of Staff Development</p> | <p>Title II IT Budget</p> |
| <p>Objective 3: Recruit additional substitutes and</p> | <p>1. Expand advertising efforts designed to recruit substitutes.</p> | <p>Training agendas Sign-in sheets</p> | <p>Director of HR</p> | <p>Title II</p> |

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| <p>provide them with meaningful training to continue academic focus.</p> | <p>(HC, RM, IC) 2. Training for long-term subs will be provided through JumpSTART PD. (HC, RM, IC) 3. Onboarding training for new subs. (HC, RM, IC) 4. Include long-term substitutes in Project ONE meetings. (HC, RM, IC, CD) 5. Implement Safe Schools Substitute Program. (HC, IC)</p> | <p>Advertisements</p> | <p>Coordinator of Staff Development</p> | |
| <p>Objective 4: Increase the beginning teacher salary to \$40,000 by 2019-20.</p> | <p>1. Research salaries of surrounding and like-size districts. (RM) 2. Negotiate salary increase with Association. (HC, RM, IC) 3. Ensure funds are appropriate to sustain increase. (RM, IC)</p> | <p>Salary schedule</p> | <p>Superintendent Director of Finance</p> | <p>General Funds</p> |
| <p>Objective 5: Provide employees positive feedback for good work.</p> | <p>1. Increase the use of social media to recognize employees. (HC, EE) 2. Continue Board Recognition. (HC, EE) 3. Create a district committee to investigate motivational incentives. (HC, EE) 3. Administer <i>StrengthFinders</i> to the leadership team. (HC, RM) 4. Evaluators will <u>utilize appreciative inquiry strategies when providing</u> improve the quality of feedback provided following an observation. (HC, II, CD, HE, IC) (*Include/revise teacher climate survey indicator(s) related to feedback quality. <u>New question: "A positive element was incorporated into observation feedback sessions with my administrator during the year."</u>)</p> | <p>Board Agendas Climate Surveys StrengthFinder Matrix Evaluators</p> | <p>Webmasters Administrative Services Coordinator of Staff Development</p> | <p>Title II</p> |
| <p>Objective 6: Enhance instructional leadership capacity of district and school-based leaders.</p> | <p>1. Professional Development Focus for Instructional Leaders will be on the following: (CD, HC, HE, II, RM, EE, IC) a. Instruction Partners Training b. Deeper understanding of Instructional</p> | <p>Sign- Sheets Principal meeting agendas Performance appraisal data</p> | <p>Superintendent Coordinator of Staff Development Instructional Services Principals</p> | <p>Title II Instructional Leadership</p> |

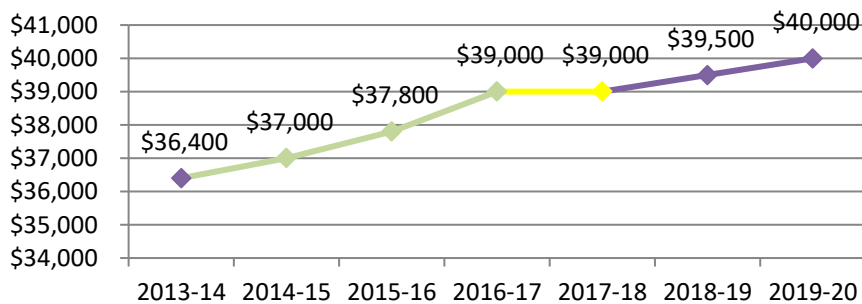
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| | <p>Shifts including newly revised curriculum maps developed the summer of 2017</p> <p>c. Commissioner's Leadership Academy. Brian Dassler Leadership Academy</p> <p>d. Gulf Coast Partnership - USF</p> <p>e. National Institute for School Leaders</p> <p>2. School Walk-Throughs based on Instruction Partners, IPG. Evaluation rubric will be conducted by: (CD, HE, II)</p> <p>a. By district and school leaders once a month.</p> <p>b. By school-based teams (P, AP, RC) and a district leader once a quarter.</p> <p>3. PD will be provided at each principals' meeting on the evaluation instrument. (CD, IC, HE)</p> | | | |
| <p>Objective 7: Enhance instructional leadership capacity of teacher leaders.</p> | <p>1. Utilize teacher leaders to assist with Project ONE (RC, HE, HC, IC, II, CD)</p> <p>2. Teacher leaders from Focus Groups will facilitate PD offerings identified on the master PD Schedule. (HE, II, IC)</p> <p>3. Encourage teacher leaders to participate in professional development and share upon return. (RM, HE, II, IC, EE)</p> <p>3. Utilize BOLD for aspiring administrators culminating with Targeted Selection. (HE, RM)</p> <p>4. Utilize teacher leaders to facilitate appropriate professional development:</p> <ul style="list-style-type: none"> — AVID, WICOR — New Curriculum Maps — ReadyGEN - Focus Groups (RM, HE, II, IC, EE) | <p>PD Calendar</p> <p>List of Teacher Leaders who work as PD Facilitators.</p> <p>PLC Sign-in Sheets</p> | <p>Principals</p> <p>Coordinator of Staff Development</p> <p>Teacher Leaders</p> | <p>Title I, Part A</p> <p>Title II</p> <p>Staff Training</p> |

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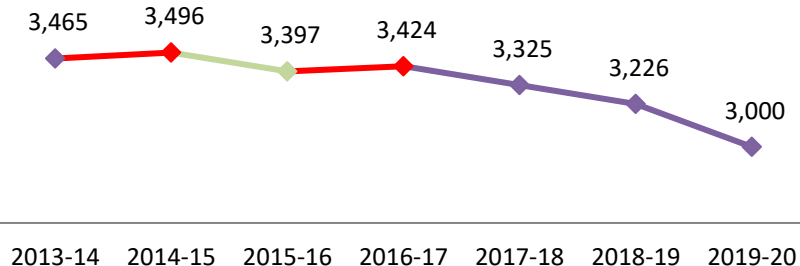
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| <p>Objective 8: Reduce sick, personal, and unearned leave absences of employees.</p> | <ol style="list-style-type: none"> 1. In addition to each payroll, monitor leave on a monthly basis. (RM) <ul style="list-style-type: none"> - Reports sent automatically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

| | | | | |
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| | <p>procedures for Human Resources. (RM, CD)</p> <p>6. Reexamine staffing formula to determine if additional elementary support staff is needed. (RM, HC)</p> | | | |
| <p>Objective 10: Educate all instructional staff on Florida standards, curriculum guides, and appropriate assessments and support them through professional development.</p> | <p>1. Update instructional tool kits. (HE, II, RM, EE, IC)</p> <p>2. Utilize PLCs, following PLC Protocols, to discuss Florida Standards. (RM CD, HE, II, RM, EE, IC)</p> <ul style="list-style-type: none"> - Principal data 5/5 schools used PLCs to discuss FL Standards. - Monitor the use of the standards mastery test to ensure pace of curriculum map. - Provide opportunities for vertical teaming at the secondary level for standards based PLCs during pre-plan. <p>3. Provide professional development according to master-in-service plan. (RM CD, HE, II, RM, EE, IC)</p> <p>4. Utilize the Focus Groups/Reading Coaches to inform the instructional staff about the work with Florida standards. (RM CD, HE, II, RM, EE, IC)</p> | <p>Tool kits - Updated with new curriculum maps K-12</p> <p>PLC agendas are turned in at the monthly Reading Coach meetings</p> <p>Professional development offerings</p> <p>Standards mastery report</p> | <p>Coordinator of Staff Development</p> <p>Principals</p> <p>Instructional Services</p> <p>Accountability & Assessment</p> <p>Reading Coaches</p> <p>Focus Groups</p> | <p>Special Needs</p> <p>Title II</p> |

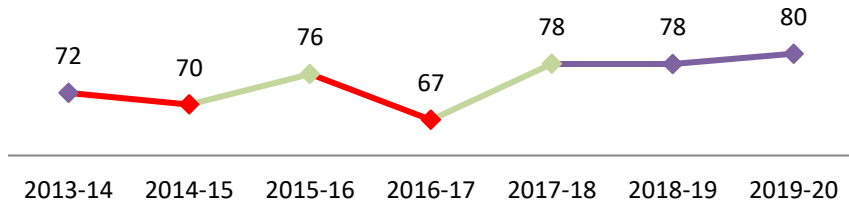
Beginning Teacher Salary



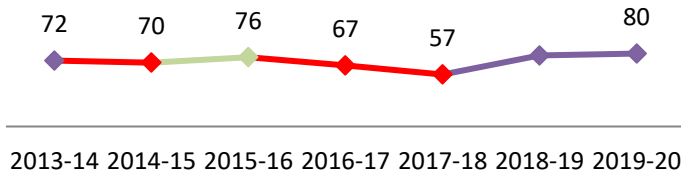
Number of Teacher Absences



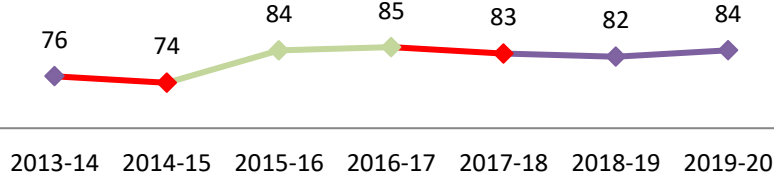
School Based Staff Development has Enhanced Teacher Performance



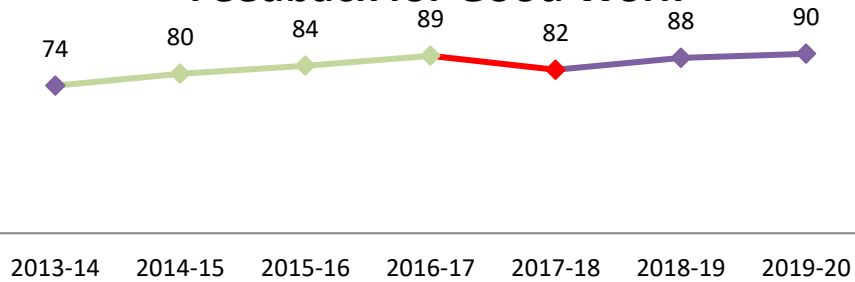
District Based Staff Development has Enhanced...



Teachers are Provided Positive Feedback for Good Work



Support Staff is Provided Positive Feedback for Good Work



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

Focus Area 4: District Systems

| Desired State All departments will work smart and efficiently to support student achievement | Division Priority | | | |
|---|---|--|---|---------------------------------|
| Objectives | Strategies | Monitoring Tools | Responsibility | Funding |
| <p>Desired State All departments will work smart and efficiently to support student achievement</p> | <ul style="list-style-type: none"> • Support technology for standards achievement and business functions. • Ensure all facilities are in pristine condition, safe, and conducive to learning. • Partner with our community to enhance student success. | | | |
| <p>Objective 1: Be 1:1 by 2019-20.</p> | <ol style="list-style-type: none"> 1. Continue to support professional development plans at each school site that is 1:1. (HE, IC) 2. Develop plan to provide devices to remaining schools. (RM) 3. Ensure infrastructure is in place. through 3rd party evaluation- (RM, IC) | <p>Creation of plan</p> <p>T4 (Teachers Train Teachers in Technology) documents</p> <p>Report from 3rd party evaluation</p> | <p>IT</p> <p>Principals of Selected Sites</p> <p>Director of Operations</p> | <p>DCP</p> <p>Capital Funds</p> |
| <p>Objective 2: Utilize the certification sync between Skyward Student and Skyward Business to achieve high school scheduling.</p> | <ol style="list-style-type: none"> 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) | <p>Development of high school master schedule for 2017-18</p> | <p>Director of HR & IT</p> <p>Principals</p> <p>Assistant Superintendents</p> | <p>IT Budget</p> |
| <p>Objective 3: Write policies and procedures that align all district systems.</p> | <ol style="list-style-type: none"> 1. <u>Continue to identify areas in which written policies and procedures are needed inside departments and or jobs. (CD, IC)</u> 1. Identify a plan of dissemination for searchable written policies and procedures. (IC) 2. <u>Instructional and Administrative staff will be tasked with identifying the top 10 areas that need</u> | <p>Written policies and procedures</p> | <p>All Administrators</p> | <p>Indirect Costs</p> |

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| | 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) | | | |
| Objective 4: Continue to implement cost effective strategies to address capital needs. | <ol style="list-style-type: none"> 1. Prioritize needs based on safety and security. (RM) 2. Align funding sources with the principals' needs. (RM) | <p>Long range plan for capital needs</p> <p>Capital budget - SREF</p> | Director of Operations | Capital Budget |
| Objective 5: Continue researching possibility of special facilities construction for Okeechobee High School. | <ol style="list-style-type: none"> 1. Research traffic patterns at OHS. (RM) 2. Research correction of drainage problem. (IC) 3. Hold workshop in September. (CD) | Plans and completion of projects | Board Members Superintendent Operations | Capital Budget General Funds |
| Objective 6: Monitor workers' compensation claims. | <ol style="list-style-type: none"> 1. Worker's compensation reports will be pulled monthly. (IC) 2. Safe School training will be utilized by new employees in 2017-18. (IC) 3. Employees requiring medical attention will be drug tested and required to complete a Safe School's module relating to their accident. (IC) | <p>Tracking through Safe Schools platform</p> <p>Origami System reports</p> <p>SREF</p> | Assistant Superintendent for Administrative Services | General Funds Drug Testing |
| Objective 7: Create a system of support for atypical student behaviors. | <ol style="list-style-type: none"> 1. Formulate protocols for all schools by the behavioral analyst. Director of ESE. (CD) 2. Identify Implement strategies, resources and interventions | <p>Development of protocols</p> <p>Lists of strategies and interventions</p> | <p>Director of ESE</p> <p>Behavioral Analyst</p> <p>Assistant Principals</p> <p>Resource Specialists</p> | Indirect Costs |

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| | <p>to decrease atypical student behavior. (IC)</p> <p>3. Develop sequence of steps and timeline for interventions. (CD)</p> <p>4. Explore the implementation of RTI (MTSS) Academic and Behavior in Skyward across the district (including necessary training). (IC)</p> <p>4. Implement RTI A and B in Skyward. (IC)</p> | | | |
| <p>Objective 8: Provide Skyward trainings for job-alike groups.</p> | <p>1. Review policies and procedures. (RM, IC)</p> <p>2. Train principals, assistant principals, data processors, guidance, and district office. (RM, IC)</p> <p>3. Continue to utilize NEFEC personnel for Skyward training. (RM, IC)</p> <p>4. Training on Skyward RTI A and B (EWS). (RM, IC)</p> | <p>Policies and Procedures</p> <p>Training Agendas</p> | <p>Director of IT</p> <p>IT Data Specialists</p> | <p>IT Budget</p> |
| <p>Objective 9: Achieve District Accreditation by 2019-20. Address District Accreditation recommendations.</p> | <p>1. Review standards and complete checklist by school. (CD)</p> <p>2. Align district initiatives. (CD)</p> <p>3. Upload documents.</p> <p>4. Complete all requirements for the Accreditation process by December, 2017. (CD, HC, HE, II, RM, EE, IC)</p> <p>5. Host Accreditation</p> | <p>Checklists</p> <p>Uploaded Documents</p> <p>Accreditation Engagement Report</p> | <p>Director of Student Services</p> <p>School Leadership Teams</p> <p>Assistant Superintendents</p> | <p>Title II</p> <p>District Funds</p> |

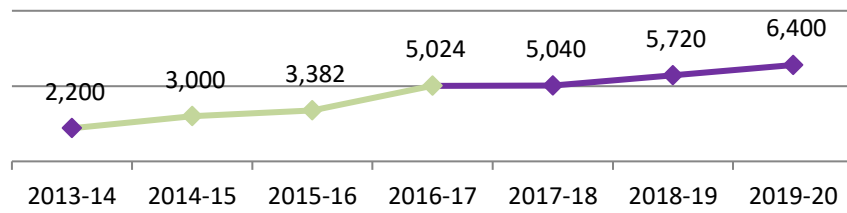
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| | <p style="color: red;">Team in 2018:</p> <ol style="list-style-type: none"> 1. Address Emerging (12) and Needs Improvement (1) indicators for Accreditation Engagement Report. (SIPs) (CD, HC, HE, II, RM, EE, IC) | | | |
| <p>Objective 10: Continue Academic Parent Teacher Teams, APTT, in four elementary schools.</p> | <ol style="list-style-type: none"> 1. Develop academic focus for each grade. (RM, HE) 2. Market participation through social media. 3. Collect participation data. | Participation data | Director of GSP Principals | Title I, Part A |
| <p>Objective 11: Increase breakfast and lunch participation.</p> | <ol style="list-style-type: none"> 1. Increase menu variety. (RM) 2. Offer reimbursable meals from carts and/or vending machines. (RM) 3. Use contests to entice/increase participation. (RM) 4. Marketing/Educating of food service programs. (RM) 5. Survey students after offering new items to determine their level of acceptance. (RM, IC) | Food Service POS data Menus Student Surveys | Supervisor of Food Service Managers Webmasters | Food Service Budget |
| <p>Objective 12: Implement HB41 regarding hazardous walking conditions.</p> | <ol style="list-style-type: none"> 1. Investigate hazardous walking conditions for compliance. (RM) 2. Explore grant opportunities. (RM) 3. As new sites are identified, create additional <i>safe routes to schools</i> committees including county and city staff. | List of hazardous walking conditions Grant applications Committee Minutes | Supervisor of Transportation School-based committee | Potential Grants |

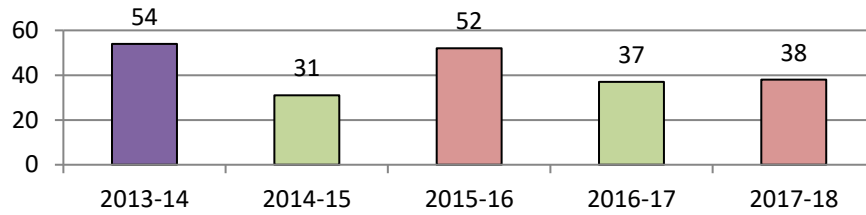
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| | (RM) | | | |
| Objective 13: Research adjusting school start times. | <ol style="list-style-type: none"> 1. Survey stakeholders 2. Utilize School Advisory Councils to gain feedback. 3. Conduct School Board Workshop in January | SAC Agendas Survey Results Workshop Minutes | Administrative Services Supervisor of Transportation School Advisory Councils | |

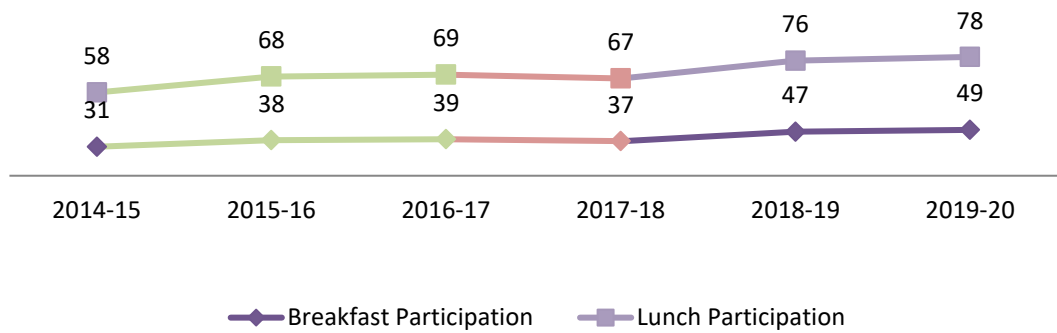
of Computers



WC Claims needing Medical Attention



Child Nutrition Data



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| 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 | | 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.

X. Results of Focus Area Break-out Sessions

Focus Area 1: Academics

Focus Area 2: Students

Objective 4 – Ask students how they would like to be recognized.

Focus Area 3: Human Capital

Objective 8 – do not strike 2, 3, and 4.

Focus Area 4: District Systems

Objective 1 – add: maintain support.

Objective 1 – add: (4) Develop replacement plan.

Objective 1 – add: (5) Professional Development for technology.

Objective 3 – add: cross training.

Objective 5 – add: (3) Plan to maintain until new campus approved.

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- Objective 8 – add: link to procedures.
- Objective 10 – add: data that parents can't get themselves.
- Objective 11 – add: employee recognition.
- Objective 13 – add: focus on all school times, not just the high school.

XI. Closing Remarks

Superintendent Kenworthy asked the Board for next steps. Schedule a revisit for the vision and mission later this year. Board members were very complimentary of the workshop, stated the set-up and dialogue with the experts in the field was very beneficial. Mr. Kenworthy said revisions will be made and presented to the Board for approval at the September 6, School Board meeting.

XII. Adjournment

The workshop concluded at 7:15 p.m. The final public hearing for 2018-19 millage rates and the budget as well as a regular business meeting will be held at 6:00 p.m. on Thursday, September 6, 2018. All meetings will be held at 700 S.W. 2nd Avenue, Okeechobee, Florida.

OKEECHOBEE COUNTY SCHOOL BOARD

Signature on File
Jill Holcomb
Chairman

Signature on File
Ken Kenworthy
Superintendent of Schools