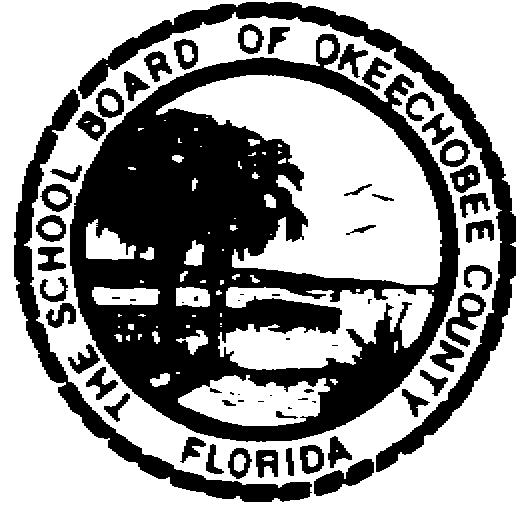
**The School Board of Okeechobee County**



Okeechobee High School, Freshman Campus

*School Improvement Plan*

Proposed for 2015-2016

**School Improvement Plan**

**Part I: Data Analysis**

* **Percent of Students Scoring On or Above Level on iReady Diagnostic Assessment 3.**

|  |  |  |
| --- | --- | --- |
| **Grade** | **Reading** | **Math** |
| 9 | 56% (273/485) |  |
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|  |  |  |
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* **Percent of Students Scoring at or Above Achievement Level 3 on FCAT 2.0 Science.**

|  |  |
| --- | --- |
| **Grade** | **Science** |
|  |  |
|  |  |

* **Percent of Students Passing End of Course Exams in Biology, US History, and Civics**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Biology** | **US History** | **Civics** |
| 9 | 70% |  |  |
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* **Percent of Students Scoring at the College Ready Level on the PERT (High School Only)**
* **Percent of Students Scoring at Level 3 or Higher on Advanced Placement Exams (High School Only)**

|  |  |
| --- | --- |
| **Course** | **%** |
| Human Geography | 29% |
|  |  |
|  |  |
|  |  |

* **Percent of Students Earning CTE Industry Certification (High School Only)**

|  |  |
| --- | --- |
| **Course** | **%** |
| Introduction to Technology | 22% |
|  |  |
|  |  |
|  |  |

* **Graduation Rate (High School Only)**
* **Drop Out Rate (High School Only)** 2%

**Success of Subgroups:**

* **Percent of Students Scoring On or Above Level in Reading and Math (Based Upon iReady Diagnostic Assessment 3), and at or Above Level 3 on FCAT 2.0 Science.**

**White**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Reading** | **Math** | **Science** |
| 9 | 49% (110/223) |  |  |
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**Hispanic**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Reading** | **Math** | **Science** |
| 9 | 35% (79/223) |  |  |
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**Black**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Reading** | **Math** | **Science** |
| 9 | 8% (18/223) |  |  |
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|  |  |  |  |

**SWD**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Reading** | **Math** | **Science** |
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**LSES**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Reading** | **Math** | **Science** |
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**ELL**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Reading** | **Math** | **Science** |
| 9 | 1.3% (3/223) |  |  |
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* **% Scoring at Each Proficiency Level on the CELLA Test**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade** | **Beginning** | **Low Intermediate** | **High Intermediate** | **Proficient** |
| 9 | 29% (2/7) | 14% (1/7) | 0% (0/7) | 57% (4/7) |
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* **% Scoring at Each Proficiency Level on the Florida Alternative Assessment (FAA) in Reading, Math, Writing, and Science**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Reading** | **Writing** | **Math** | **Science** |
| **Basic** |  |  |  |  |
| **Proficient** |  |  |  |  |
| **Advanced** |  |  |  |  |

**X No students at the school site qualified for the FAA**

**2015-2016 SCHOOL IMPROVEMENT PLAN**

**PART II: CURRENT SCHOOL STATUS**

**School Information**

|  |  |
| --- | --- |
| School Name: Okeechobee High School Freshman Campus | District Name: Okeechobee |
| Principal: Carol Revels, Senior Administrator | Superintendent: Ken Kenworthy |
| SAC Chair: Gena Gray - Lagos | Date of School Board Approval: |

**Additional Requirements**

***Coordination and Integration-*Title I Schools Only**

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

|  |
| --- |
| N/A |

|  |
| --- |
| The focus of the Okeechobee County School System’s MTSS is to disaggregate student data looking for trends for both behavioral and academic concerns. Each school has appointed an MTSS team to chart progress for Tier 1, Tier 2 and Tier 3 students and strategies. The individual school’s teams will make appropriate recommendations to students, parents, teachers and administration based on calculated and reliable data. The outcome will result in better school-wide behavior and improved student achievement. |

***Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)***

Describe the MTSS process at your school site.

***Elementary Title I Schools Only: Pre-School Transition***

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

|  |
| --- |
| N/A |

***Postsecondary Transition* – High School Only**

Describe strategies to improve student readiness for the public postsecondary level based on an annual analysis of the feedback report data (see link on Page 7).

|  |
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| Postsecondary Readiness: Students will prepare for postsecondary opportunities by pursuing the most rigorous curriculum that is appropriate for each student. The number of students that are College Ready as measured by the PERT, SAT or ACT will increase by 2%. |

***Dropout Prevention Program***

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| --- |
| \*Active learning embraces teaching and learning strategies that engage and involve students in the learning process. Students find new and creative ways to solve problems, achieve success, and become lifelong learners when educators show them that there are different ways to learn.  \*A quality CTE program is essential for all students. School-to-work programs recognize that youth need specific skills to prepare them to measure up to the larger demands of today's workplace.  \*Mentoring is a one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust. Tutoring, also a one-to-one activity focuses on academics and is an effective practice when addressing specific needs such as reading, writing, or math competencies.  \*A comprehensive violence prevention plan, including conflict resolution, must deal with potential violence as well as crisis management. A safe learning environment provides daily experiences, at all grade levels that enhance positive social attitudes and effective interpersonal skills in all students. |

***Student Support Programs***

As part of the Florida Healthy Schools Recognition Program, schools are required to describe how student support services professionals support student achievement by assisting schools in identifying barriers to learning, developing programs to promote healthy social and emotional adjustment, and designing and implementing programs that address social, mental health, and academic issues. Please describe the school’s program below:

|  |
| --- |
| \*Common Planning time and lunches are organized time so teachers can work together  \*All educators and other adults in the school have an explicit role in supporting student learning, and new staff members fit the needs and culture of the school  \*Technology is integrated into the curriculum |

***Violence & Bullying Programs***

As part of the Florida Healthy Schools Recognition Program, schools are required to describe their efforts to address and, as a result, reduce violence and bullying in schools. Please describe the school’s program below:

|  |
| --- |
| \*Pre-plan faculty meeting- Teachers provided information on the changes/current bullying policy in the district. Teachers are provided instruction on how to report bullying.  \*Town Hall meeting- Students are given a brief summary of what to do if they are victims of bullying or witness bullying. Drop boxes are located in the clinic and media center if students wish to remain anonymous in their reporting. Students are introduced to the SRO who may also be involved in bullying cases.  \*Early release presentation- videos and statistics on bullying. Students are again provided with resources for who to contact if they feel they or someone they know are being bullied. |

**PART III: EXPECTED IMPROVEMENTS**

**Goal #1: Reading Goal**

***English/Language Arts instruction will be standards based.***

|  |
| --- |
| Strategies:   * Professional Development in standards based instruction will be offered quarterly. * Teachers will meet as departments on a weekly basis to discuss student learning results and plan standards based lessons. * Administrator will engage in classroom observations multiple times each week and provide teachers feedback regarding observed standards based instructional practices. * Teachers will engage in instructional rounds, led by school administrator, on a quarterly basis. * English and Reading teachers will visit Sebring High School to learn how they are implementing the new standards in their English 1 and Intensive Reading classes. Teaches will report out to their deparment members at their PLC meeting. * Data Chats with the English, reading, math, and science department on iReady and Interim Assessment data. - Teachers have already met with Michelle Brahman on an earlier date to pull their data. They will have their data analyzed and prepared to discuss at the data chat meetings. * The English, reading, science, and elective departments will each showcase a 15 minute example of accountable talk in collaborative groups. They will also each showcase how to teach one instructional shift. * Writing using Text based Evidence Plan   Every Wednesday students will participant in a content area text based evidence writing assignment. Each department will create 2 writing prompts with 2 reading passages to cite sources. These assignments will be a quiz grade in their class.   * English teachers are to use Study Island questions in handout form with their students weekly until we receive our Chrombooks. After we receive our Chromebooks, English students will be required to use Study Island at least 50 minutes per week. * December PLC focus will be developing Higher Order Questions. * September - February Focus for PD * Unpacking Standards * Accountable Talk * Collaborative Group Work * Higher Order Questioning * Instructional Shifts * Writing from Sources   Who will monitor: Administrator, all teachers  Evaluation of success: iReady interim assessments and FSA for ELA  Timeline: ongoing throughout the 2015 – 2016 school year |

**Goal #2: Mathematics Goal**

***Mathematics instruction will be standard based.***

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| --- |
| Strategies:   * Professional Development in standards based instruction will be offered quarterly. * Administrator will engage in classroom observations multiple times each week and provide teachers feedback regarding observed standards based instructional practices. * Teachers will engage in instructional rounds, led by school administrator, on a quarterly basis. * Math teachers will meet every Monday to discuss best practices and data. Principal and Reading Coach will attend the majority of these meetings. * Math teachers will attend 2 or more Study Island trainings (August and October). * Algebra 1 teachers will require students to complete at least 50 minutes of Study Island weekly. * Math teachers will attend HMH textbook training (Sept.). * Algebra 1 teachers will collaborate with all Algebra 1 teachers in the district to write Interim Assessments using Unify. Data will be reported in PM. * Math teachers will meet with Michelle Brahman to learn how to pull data from Performance Matters for Interim Assessments * Math teachers will meet with Principal and Reading Coach to analyze Interim Assessment data in October and February. * Algebra 1 teachers will attend math vertical team meetings every early release day to collaborate with math teachers grades 6 - Algebra 1. They will develop a vertical calendar for teaching math concepts. * Algebra 1 teachers will strongly encourage students to attend POWER HOUR during the teacher's office hours to make up assignments, quizzes, tests, and to get extra help on math problems. * The Geometry teacher will attend the math council conference in October. * All secondary Principals attended the College Board 2 - day Leadership meeting in Orlando in July 2015 and our main focus was how to increase Algebra 1 EOC scores. We will continue this conversion at a College Board meeting at HEC on Nov. 4th. * Math teachers will attend TI nspire calculator training in November 2015. * The district provided Algebra Nation workbook for all students. In November 2015, teacher will be provided training on how to best use the Algebra Nation workbooks.   Who will monitor: Administrator and math teachers  Evaluation of success: Interim assessments FSA for Algebra and Geometry  Timeline: ongoing throughout the 2015 – 2016 school year |

**Goal #3: Science Goal**

***3. Science instruction will be standards based.***

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| --- |
| Strategies:   * Professional Development in standards based instruction will be offered quarterly. * Teachers will meet as departments on a weekly basis to discuss student learning results and plan standards based lessons. * Administrator will engage in classroom observations multiple times each week and provide teachers feedback regarding observed standards based instructional practices. * Teachers will engage in instructional rounds, led by school administrator, on a quarterly basis.   Who will monitor: Administrator and science teachers  Evaluation of success: Interim assessment for Biology  Timeline: ongoing throughout the 2015 – 2016 school year |

***Goals to Meet Florida Healthy School District Recognition Requirements***

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| --- |
| **School Health Goal**  Our school will have a school wellness committee that implements procedures for ensuring our faculty, staff, and students are physically, mentally, and socially healthy. We will do away with funds raisers that are not in compliance with the Smart Snack Initiative. We will promote wellness by promoting exercise and offering activities to students that promote physical health. Students are encouraged to use the gym and play organized sports during Power Hour. |
| **Staff Wellness Goal**  We encourage our staff to participate in our school wellness committee so that they can give their input in to the types of activities we can implement to stay physically, mentally, and socially healthy. We will encourage the use of our Wellness Clinic that is available to all faculty and staff free of charge for those who have our school insurance. |

**PART IV: Professional Development**

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| PLC Vision Statement: The focus of The Okeechobee County School System’s PLCs is on expert knowledge in which teachers work and study together as they perpetually appraise the effectiveness of their practices and the requirements, interests, and abilities of their students. The PLCs will be conducted both vertically and horizontally to ensure efficiency and effectiveness across the curriculum. |

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| --- | --- | --- |
| **Activity** | **Goal Focus** | **Target Group** |
| AVID Summer Trainings | Continue to implement AVID strategies school wide | All teachers |
| Monthly WICOR Strategies (Each month focuses on a different strategy within WICOR) | To provide professional development on engagement using AVID strategies. | All teachers |
| Development of interim assessments | Creation of standards based assessments in Biology, Geometry, and Algebra | Biology, Geometry, and Algebra teachers |
| Professional Learning Community (PLC) on breaking down standards | To provide knowledge and a strategy on how to break down a standard in order to teach it to its required depth of knowledge | All teachers |
| PLC on data analysis | To provide knowledge on analyzing data in order to focus and differentiate instruction | All teachers |
| PLC on parent involvement | To provide knowledge and strategies on how to communicate effectively and efficiently with parents | All teachers |
| Technology in the Classroom Professional Development | Strategies for using technology to both engage and enhance understanding of the standard, this also includes ways to show mastery through performance tasks conducted through technology | All teachers |
| Engaging and Motivating Students | Strategies and activities to use immediately in the classroom which will motivate and engage students within the content areas | All teachers |
| Project Based Learning | Ways to incorporate knowledge gained across the content areas into projects that students create which will show mastery of a concept | All teachers |
| Student motivation and engagement for testing | Strategies for using a positive behavior system (PBS) with students during testing in order to motivate them to perform at their best ability | All teachers |
| “Teach Like a Champion 2.0” | To gain strategies which can be used in the classroom setting | All teachers |

**PART V: Budget**

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| --- |
| *Narrative*    School Improvements funds will be used for Professional Development and classroom supplies to increase student achievement. |

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| --- | --- | --- | --- |
| **Goal/Strategy** | **Resource** | **Funding Source** | **Amount** |
| English/Language Arts instruction will be standards based. | * Standards based instruction PD consultants will be contracted to deliver instruction aligned to our needs. * Subs will be hired to cover teacher’ classrooms while they engage in instructional rounds. | District Funding Source |  |
| Math instruction will be standards based. | * Standards based instruction PD consultants will be contracted to deliver instruction aligned to our needs. * Subs will be hired to cover teacher’ classrooms while they engage in instructional rounds | District Funding Source |  |
| Science instruction will be standards based. | * Standards based instruction PD consultants will be contracted to deliver instruction aligned to our needs. * Subs will be hired to cover teacher’ classrooms while they engage in instructional rounds | District Funding Source |  |
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**School Advisory Council (SAC)**

*SAC Membership Compliance*

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting *Yes* or *No* below.

X Yes  No

|  |
| --- |
| If No, describe the measures being taken to comply with SAC requirements. |
|  |

|  |
| --- |
| Describe the activities of the SAC for the upcoming school year. |
| The SAC meets on a quarterly basis to provide valuable input into the operation of the school. They look at the student achievement data and climate survey to write the SIP. SAC is also a vital resource of volunteers and community support. |

|  |  |
| --- | --- |
| Describe the projected use of SAC funds. | Amount |
| School Improvements funds will be used for Professional Development and classroom supplies to increase student achievement. |  |
|  |  |
|  |  |