**The School Board of Okeechobee County**



Okeechobee Achievement Academy

*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** |
|       |       |       |
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* **Percent of Students Scoring at or Above Achievement Level 3 on FCAT 2.0 Science.**

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

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| --- | --- | --- | --- |
| **Grade** | **Biology** | **US History** | **Civics** |
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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)**

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

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| **Course** | **%** |
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* **Graduation Rate (High School Only)**
* **Drop Out Rate (High School Only)**

**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**

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| --- | --- | --- | --- |
| **Grade** | **Reading** | **Math** | **Science** |
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**Hispanic**

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| **Grade** | **Reading** | **Math** | **Science** |
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**Black**

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| --- | --- | --- | --- |
| **Grade** | **Reading** | **Math** | **Science** |
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**SWD**

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

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

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| **Grade** | **Reading** | **Math** | **Science** |
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* **% Scoring at Each Proficiency Level on the CELLA Test**

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| --- | --- | --- | --- | --- |
| **Grade** | **Beginning** | **Low Intermediate** | **High Intermediate** | **Proficient** |
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* **% Scoring at Each Proficiency Level on the Florida Alternative Assessment (FAA) in Reading, Math, Writing, and Science**

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

**[ ]  No students at the school site qualified for the FAA**

**2015-2016 SCHOOL IMPROVEMENT PLAN**

**PART II: CURRENT SCHOOL STATUS**

**School Information**

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| --- | --- |
| School Name: Okeechobee Achievement Academy | District Name: Okeechobee |
| Principal: Randal Weigum | Superintendent: Ken Kenworthy |
| SAC Chair: Daren Hotmire | 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.

|  |  |
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| Title I, Part A partially or totally funds reading coaches (academic coaches) at seven Title I school-wide projects. Reading/academic coaches provide professional development in scientifically based methods and strategies designed to improve student achievement. Title I, Part A partially funds migrant advocates at seven schools to assist migrant students and provide an additional home-school connection. |       |
| Title I, Part C- Migrant partially or totally funds migrant advocates which serve all ten schools. Migrant advocates provide academic and other support necessary to meet the needs of migrant students and families. |  |
| Title I, Part D funds supplemental educational materials for four DJJ within the county. |  |
| Title II, Part A funds professional development for new and experienced teachers in scientifically based strategies and methods designed to increase student achievement. Title II, Part A also funds the add-on Reading endorsement and partially funds secondary reading/academic coaches. |  |
| Title VI funds a certified elementary teacher to operate the iReady Lab at a Title I elementary school.  |  |
| Title X- Homeless students are identified at the school and district level. The district works with food service to make sure these students are coded as participating in the free lunch program and the district works to meet their educational needs. Homeless students residing at a local facility are also identified as homeless if awaiting foster placement. |  |
| Nutrition Programs: School sites work cooperatively with the Food Service Department to promote good nutrition and wellness. |  |
| Head Start: The District assists in the transition from Head Start programs to the K12 program. Migrant advocates attend all Head Start evening activities. |  |
| Adult Education: The District works cooperatively with Indian River State College and opens facilities for adult ELL classes.  |  |
| Career and Technical Education: All students have access to Career and Technical programs at the secondary level. |  |

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| As an alternative school serving students grades prek-12 offers many challenges to keeping and maintaining both EWS and MTSS systems. Since the county does not allocate a Guidance Counselor or a trained Behavioral Intervention Specialist to OAA in order to facilitate the implementation of these extensive systems. This lack of human recourses leaves the vast majority of our students who were placed at OAA with high risk behaviors little or no social or emotional support. The current county referral system for these supports often results in very few placements of students into services. 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. This team is a member of the OAA Student Study Team (SST) which meets on Mondays at 2:00. Students are tracked with a custom designed database, which tracks students progress and issues for both MTSS and Alternative Placement Contact completion. |

***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.

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| The District is a VPK provider serving students that are 4 years-old during the school year. The district also contracts with private providers that provide summer VPK services. Migrant funds will cover the cost of wrap-around care for migrant students to attend VPK during the school year. |       |

***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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| As an alternative school all of our MS/HS programs are dropout prevention. All elements both academic and social emotional of the school are differentiated to address the individual needs of the student including community agency partnerships that address elements of mentorship, community involvement, personal, career and social development. OAA has developed and will continue to implement a student study team (SST) that weekly tracks students progress in attendance, behavior and grades and recommends and implements interventions per individual students when needed. |       |

***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:

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| OAA student support team includes MTSS, EWS and community partners such as Fraternal Order of Police mentor program, the New Horizon’ mental health workshops, Children’s Home Society diversity of services. |

***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:

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| Every student is required to take a course called PCSD, Personal, Career and Social Development. This course works in conjunction with our Community Partners who use Mendez curriculum Drug, Alcohol and Violence Prevention. In addition this course works with the Sherriff’s Dept. and other agencies to directly address bullying issues.  |

**PART III: EXPECTED IMPROVEMENTS**

**Goal #1: Reading Goal**

***1. FCAT 2.0/FSA: Close the gap with the state by at least 2% in Reading for students scoring at Achievement Level 3 or above.***

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| **Strategies:** As an alternative school very few of our students are with us for a full year and 92% are L1 or L2 performance levels. We will use data and differentiated instruction from our iReady and Edmentum systems to target foundational prerequisite skills and monitor growth weekly on an individualized, benchmarking basis during embedded intervention time at least two days per week. Additionally we will continue on-grade level instruction as directed by state standards during the other two days per week. The fifth day will be on-grade level formative assessment to monitor development levels. By differentiating instruction through these individualized, standards based programs and accelerating student pacing wherever possible we strive to achieve more than one year’s growth in one year’s time. **Who will monitor:** : Reading Coach, Teachers and Principal**Evaluation of success:** Students will see expected growth rates proportional to more than one-year growth broken down into 9 week periods. Students will successfully complete more of their course work with a higher level of comprehension as measured by course grades and success in iReady and Edumentum prescription and standards based, lessons. Student’s progress, interventions and problem solving will be monitored through bi-weekly data chats with teachers, weekly SST meetings and weekly PLC topics.**Timeline:** Benchmarking each 9 weeks.***1b.* Ex: FSA and FCAT 2.0:** Close the gap with the state by at least 2% in Reading for students scoring at achievement level 1.Strategies: Develop and implement a more rigorous, rubric based grading system based on student growth for our iReady, Study Island and Plato prescription programs.**Who will monitor: Reading Coach and Principal****Evaluation of success:** Teachers will accurately grade students based on growth by 75% as well as closely monitor student progress through motivational programs and counseling with 100% f the individual students on program expectations, goals and objectives. This progress monitoring will be conducted through biweekly data chats and student portfolios. Students should see a 35% increase in program achievement in iReady, Study Island and Plato prescription programs.**Timeline: Every 9 weeks.** |
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**Goal #2: Mathematics Goal**

***2. Close the gap with the state by at least 2% in Math for students in 3rd through 8th grades scoring at Achievement Level 3 or above.***

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| **Strategies:** As an Alternative school a very large percentage of our students have previously failed the EOC, diagnostic assessments both formal and informal show these students are missing simple foundational mathematics skills. Brain based research shows math fluency must be established in these skills in order for students to be successful in Algebra I. We will use data and differentiated instruction from our ReflexMath, iReady, Study Island and PLATO EOC progress monitoring to individually monitor growth on a benchmark basis. By differentiating instruction through these programs, targeting gaps in foundational skills and accelerating student pacing wherever possible we hope to achieve more than a year’s growth in a year’s time. * All students will have an additional 22 minute math intervention period. During this time:
	+ Grades 1-8 will use iReady. We will use data and differentiated instruction from our iReady systems to target foundational prerequisite skills and monitor growth on an individualized, benchmarking basis during designated, embedded intervention time at least two days per week. Additionally we will continue on-grade level instruction as directed by state standards during the other two days per week. The fifth day will be on-grade level formative review and assessment to monitor development levels.
	+ Grade 9 will use iReady solely to target foundational, prerequisite skills and monitor growth on an individualized, benchmarking basis during intervention time.
	+ For students who have passed Algebra their intervention period will be given Study Island specific to their current course work, i.e. Geometry or Algebra II.
* For 9th graders will have a 50 min. Math Intervention course and will be Study Island Algebra.
* Students in other specific EOC math courses other than Algebra will use Study Island as their intervention program.
* Reflex and Spatial Temporal (ST) Math will be used as incentive based work-at-home or other embedded options for students to take a break from the other specified curriculum. These programs work specific foundational skills. Reflex Math brings fluency skills to adding, subtracting, multiplying and dividing. ST math helps student work problem solving skills through math visualization.

**Who will monitor: Academic Coach, Teachers and Principal****Evaluation of success**: Student’s progress, interventions and problem solving will be monitored through bi-weekly data chats with teachers, weekly SST meetings and weekly PLC topics. Students will successfully complete more of their standards based course work with a higher level of comprehension as measured by course grades and success in iReady prescription lessons and benchmark assessments. As an additional result corresponding grades in EOC courses will also increase.**Timeline: Every 9 weeks.** |

**Goal #3: Science Goal**

***3. Close the gap with the state by at least 2% in Science for students in 5th and 8th grades scoring at Achievement Level 3***

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| **Strategies**: As an alternative school most students enrolled (>90% annually) are L1 or L2 readers. This greatly reduces the student’s abilities to comprehend complex text found in science. Teachers will integrate bell-ringer science vocabulary strategies, including word maps and use media rich supplemental resources found in PLATO, Safari Montage, Study Island and other Digital Textbooks as well as hands on experiences to build background knowledge and visualization of science concepts. Student’s progress, interventions and problem solving will be monitored through bi-weekly data chats with teachers, weekly SST meetings and weekly PLC topics. Students enrolled in Biology will be enrolled in Study Island Biology concurrently with their coursework. Teachers will use this Study Island course as a review guide for a minimum of 50 min. per week leading up to the EOC.**Who will monitor: Principal and Teachers****Evaluation of success: Student engagement and success in their science courses will increase by 20% as shown by course grades.****Timeline: Every 9 weeks** |

**Goal #3: Behavioral Modification Goal**

***3. Goal #4 Helping students re-integrate successfully both academically as well as behaviorally back into their home school.***

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| **Strategies**: * OAA will certify all staff in PCMA Behavioral Tools. These skills are not only for use in working with students but in personal skill development for both staff and students. Additionally OAA will implement school wide Positive Behavioral Support and CHAMPs strategies. Additionally OAA implements an Student Study Team (SST) that meets every Monday. The purpose of this team is to look at each student individually through lenses of academics, behavioral and social emotional status. This data then will help staff, parents and students develop goals and strategies for intervention to get students back on track to re-connect and integrate back into their home school and our community.
* The vast majority of our students are missing foundational learning skills most students acquire in their early years such as note taking, appropriate group interaction skills, collaboration skills, study skills, organization skills, word attack skills and basic research skills. Although no assessment or monitoring tools are available most staff recognize these skills are pre-third grade in most of our students. A major contributing factor to both their failure and possibly their behavior. In all cases student will be directly taught these skills as well as graded either directly or indirectly on their implementation of these skills. Personal, Career and School Development (PCSD) will be required of most of our enrolled students where these skills will be further developed.

**Who will monitor: Principal and Teachers****Evaluation of success:** building relationships and working with students to put these skills in practice is different for every student. We will monitor enrollment time, recidivism rate, referral rates as well as absenteeism while students are enrolled at OAA in hope to improve student achievement. |

**Goal #5 Social Studies - Civics**

**Strategies**: As an alternative school most students enrolled (>90% annually) are L1 or L2 readers. This greatly reduces the student’s abilities to comprehend complex text and concepts found in social science curriculum. Teachers will integrate bell-ringer social science vocabulary strategies, including word maps and use media rich supplemental resources found in PLATO, and other Digital Textbooks as well as hands on experiences to build background knowledge and visualization of these social structure concepts. Students enrolled in Civics will be enrolled in Study Island concurrently with their coursework. Teachers will use this Study Island course as a review guide for a minimum of 50 min. per week leading up to the EOC.

**Who will monitor: Principal and Teachers**

**Evaluation of success: Student engagement and success in their science courses will increase by 20% as shown by course grades.**

**Timeline: Every 9 weeks** Student’s progress, interventions and problem solving will be monitored through bi-weekly data chats with teachers, weekly SST meetings and weekly PLC topics.

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

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| --- |
| **School Health Goal**OAA will follow all Federal Healthy Kids initiative outlined in DEPARTMENT OF AGRICULTURE Food and Nutrition Service 7 CFR Parts 210 and 220 [FNS–2011–0019] |
| **Staff Wellness Goal**Staff will follow the District Wellness Plan |

**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** |
| iReady fidelity implementation | Close achievement gaps in students through diff. instruction | Grades 6-12 Math and Reading |
| CPalms/CMaps | Curriculum and Standards alignment | All courses |
| Behavioral Tools  | Behavioral Management certification for teachers | Reduce suspension and expulsions in all programs |
| Study Island | Use of this Edmentum tool to give students practice at FSA test items | All grades in core FSA curriculum |
| Evaluation Item Analysis | Staff and Principal alignment of professional evaluation items | All staff |
| Student Engagement, questioning and academic conversations | Student involvement in their education through district common core initiatives | All staff grades 1-12 |

**PART V: Budget**

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| *Narrative*Minimal funds are available to OAA and will rely primarily on District and title I sources targeted primarily at the development and implementation of high effect size strategies adopted by the district such as engagement, academic dialog, questioning and others as well use of developed SST data base to keep all stakeholders informed of interventions and concerns. iPads will be use to continue to develop electronic resource access for students and teachers. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Goal/Strategy** | **Resource** | **Funding Source** | **Amount** |
|  |       |       |       |
| Develop SST Database |       | SAC | 380 |
| Staff Training on PD as described |       | Title I | 1000 |
| iPads |       | Title I | 2500 |
|       |       |       |       |
|       |       |       |       |

**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.

[ ]  Yes [x]  No

|  |
| --- |
| If No, describe the measures being taken to comply with SAC requirements.  |
| Our population is in constant flux and parent involvement is indicative of why our students are at our alternative school. We meet all elements except our ethnic ratios but are constantly are recruiting members to our team. |

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| --- |
| Describe the activities of the SAC for the upcoming school year. |
|      Will meet quarterly to update membership on the progress of our Student Study Team (SST) and the planned PD activities. |

|  |  |
| --- | --- |
| Describe the projected use of SAC funds. | Amount |
| Due to the limited funding provided to the OAA funds and resources will be used to support the development of a behavioral monitoring system. | 380 |
|       |       |
|       |       |

**PART VI: EARLY WARNING SYSTEMS (Only to Be Completed by Schools Serving Grades 6, 7, or 8)**

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| --- |
| As an alternative school serving students grades prek-12 offers many challenges to keeping and maintaining both EWS and MTSS systems. Since the county does not allocate a Guidance Counselor or a trained Behavioral Intervention Specialist to OAA in order to facilitate the implementation of these extensive systems. This lack of human recourses leaves the vast majority of our students who were placed at OAA with high risk behaviors little or no social or emotional support. The current county referral system for these supports often results in very few placements of students into services. Describe the school’s early warning system and provide a list of the early warning indicators used in the system. At a minimum, this list must include the following:1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
2. One or more suspensions, whether in school or out of school
3. Course failure in English Language Arts or mathematics
4. Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

      |
| Provide the following data related to the school’s early warning system:* + 1. The number of students by grade level that exhibit each early warning indicator listed above
		2. The number of students identified by the system as exhibiting two or more early warning indicators

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Indicator** | **Grade 6** | **Grade 7** | **Grade 8** | **Total** |
| Attendance below 90 percent | 6 | 12 | 10 | 28 |
| One or more suspensions | 6 | 11 | 10 | 27 |
| Course failure in ELA or math | 3 | 9 | 10 | 22 |
| Level 1 score on the statewide assessments in ELA or math | 6 | 12 | 10 | 28 |
| Students exhibiting two or more indicators | 6 | 12 | 10 | 28 |
|  |  |  |  |  |

 |
| Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).Weekly meeting of our EWS/SST data student team meet to identify academic performance as well as emotional well-being. We collect benchmark and weekly progress monitoring data in these areas and apply individualized intervention strategies and adjust as data deems. A database will be developed onsite to monitor these elements of EWS, MTSS as well as ABC contract management.  |
| Describe the school’s strategies to encourage positive working relationships between teachers, including collaborative, interdisciplinary planning and instruction.All PLCs and other staff activities are conducted together. Approximately 1/3 of our PLCs are lead either by teachers or teachers work in interdisciplinary groups. Time will also be given for job-alike sharing where possible |
| Describe how the school ensures its core instructional programs and materials are aligned to the Florida Standards.All curriculum adopted is aligned before purchase and Staff use CPalms/CMaps to ensure alignment and coverage in development of their lesson plans. Since we are a 1-to-1 electronic textbook school we choose companies that are constantly updating there curriculum so it is Florida Standards designed from the ground up. |
| Describe how the school uses data-based problem solving to provide and differentiate instruction to meet the diverse needs of students, including the use of small learning communities, competency-based instruction, integrated digital instruction, and project-based instruction.Our school is a 1-1 computing environment where each student’s curriculum is individualized, aligned, paced and mastery-based. We use multiple data tools with associated data analysis tools combined with student portfolios. Teacher and students conference on progress at least bi-weekly. This information is integrated during our weekly data chats with staff and Community partners to examine all elements of a student’s progress. If a student begins to fall short of their goals the entire team works to provide additional supports and home communications to assist the student and parent in closing gaps |