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Okeehlee Middle School

2200 PINEHURST DR, Greenacres, FL 33413

<https://okms.palmbeachschools.org>

Demographics

Principal: Elizabeth Morales

Start Date for this Principal: 7/1/2018

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Middle School 6-8 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2018-19 Title I School | Yes |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 88% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold) | Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students |
| School Grades History | 2018-19: C (51%) 2017-18: C (52%) 2016-17: C (50%) 2015-16: C (49%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southeast |
| Regional Executive Director | Diane Leinenbach |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | TS&I |

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Okeehееlee 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 both virtually and on campus. 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.

Okeehееlee 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, digital literacy, and technical skills for high school readiness and throughout life.

School Leadership Team

Membership

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

| Name | Title | Job Duties and Responsibilities |
|-----------------------------|---------------------|---|
| Morales, Elizabeth | Principal | The role of a principal is to provide strategic direction in the school system. Principals develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. |
| Argain, Frank | Assistant Principal | Oversees the Social Studies Dept. Oversees the Guidance Dept. Oversees Title I Classroom Norms Oversees Avid Program |
| Stewart, Dwight | Assistant Principal | Oversees the Science Dept. Oversees Lesson Plans Oversees Professional Growth |
| Livingston, Terri | Assistant Principal | Oversees the Language Arts Dept. Oversees ESE Department Oversees the ESP program |
| Betancourt, Guadalupe | Guidance Counselor | 8th Grade Guidance |
| Menor, Sarah | Teacher, ESE | ESE Coordinator |
| Moreira, Carmen | Other | ESOL Coordinator |
| Hernandez Santiago, Soledad | Guidance Counselor | ESOL Guidance |
| Shocket, Jeffrey | Other | Single School Culture Coordinator Oversees the Math Dept. PLC Coordinator |
| Brooks, Leslie | Guidance Counselor | 7th Grade Guidance |
| Montero, Jorge | Other | ISA Coordinator |
| Gallagher, Melanie | Guidance Counselor | 6th Grade Guidance Head Guidance Counselor |
| Lopez, Elizabeth | Other | TOSA Oversees SEL and SWPBS |

Demographic Information

Principal start date

Sunday 7/1/2018, Elizabeth Morales

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

24

Total number of teacher positions allocated to the school

101

Demographic Data

| | |
|--|--|
| 2020-21 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Middle School 6-8 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2018-19 Title I School | Yes |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 88% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold) | Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students |
| School Grades History | 2018-19: C (51%) 2017-18: C (52%) 2016-17: C (50%) 2015-16: C (49%) |
| 2019-20 School Improvement (SI) Information* | |

| | |
|--|----------------------------------|
| SI Region | Southeast |
| Regional Executive Director | Diane Leinenbach |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | TS&I |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

Early Warning Systems

Current Year

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|-------------|---|---|---|---|---|-----|-----|-----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 467 | 554 | 448 | 0 | 0 | 0 | 0 | 1469 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 58 | 49 | 91 | 0 | 0 | 0 | 0 | 198 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 77 | 74 | 62 | 0 | 0 | 0 | 0 | 213 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 37 | 81 | 58 | 0 | 0 | 0 | 0 | 176 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 56 | 45 | 51 | 0 | 0 | 0 | 0 | 152 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 101 | 120 | 93 | 0 | 0 | 0 | 0 | 314 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 91 | 119 | 101 | 0 | 0 | 0 | 0 | 311 |
| FY20 ELA Diag Levels 1 & 2 | 0 | 0 | 0 | 0 | 0 | 0 | 289 | 280 | 260 | 0 | 0 | 0 | 0 | 829 |
| FY20 Math Diag Levels 1 & 2 | 0 | 0 | 0 | 0 | 0 | 0 | 260 | 188 | 229 | 0 | 0 | 0 | 0 | 677 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|----|----|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 51 | 61 | 64 | 0 | 0 | 0 | 0 | 176 |

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 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 1 | 2 | 0 | 0 | 0 | 0 | 7 |

Date this data was collected or last updated

Thursday 9/3/2020

Prior Year - 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 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 507 | 553 | 524 | 0 | 0 | 0 | 0 | 1584 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 62 | 90 | 91 | 0 | 0 | 0 | 0 | 243 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 80 | 78 | 64 | 0 | 0 | 0 | 0 | 222 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 60 | 88 | 48 | 0 | 0 | 0 | 0 | 196 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 157 | 208 | 236 | 0 | 0 | 0 | 0 | 601 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|----|-----|-----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 91 | 125 | 104 | 0 | 0 | 0 | 0 | 320 |

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 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 3 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Prior Year - 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 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 507 | 553 | 524 | 0 | 0 | 0 | 0 | 1584 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 62 | 90 | 91 | 0 | 0 | 0 | 0 | 243 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 80 | 78 | 64 | 0 | 0 | 0 | 0 | 222 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 60 | 88 | 48 | 0 | 0 | 0 | 0 | 196 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 157 | 208 | 236 | 0 | 0 | 0 | 0 | 601 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|----|-----|-----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 91 | 125 | 104 | 0 | 0 | 0 | 0 | 320 |

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 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 3 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Part II: Needs Assessment/Analysis

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 | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 47% | 58% | 54% | 44% | 56% | 53% |
| ELA Learning Gains | 51% | 56% | 54% | 51% | 57% | 54% |
| ELA Lowest 25th Percentile | 39% | 49% | 47% | 44% | 49% | 47% |
| Math Achievement | 53% | 62% | 58% | 53% | 61% | 58% |
| Math Learning Gains | 52% | 60% | 57% | 58% | 61% | 57% |
| Math Lowest 25th Percentile | 41% | 53% | 51% | 52% | 54% | 51% |
| Science Achievement | 32% | 52% | 51% | 37% | 55% | 52% |
| Social Studies Achievement | 64% | 75% | 72% | 60% | 75% | 72% |

| EWS Indicators as Input Earlier in the Survey | | | | |
|---|-----------------------------------|-----|-----|-------|
| Indicator | Grade Level (prior year reported) | | | Total |
| | 6 | 7 | 8 | |
| | (0) | (0) | (0) | 0 (0) |

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 | 2019 | 46% | 58% | -12% | 54% | -8% |
| | 2018 | 41% | 53% | -12% | 52% | -11% |
| Same Grade Comparison | | 5% | | | | |
| Cohort Comparison | | | | | | |

| ELA | | | | | | |
|-----------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 07 | 2019 | 44% | 53% | -9% | 52% | -8% |
| | 2018 | 39% | 54% | -15% | 51% | -12% |
| Same Grade Comparison | | 5% | | | | |
| Cohort Comparison | | 3% | | | | |
| 08 | 2019 | 43% | 58% | -15% | 56% | -13% |
| | 2018 | 43% | 60% | -17% | 58% | -15% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 4% | | | | |

| MATH | | | | | | |
|-----------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2019 | 48% | 60% | -12% | 55% | -7% |
| | 2018 | 45% | 56% | -11% | 52% | -7% |
| Same Grade Comparison | | 3% | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2019 | 22% | 35% | -13% | 54% | -32% |
| | 2018 | 28% | 39% | -11% | 54% | -26% |
| Same Grade Comparison | | -6% | | | | |
| Cohort Comparison | | -23% | | | | |
| 08 | 2019 | 52% | 64% | -12% | 46% | 6% |
| | 2018 | 56% | 65% | -9% | 45% | 11% |
| Same Grade Comparison | | -4% | | | | |
| Cohort Comparison | | 24% | | | | |

| SCIENCE | | | | | | |
|-----------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2019 | 30% | 51% | -21% | 48% | -18% |
| | 2018 | 35% | 54% | -19% | 50% | -15% |
| Same Grade Comparison | | -5% | | | | |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|--------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |

| CIVICS EOC | | | | | |
|-------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 61% | 72% | -11% | 71% | -10% |

| CIVICS EOC | | | | | |
|---------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 56% | 72% | -16% | 71% | -15% |
| Compare | | 5% | | | |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 96% | 64% | 32% | 61% | 35% |
| 2018 | 92% | 62% | 30% | 62% | 30% |
| Compare | | 4% | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 100% | 60% | 40% | 57% | 43% |
| 2018 | 95% | 57% | 38% | 56% | 39% |
| Compare | | 5% | | | |

Subgroup Data

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|--|-----------------|---------------|--------------------|------------------|----------------|---------------------|-----------------|----------------|------------------|--------------------------|--------------------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 21 | 36 | 30 | 25 | 36 | 29 | 16 | 44 | 50 | | |
| ELL | 31 | 47 | 40 | 44 | 48 | 37 | 15 | 49 | 68 | | |
| ASN | 53 | 53 | | 88 | 71 | | 40 | | 100 | | |
| BLK | 37 | 42 | 46 | 41 | 45 | 33 | 25 | 69 | 82 | | |
| HSP | 48 | 53 | 39 | 54 | 54 | 44 | 32 | 62 | 74 | | |
| MUL | 47 | 59 | | 47 | 47 | | | | | | |
| WHT | 54 | 52 | 29 | 59 | 47 | 20 | 50 | 67 | 77 | | |
| FRL | 44 | 49 | 39 | 51 | 51 | 41 | 29 | 62 | 74 | | |

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|--|-----------------|---------------|--------------------|------------------|----------------|---------------------|-----------------|----------------|------------------|--------------------------|--------------------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| 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 | | |

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| 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 | | |

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | TS&I |
| OVERALL Federal Index - All Students | 50 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 1 |
| Progress of English Language Learners in Achieving English Language Proficiency | 49 |
| Total Points Earned for the Federal Index | 504 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 100% |

| Subgroup Data | |
|---|-----|
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 32 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |
| English Language Learners | |
| Federal Index - English Language Learners | 43 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| Asian Students | |
| Federal Index - Asian Students | 68 |
| Asian Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| Black/African American Students | |
| Federal Index - Black/African American Students | 46 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |

| Black/African American Students | |
|--|-----|
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| Hispanic Students | |
| Federal Index - Hispanic Students | 51 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |
| Multiracial Students | |
| Federal Index - Multiracial Students | 50 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |
| White Students | |
| Federal Index - White Students | 51 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 49 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science has been consistently the lowest-performing achievement area at 32% Level 3+, dropping -5% from 2018. In 2020, based on Winter Diagnostics, science improved by 7% from the previous year's diagnostics and 13% from the previous year's FSA. Math proficiency from 2018 to 2019 remained constant at 53%. In 2020, based on Winter Diagnostics, the school had a proficiency rate of 45%, which dropped 8% from the previous year's FSA, however, it increased 4% from the previous year's Diagnostics.

As a cohort group, the 7th-grade performance was the lowest with 28% proficient in Math. For the SWD subgroup, ELA learning gains dropped 6% and the low 25% learning gains dropped 5% from 2018. In math, the SWD dropped in achievement by 2%, learning gains by 11%, and low 25% by 20%. In 2020, based on Winter Diagnostics, the 7th-grade cohort group had dropped 11% in math and 4% in ELA from the previous year's diagnostics.

While math met consistently for PLC's, we recognize there needs to be a more focused approach to scope and sequence, target standards, and common planning/assessment. With the lowest 25%, we reimplemented intensive math. We added a digital component called IXL for all students in math. In intensive reading, the school implemented iReady.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math Low 25% declined 11%, from 52% in 2018 to 41% in 2019. Math learning gains declined by 6%, from 58% in 2018 to 52% in 2019. Overall math achievement had decreased by 8% from FSA in 2019 to the 2020 Winter Diagnostics. In 2020, based on the Winter Diagnostics, Civics had the greatest decline from 63% to 53% when comparing diagnostics. When you compare Civics Winter Diagnostics to the previous year's Civics EOC, student achievement dropped by 11%.

In math in FY20, the school restructured the math program and offered comprehensive math classes in lieu of intensive math. By doing this, students were no longer enrolled in a remediation class where students would have had the opportunity to reinforce math standards to help in addition to their regular math class. In Civics, the Social Studies department experienced significant staff turnover.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The Science Achievement gap between the school and the state is -19%, with the school at 32% and the State at 51%. In 2020, based on Winter Diagnostics, the school's proficiency rate was 44% and the district was at 51%, which is a 7% difference.

The Math Low 25 Learning Gains gap between the school and the state is -10%, with the school at 41% and the State at 51%. In 2020, based on Winter Diagnostics, the school's proficiency rate was 45% and the district was at 57%, which is a 12% difference.

This was due to a lack of rigor in the classroom and inconsistency with assessments being given across the content area. There was also a lack of focus on standard alignment and data analysis in order to drive instruction.

Which data component showed the most improvement? What new actions did your school take in this area?

Social Studies Achievement improved 4% from 60% in 2018 to 64% in 2019. ELA Achievement improved 3% from 44% in 2018 to 47% in 2019. 6th and 7th Grade ELA achievement both improved by 5% within each cohort. Based on the Winter Diagnostics, Science increased from 38% in FY19 to 45% in FY20. In 2020, based on Winter Diagnostics, ELA improved 5% and math improved 4% from the previous year's diagnostics.

The four main school grade component areas (ELA, math, science, and social studies) all reflect gaps between the school and the district. The school will continue to develop weekly PLCs to review data, target instruction, data analysis, create common assessments, and a heightened focus on following the scope and sequence and standard alignment in order to improve the instructional process. The Social Studies department received additional professional development that was needed and continues to be implemented with our new instructors. We also used our Title 1 funds to purchase a special Civics resource guide that has been very successful at other school sites in helping to improve achievement.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Level 1 on statewide assessments - Assessments are a good indicator of student learning. Due to the number of students scoring level one on the state-wide assessments indicates the number of students who are performing below grade level, which affects the students' educational success. Students scoring a level one or two on state-wide assessments are demonstrating an inadequate understanding of grade-level content. This would indicate the students would need substantial support for learning in the future.

Attendance - The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to not be actively involved in the school. This negatively affects their social and emotional growth towards their future success. We will be targeting students with excessive absenteeism through SBT. We will be implementing district initiatives as well as setting up plans for students that are missing more than 10% of school days.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Improve ESSA subgroup
2. Improve performance on state-wide assessments
3. Improving learning gains in ELA and literacy
4. Improving learning gains in Math
5. Improve student engagement and school-wide norms in all classrooms Integrate

1. Ensure learning gains & progress for ESSA categorized subgroup (SWD). We reviewed teacher data to identify content area experts to lead instruction and to ensure support for the identified students. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students.

2. Decrease the amount of level 1's on statewide assessments: we analyzed data and catered our in-school tutorial program to support our level 1 and level 2 students. Our in-school, during the school day tutorial program, ensured student participation and

success. All teachers, including elective teachers, collaborated to ensure program success. Schedules were adjusted to ensure tutorial days were honored and student participation was guaranteed. Administrators were assigned to support the students and build relationships with them to motivate and ensure their attendance.

3. Increasing students learning gains in Literacy allows for our students to develop the skills necessary for future success. It is the foundation of higher education and better opportunities. Children who have developed strong reading skills perform better in school and have a healthier self-image. Lacking basic reading and writing skills is a tremendous disadvantage. Literacy not only enriches an individual's life, but it creates opportunities for people to develop skills that will help them provide for themselves and a better future.

4. Increasing students learning gains in Math helps them to think analytically and have better reasoning abilities. Analytical thinking refers to the ability to think critically about the world. Analytical and reasoning skills are essential because they help the students solve problems. Thus, allowing our students the opportunity to become well-rounded and productive.

5. Our focus is to increase student engagement so students become active learners in their own academic journey as they learn by doing and putting strategies into practice. It is our hope that students take ownership and foster independence through their engagement in their daily lessons. Our school will also focus on integrating AVID strategies into the learning process in all classes. In addition, the school will continue to emphasize school-wide norms, for example, 3 shared values, school-wide read, independent study time, and SEL. These school-wide improvement strategies will be ongoing through faculty meetings and PLCs. The leadership team will support the students and teachers with building relationships, communicating with all stakeholders, and ensuring successful implementation.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus

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

Description and Rationale:

Measureable 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.

Person responsible for monitoring outcome:

Elizabeth Morales (elizabeth.morales@palmbeachschools.org)

Evidence-based Strategy:

1. Students use Reading Plus (all students) and iReady (intensive reading) to improve performance in reading comprehension skills. (Sandra Oliver / Reading Coach)
2. Teachers will utilize data-driven instruction to facilitate teacher talk, student talk, and student text across all content areas (PLC Leaders / AP's)
3. Administration will conduct academic walkthroughs and keep a weekly academic journal of each content area. (Elizabeth Morales / Principal)
4. Teachers will conduct virtual office hours before school to assist students who are having academic difficulties throughout various times of the week. (Jeff Shocket / SSCC)
5. ELL students use Achieve 3000 and Imagine Learning to build content knowledge and literacy skills across content areas. (Carmen Moreira / ESOL Coordinator)
6. Math teachers will implement the use of Algebra Nation & Khan Academy for Algebra I students as well as IXL for all students. (Nadia Theodore / Math Coach)

Rationale for Evidence-based Strategy:

1. Lessons are designed for differentiated instruction as well as to improve student performance in ELA.
2. Teachers will utilize standards-based assessments through Unify to monitor mastery of standards. During PLC's teachers will analyze data to determine strengths and weaknesses.
3. Administration will monitor classroom teachers to ensure standards-based instruction is being implemented in all classrooms.
4. To provide additional support in order to scaffold low performing students across content areas.
5. Achieve 3000 lessons are designed to aide ELL students with support in reading.
6. Algebra Nation and Khan Academy aides Algebra students in improving scores on state assessments. IXL is designed to address learning gaps and help students achieve grade-level performance.

Action Steps to Implement

Differentiation:

- a. Teachers will analyze student data to determine students' needs and strengths to develop small groups.

- b. Teachers during PLCs will collaboratively work with resource teachers to plan effective lessons utilizing best practices.
- c. Teachers will receive on-going support/mentoring from coaches.
- d. Teachers will assess student progress and make modifications to instruction as needed.
- e. Monitoring will occur through data analysis, classroom fidelity walks & lesson plan review. (AP, Coaches)

Person Responsible Sandy Oliver (sandra.oliver@palmbeachschools.org)

Teachers will meet weekly during professional learning communities (PLC) by subject area:

- a. Teachers will review standards and plan instruction to help students achieve mastery.
- b. Teachers will collaboratively practice differentiation in the classroom by creating lessons and assessments (formative and summative assessments).
- c. Teachers will continually assess, reflect, and adjust lesson content.
- d. Teachers will analyze data in order to drive instruction.
- e. Administration will meet weekly to discuss overall progress and provide teacher feedback to help improve instruction as well as join teachers google classrooms to monitor effective instruction.

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

Technology:

- a. The ESOL coordinator will monitor Achieve 3000 and Imagine Learning data to provide support to ELL students where needed.
- b. The math coach will collect and analyze the data from the Algebra I teachers in order to drive instruction.
- c. The math coach will monitor IXL data to provide support to students where needed.
- d. The reading coach will monitor iReady data and interpret results with intensive reading teachers to discuss instructional strategies.
- e. The reading coach will monitor Reading Plus and interpret results with ELA teachers.
- f. The administrator who oversees Social Studies will monitor iCivics data and help the teachers review their data to find strengths and weaknesses.

Person Responsible Elizabeth Morales (elizabeth.morales@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

In alignment with the District's Strategic Plan and with the goal to increase academic instruction, all students will be immersed in rigorous tasks encompassing the full intent of the Florida State Standards including the content required by Florida State Statute 1003.42 which will continue to develop a Single School Culture of excellence in behavior, academics, and school climate with an appreciation of multicultural diversity in alignment with the School Board Policy 2.09 displaying a focus on the -

- a. History of the Holocaust**
- b. History of African Americans/African People**
- c. Study of Hispanic contributions**
- d. Study of Women's contributions**
- e. Veterans/Memorial Day and the value of Medal of Honor recipients**

Okeehoelee continues to maintain a Single School Culture of excellence and strives to improve the climate in a variety of ways. We continue to maintain a single school culture through quarterly celebrations of student achievements, grade-level assemblies, and SwPBS, Curriculum Night, Family Workshop, and SAC meetings. Student achievement and student discipline are being monitored using data from Performance Matters and the Educational Data Warehouse.

Okeehoelee is a dual language immersion school that incorporates the International Spanish Academy (ISA) into the school is overall learning philosophy. This program helps create fully bilingual and bi-literal learners who are well prepared for college and career readiness. Students enrolled in the ISA program participate in a dual-language experience by taking half their academic schedule in Spanish and half in English. ISA students have the opportunity to earn college credit in middle school by successfully completing the AP Spanish course and passing the AP Spanish exam.

We also implemented the mental health lessons mandated by the state of Florida by utilizing the Suite360 lessons. Suite 360 is the curriculum that the school district selected to implement the five-hour state-mandated instruction related to youth mental health and awareness. In the Suite 360 curriculum, students participate in lessons on the following topics: Mental Health Awareness, Coping Skills, The Truth about Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment. The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students.

Our Family Resource Center will support families with monthly educational workshops facilitated by our School Counselors, Case Manager, Behavioral Health Specialist, and Co-Located Therapist. Additional resources (e.g., school supplies and clothing) will be distributed by our Case Manager and School Counselors through the Family Resource Center. Additional resources (e.g., clothing, backpacks, supplies) are provided to students experiencing homelessness. Our Case Manager and School Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met.

A District Migrant Liaison coordinates with our ESOL Coordinator and ESOL School Counselor to provide school and community support services for the families of our migrant students. These supports are supplemental to school-wide supports for students and families.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

1. During Open House, curriculum night, Literacy night, Math night, etc. ensure various methods of introducing parents to teachers and administrators;
2. Offer interactive tutorials to parents including the Student Information Systems (SIS) and other forms of educational technology;
3. Offer tutorials to parents about state testing and academics;
4. Communicate classroom and school news to parents via the school website and periodic call-outs;
5. Offer Professional Development to teachers concerning effective strategies for conducting supportive and effective parent phone calls and virtual meetings;
6. Positive notes, letters, phone calls home;
7. 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);
8. Students perform at various community events;
9. Quarterly Honor Roll Assemblies;
10. Sports banquet;
11. ISA Awards;
12. National Junior Honor Society;
13. Home visits;
14. Open door policy for parents to meet with administrators;
15. Community outreach through Social Service Facilitators
16. School counselor visits elementary schools to promote programs for incoming students;
17. ISA recruitment in Dual Language Elementary schools and open house
18. Grade Level Parent & Student Orientation in August (virtually) ;
19. 8th-grade high school/magnet visit during the school day along with feeder school counselor;
20. 8th-grade magnet orientation evening event for parents and students to assist in transition;
21. Promote the School Choice Fair;

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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|----------|---------------|--|------------------------------------|--------------------------|---------------|-------------------|
| 1 | III.A. | Areas of Focus: Instructional Practice: Standards-aligned Instruction | | | | \$1,522.12 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2020-21 |
| | 5000 | 120-Classroom Teachers | 2151 - Okeehееlee Middle School | School Improvement Funds | 1674.0 | \$1,522.12 |
| | | | <i>Notes: Pending SAC approval</i> | | | |
| | | | | | Total: | \$1,522.12 |