

The School District of Palm Beach County

# Okeehoelee Middle School



## 2018-19 Schoolwide Improvement Plan

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# Okeehlee Middle School

2200 PINEHURST DR, Greenacres, FL 33413

<https://okms.palmbeachschools.org>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)  Middle School 6-8	<b>2018-19 Title I School</b>  Yes	<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)  88%
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<b>Primary Service Type</b> (per MSID File)  K-12 General Education	<b>Charter School</b>  No	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)  93%
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## School Grades History

Year Grade	2017-18	2016-17	2015-16	2014-15
	C	C	C	C*

## School Board Approval

This plan was approved by the Palm Beach County School Board on 11/14/2018.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

Okeeheree Middle School's mission is to foster safety through the implementation of positive problem solving techniques and to continue high expectations in academics by providing a supportive learning environment. We strive to foster greater parental involvement while challenging all students to meet or exceed State, National and International standards. We promote character development by maintaining a school community that embraces mutual respect, integrity, and a commitment to the well-being of self and others.

#### Provide the school's vision statement.

Okeeheree Middle School is committed to providing a safe, orderly, and positive learning environment. All students will be provided the opportunity to achieve interpersonal skills, academic excellence, and technical skills for high school readiness and throughout life. Collaboration, creativity, curiosity initiatives have been identified as hallmarks of 21st Century global education and we are committed to implementing this ideology at Okeeheree Middle School.

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Morales, Elizabeth	Principal
Argain, Frank	Assistant Principal
Stewart, Dwight	Assistant Principal
Vegaortiz, Julio	Guidance Counselor
Livingston, Terri	Assistant Principal
Gallagher, Melanie	Guidance Counselor
Sideregts, Janier	Guidance Counselor
Hernandez, Sandra	Administrative Support
Menor, Sarah	Teacher, ESE
Moreira, Carmen	Other
Burgos, Lumarid	Guidance Counselor
Shocket, Jeffrey	Other

#### Duties

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.**

The Leadership Team meets weekly to discuss current school related events including: student data (academic, attendance, behavioral), testing, reflect on school activities, procedures, discuss school wide decisions, district bulletins, academic initiatives and any other relevant topics related to teacher and student success/ school management. The principal focuses on staffing, school wide policies and concerns. The AP's focus on Student Data (attendance, behavioral) for their own grade level and supervision. The Guidance Dept. focuses on Student Data (academic), SBT, and Social issues. Support (ESE, ESOL, ISA) focuses on their own students and gives general updates on their own departments. The SSCC focuses on supervision, data, technology, student data (grades), and school wide testing.

## Early Warning Systems

### Year 2017-18

#### The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	66	87	105	0	0	0	0	258
One or more suspensions	0	0	0	0	0	0	55	85	62	0	0	0	0	202
Course failure in ELA or Math	0	0	0	0	0	0	54	111	49	0	0	0	0	214
Level 1 on statewide assessment	0	0	0	0	0	0	212	222	206	0	0	0	0	640

#### The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	85	143	101	0	0	0	0	329

#### The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	59	69	53	0	0	0	0	181

#### Date this data was collected

Wednesday 8/1/2018

### Year 2016-17 - As Reported

#### The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	11	27	25	0	0	0	0	63
One or more suspensions	0	0	0	0	0	0	59	93	64	0	0	0	0	216
Course failure in ELA or Math	0	0	0	0	0	0	52	158	94	0	0	0	0	304
Level 1 on statewide assessment	0	0	0	0	0	0	203	228	219	0	0	0	0	650
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	74	145	98	0	0	0	0	317

**Year 2016-17 - Updated**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	11	27	25	0	0	0	0	63
One or more suspensions	0	0	0	0	0	0	59	93	64	0	0	0	0	216
Course failure in ELA or Math	0	0	0	0	0	0	52	158	94	0	0	0	0	304
Level 1 on statewide assessment	0	0	0	0	0	0	203	228	219	0	0	0	0	650
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	74	145	98	0	0	0	0	317

**Part II: Needs Assessment/Analysis**

**Assessment & Analysis**

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

Science has been consistently the lowest performing achievement area at 37% Level 3+, dropping -2% from 2017.

ELA achievement is the next low performing area at 44% Level 3+, only making a 1% gain from 2017.

As a cohort group, 7th grade performance was the lowest, with 39% proficient in ELA and 28% in Math.

**Which data component showed the greatest decline from prior year?**

Science declined -2%, from 39% in 2017 to 37% in 2018.

ELL subgroup in Math Low 25% declined -5%, from 48% in 2017 to 43% in 2018.

Math Low 25% Learning Gains declined -1%, from 53% in 2017 to 52% in 2018.

As a cohort group, 7th grade performance in math declined -6%, from 34% in 2017 to 28% in 2018. In ELA, the grade level performance remained the same at 39%, indicating there was no growth.

**Which data component had the biggest gap when compared to the state average?**

The Science Achievement gap between the school and the state is -15%, with the school at 37% and the State at 52%.

The ELA Achievement gap between the school and the state is -9%, with the school at 44% and the State at 53%.

The Social Studies Achievement gap between the school and the state is -12%, with the school at 60% and the State at 72%

**Which data component showed the most improvement? Is this a trend?**

ELA Lowest 25% improved 6% from 38% in 2017 to 44% in 2018.

Math Achievement improved 5% overall, with 6th Grade math improving 11%, from 34% in 2017 to 45% in 2018.

Math and ELA Learning gains both improved by 5%.

The four main school grade component areas (ELA, math, science, and social studies) all reflect gaps between

the school and District, with 8th Grade ELA the greatest at -17%.

**Describe the actions or changes that led to the improvement in this area.**

We made the most improvement in ELA Learning Gains and Math Proficiency by utilizing several actions which helped us focus on Math and ELA. For math, we increased the amount of tutoring available for students by having morning tutoring for 6th grade students, Saturday academic boot camps, and math pull-outs using tutors to review standards already taught . For ELA, ELA teachers increased the usage of Reading Plus, while intensive reading teachers used reading plus data to support the ELA teachers.

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	44%	56%	53%	43%	56%	52%
ELA Learning Gains	51%	57%	54%	46%	57%	54%
ELA Lowest 25th Percentile	44%	49%	47%	38%	48%	44%
Math Achievement	53%	61%	58%	48%	61%	56%
Math Learning Gains	58%	61%	57%	53%	61%	57%



School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Lowest 25th Percentile	52%	54%	51%	53%	52%	50%
Science Achievement	37%	55%	52%	39%	53%	50%
Social Studies Achievement	60%	75%	72%	63%	76%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	66 (11)	87 (27)	105 (25)	258 (63)
One or more suspensions	55 (59)	85 (93)	62 (64)	202 (216)
Course failure in ELA or Math	54 (52)	111 (158)	49 (94)	214 (304)
Level 1 on statewide assessment	212 (203)	222 (228)	206 (219)	640 (650)

#### Grade Level Data

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	41%	53%	-12%	52%	-11%
	2017	39%	54%	-15%	52%	-13%
Same Grade Comparison		2%				
Cohort Comparison						
07	2018	39%	54%	-15%	51%	-12%
	2017	39%	55%	-16%	52%	-13%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2018	43%	60%	-17%	58%	-15%
	2017	44%	56%	-12%	55%	-11%
Same Grade Comparison		-1%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	45%	56%	-11%	52%	-7%
	2017	34%	55%	-21%	51%	-17%
Same Grade Comparison		11%				
Cohort Comparison						
07	2018	28%	39%	-11%	54%	-26%
	2017	30%	38%	-8%	53%	-23%
Same Grade Comparison		-2%				
Cohort Comparison		-6%				
08	2018	56%	65%	-9%	45%	11%

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
	2017	51%	63%	-12%	46%	5%
Same Grade Comparison		5%				
Cohort Comparison		26%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
08	2018	35%	54%	-19%	50%	-15%
	2017					
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018					
2017					

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018	56%	72%	-16%	71%	-15%
2017	58%	73%	-15%	69%	-11%
Compare		-2%			

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018					
2017					

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018	92%	62%	30%	62%	30%
2017	91%	59%	32%	60%	31%
Compare		1%			

<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018	95%	57%	38%	56%	39%
2017	97%	55%	42%	53%	44%
Compare		-2%			

**Subgroup Data**

<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
SWD	21	42	35	27	47	49	12	32			
ELL	16	39	41	32	48	43	13	36	44		
ASN	57	57		67	71						
BLK	38	53	50	42	53	48	32	58	54		
HSP	44	49	42	54	58	50	34	60	64		
MUL	38	53		44	59						
WHT	56	57	42	64	62	68	62	64	78		
FRL	42	50	44	51	57	51	35	58	62		

<b>2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2015-16</b>	<b>C &amp; C Accel 2015-16</b>
SWD	17	36	32	20	44	45	15	31	55		
ELL	16	34	38	24	46	48	15	34			
ASN	61	57		70	57						
BLK	29	37	29	38	52	51	25	56	67		
HSP	44	47	39	48	53	53	39	61	68		
MUL	41	43		59	57		45				
WHT	55	59	52	61	57	67	49	84	68		
FRL	40	45	38	46	52	52	35	61	66		

**Part III: Planning for Improvement**

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

**Areas of Focus:**

**Activity #1**

**Title** To ensure progress towards student achievement within ELA, Math, and Science instruction to support the expectations of LTO #2; Ensure High School Readiness.

**Rationale**  
 \*Science is the lowest performing achievement area and has much room for improvement.  
 \*ELA achievement only improved slightly from 2017 to 2018.  
 \*Math Achievement and Learning Gains both improved by 5% from the prior year, and working towards continued improvement.  
 \* This area of focus aligns with the District Strategic Plan to increase reading on grade level to 75% and ensure high school readiness.

**Intended Outcome**  
 \*Improve ELA Proficiency by 5% to work towards meeting the target for LTO of the Strategic Plan by 2021.  
 \*Improve Math Proficiency by 5% to work towards meeting the target for LTO of the Strategic Plan by 2021.  
 \*Improve Science Proficiency by at least 5% to help close the gap to align with the district proficiency.

**Point Person** Elizabeth Morales (elizabeth.morales@palmbeachschools.org)

**Action Step**

**Description**  
 Strategic Theme #1 - Effective and relevant instruction to meet the needs of all learners: Students will be challenged with rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statue 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity with a focus on Reading and Writing across the content areas:  
 \*Students use Reading Plus to improve performance in reading comprehension skills. (Sandra Oliver / Reading Coach)  
 \*Teachers will utilize instructional strategies and state standards to facilitate teacher talk, student talk, and student text across all content areas (PLC Leaders / AP's)  
 \*Administration will conduct academic walkthroughs and keep a weekly academic journal of each content area. (Elizabeth Morales / Principal)  
 \*Teachers will conduct tutoring sessions throughout various times of the week (morning, after school, Saturday) to increase student achievement using grade appropriate standards and instructional strategies across all content areas. (Jeff Shocket / SSCC)  
 \*ELL students use Achieve 3000 and Imagine Learning to build content knowledge and literacy skills across content areas. (Carmen Moreira / ESOL Coordinator)  
 \*ESOL strategists will provide in classroom support for differentiated instruction for ELLs (Carmen Moreira / ESOL Coordinator)

**Person Responsible** Terri Livingston (terri.livingston@palmbeachschools.org)

**Plan to Monitor Effectiveness**

**Description**  
 \*AP's will monitor instruction and student performance by weekly classroom visits and providing teacher feedback using the Palm Beach Model of Instruction for teacher growth and development.  
 \*Reading Coach, SSCC, and AP's will be meeting with teachers weekly during

PLC's to collaborate, plan, review data, and adjust instruction to meet the needs of our students across all content areas.

\*Teachers will utilize the scope and sequence, standards, and test item specifications to plan and modify rigorous instructional practices across all content areas.

**Person Responsible** Jeffrey Shocket (jeffrey.shocket@palmbeachschools.org)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

#### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

- During Open House, curriculum night, etc. ensure various methods of introducing parents to teachers and administrators;
- Offer interactive tutorials to parents including the new Student Information Systems (SIS) and other forms of educational technology;
- \* Offer tutorials to parents about state testing and academics;
- Communicate classroom and school news to parents via the school website and periodic call-outs;
- Offer Professional Development to teachers concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;
- Positive notes, letters, phone calls home;
- \* Several Performance Evenings showcasing students: Dance, Chorus, Jazz Band, Band, Plays, La Tuna (musical group), sports (baseball, softball, volleyball, basketball, football, lacrosse, tennis, soccer, track & field);
- \* Students perform at various community events;
- \* Quarterly Honor Roll Assemblies;
- \* Sports banquet;
- \* ISA Awards;
- \* National Junior Honor Society;
- \* Home visits;
- \* Open door policy for parents to meet with administrators, shadow their child, eat lunch with their child.
- \* Community outreach through Bridges, Gems and Social Service Facilitators;

#### **PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

#### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

- Operational school based team that meets weekly to discuss students with barriers to academic and social success;
- \*Weekly Leadership meetings to discuss student concerns;
- Instruction and various campus activities that address social/emotional needs of students;
- Connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc);
- Gems is a girls mentoring program by female teachers dedicating their time to assess the needs of the students and barriers blocking their success.
- Bridge is a boys mentoring program by male teachers dedicating their time to assess and the needs of the students and barriers blocking their success.
- Administration and guidance counselors loop with each grade level to build positive relationships with students and families.
- \*Family Support Service staff assigned within the school designed to meet the needs of specific students within each grade level. This includes on campus support for students as well as home visits.

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

- \* Guidance counselor visits elementary schools to promote programs for incoming students;
- \* 5th Grade student orientation in May (all feeder schools tour OMS);
- \*ISA recruitment in Dual Language Elementary schools;
- \*ISA open house 2-3 times a year for prospective students;
- \*6th Grade Incoming Parent & Student Orientation in August;
- \*Incoming 6th graders and parents are given opportunities to visit the school and to learn about the different programs available (several times throughout the school year);
- \* Individual tours by request;
- \* Grade Level Meeting once school has started to orient students (beginning and end of the year);
- \* 8th grade high school/ magnet visit during school day;
- \* 8th grade high school feeder guidance counselor visit OMS during school day;
- \* 8th grade magnet orientation evening event for parents and students to assist in transition;
- \*Promote School Choice Fair;
- \*Transitioning to High School presentation to parents.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

SBT meets weekly and evaluates referrals as submitted on active cases. Student data is evaluated and discussed using EDW reports, teacher anecdotes, school guidance observations and discipline referrals and attendance reports. Once students are identified, individual teachers and staff personnel will manage the case-load. They meet with the team to develop Tier 1, 2 and 3 strategies. Staff and parents will be informed of SBT-Rtl plans, observations, interventions for Tier 2 and 3. Progress monitoring will be managed by the case manager (teacher/counselor/nurse), as determined by the team. Janier Sidergts (Lead Guidance counselor) is in charge of SBT.

Okeehееlee School wide Positive Behavior Support is being followed as part of corrective

strategies under the MTSS. Small and individual counseling services are provided in house and by outside agencies based on referrals from administrators, teachers, and parent's request. Tamara Smith (TOSA) is in charge of SWPBS.

Title I funds are being utilized this year for tutorials before and after school, as well as Saturday. To purchase materials, chromebooks, and supplies for classrooms, for tutorial and parent training. Funds allow for a Parent Liaison, Math teacher, .5 Reading Coach, .5 Resource Teacher, Single School Culture Coordinator, and .5 Language Arts Teacher, .5 Science Teacher, and 2 Family Support Services (FSS). Funds are also used for various professional development opportunities.

Business partnerships create an environment that values and promotes student achievement. OCMS's student achievement goals, cannot be the sole responsibility of educators and the schools. It requires the concerted effort of the entire community.

Wellness Program is intended to improve and promote health and fitness.

Breakfast Club is a program established to promote better nutrition and reduce obesity.

Title I, Part C - Funds support high quality education programs for migratory children. Funds also ensure that migratory children not only are provided with appropriate education services (including supportive services) that address their special needs but also that such children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet. Carmen Moreira

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

8th grade students will tour local universities to promote college and career awareness. Every Friday, students and staff are encouraged to wear college shirts to promote college awareness.

Grade level offices and classroom doors display various college pendants.

**Part V: Budget**

<b>Total:</b>	<b>\$2,986.00</b>
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