

The School District of Palm Beach County

# Okeehoelee Middle School



## 2019-20 Schoolwide Improvement Plan

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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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	88%
<b>2018-19 ESSA Subgroups Represented</b> (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 <b>Students With Disabilities</b> White Students
<b>School Grades History</b>	2018-19: C (51%) 2017-18: C (52%) 2016-17: C (50%) 2015-16: C (49%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">Diane Leinenbach</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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](http://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.

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## School Demographics

### School Type and Grades Served

(per MSID File)

Middle School  
6-8

### 2018-19 Title I School

Yes

### 2018-19 Economically Disadvantaged (FRL) Rate

(as reported on Survey 3)

88%

### Primary Service Type

(per MSID File)

K-12 General Education

### Charter School

No

### 2018-19 Minority Rate

(Reported as Non-white on Survey 2)

93%

## School Grades History

Year  
Grade

2018-19  
C

2017-18  
C

2016-17  
C

2015-16  
C

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## Purpose and Outline of the SIP

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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. 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, and technical skills for high school readiness and throughout life.

### School Leadership Team

#### **Membership**

Identify the name, email address and position title 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	Oversee the Social Studies Dept. Oversees the Guidance Dept. Oversees the ESE Dept. Classroom Norms
Stewart, Dwight	Assistant Principal	Oversees the Science Dept. Oversees Title I Oversees the tutorial program
Livingston, Terri	Assistant Principal	Oversees the Language Arts Dept.
Sideregts, Janier	Guidance Counselor	8th Grade Guidance Head Guidance Counselor
Menor, Sarah	Teacher, ESE	ESE Coordinator
Moreira, Carmen	Other	ESOL Coordinator
Burgos, Lumarid	Guidance Counselor	ESOL Guidance
Shocket, Jeffrey	Other	Single School Culture Coordinator Oversee the Math Dept. PLC Coordinator
Betancourt, Guadalupe	Guidance Counselor	7th Grade Guidance
Polanco, Leonel	Guidance Counselor	ESOL Guidance
Montero, Jorge	Other	ISA Coordinator
Brooks, Leslie	Guidance Counselor	6th Grade Guidance
Lopez, Elizabeth	Other	TOSA

### 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	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

**FTE units allocated to school (total number of teacher units)**

110

**Date this data was collected or last updated**

Tuesday 8/13/2019

**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
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 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	85	143	101	0	0	0	0	329

**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
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	205	0	0	0	0	639

**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	85	143	101	0	0	0	0	329

**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	
Number of students enrolled	507 (0)	553 (0)	524 (0)	1584 (0)
Attendance below 90 percent	62 (66)	90 (87)	91 (105)	243 (258)

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
One or more suspensions	80 (55)	78 (85)	64 (62)	222 (202)
Course failure in ELA or Math	60 (54)	88 (111)	48 (49)	196 (214)
Level 1 on statewide assessment	157 (212)	208 (222)	236 (206)	601 (640)

#### Grade Level Data

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

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						
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%
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		

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
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		
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

<b>English Language Learners</b>	
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
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
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
<b>Multiracial Students</b>	
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
<b>Native American Students</b>	
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
<b>Pacific Islander Students</b>	
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
<b>White Students</b>	
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. Math Low 25% learning gains are the next lowest performing area at 41%, dropping -11% from 2018. 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%.

While science met consistently for PLC's, we recognize there needs to be a more focused approach to scope and sequence, target standards, and common planning and assessment. With the lowest 25%, we changed how students were being supported (from pulling out students to teachers pushing into classes) which proved to be less effective.

**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 -6%, from 58% in 2018 to 52% in 2019. Science declined -5%, from 37% in 2018 to 32% in 2019.

The math comprehensive classes need more support. We need to adjust the way we support students.

**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%. 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%.

We need a more focused PLC in science and have more data driven standards based instruction in all three grades.

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

The school implemented consistent weekly PLC's to review data, target instruction, and focus on the instructional process.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Level 1 on statewide assessments

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

1. Improve Math & ELA Low 25% Learning Gains
2. Improve Science Achievement
3. Integrate writing across all subject areas
4. Create school-wide norms in all classrooms
5. Integrate Avid strategies into the learning process

## **Part III: Planning for Improvement**

### **Areas of Focus:**

<b>#1</b>	
<b>Title</b>	To ensure progress towards student achievement within ELA, Math, and Science instruction to support the expectations of LTO #2; Ensure High School Readiness.
<b>Rationale</b>	<p>*Math Low 25% Learning gains was the lowest performing area with much room for improvement.</p> <p>*Science also decreased from 2018 to 2019.</p> <p>*ELA achievement improved slightly from 2018 to 2019.</p> <p>*This area of focus aligns with the District Strategic Plan to increase reading on grade level to 75% and ensure high school readiness.</p>
<b>State the measureable outcome the school plans to achieve</b>	*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
<b>Person responsible for monitoring outcome</b>	Elizabeth Morales (elizabeth.morales@palmbeachschools.org)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Students use Reading Plus to improve performance in reading comprehension skills. (Sandra Oliver / Reading Coach)</li> <li>2. Teachers will utilize data driven instruction to facilitate teacher talk, student talk, and student text across all content areas (PLC Leaders / AP's)</li> <li>3. Administration will conduct academic walkthroughs and keep a weekly academic journal of each content area. (Elizabeth Morales / Principal)</li> <li>4. 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)</li> <li>5. ELL students use Achieve 3000 and Imagine Learning to build content knowledge and literacy skills across content areas. (Carmen Moreira / ESOL Coordinator)</li> <li>6. Math teachers will implement the use of Algebra Nation &amp; Khan Academy for Algebra I students (Nadia Theodore / Math Coach)</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Lessons are designed for differentiated instruction as well as to improve student performance in ELA.</li> <li>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.</li> <li>3. Administration will monitor classroom teachers to ensure standards based instruction is being implemented in all classrooms.</li> <li>4. Academic coaches and teachers will target low performing students to help students achieve learning gains in ELA and Math.</li> <li>5. Achieve 3000 lessons are designed to aide ELL students with support in reading.</li> <li>6. Algebra Nation and Khan Academy aides Algebra students in improving scores on state assessments.</li> </ol>
<b>Action Step</b>	

<b>Description</b>	<ol style="list-style-type: none"><li>1. ELA teachers will have use of Chrome carts to enable students to utilize the programs a minimum for 60 minutes per week.</li><li>2. Teachers will meet on a consistent rotation schedule during professional learning communities to review standards, analyze data and plan instruction to help student achieve mastery. Teachers will collaboratively practice differentiation in the classroom by:<ol style="list-style-type: none"><li>a. Creating lessons based on student performance</li><li>b. Assess students' performance using formative and summative assessments</li><li>c. Managing the classroom to ensure a safe and supportive learning environment</li><li>d. Continually assessing, reflecting and adjusting lesson content</li></ol></li><li>3. Administration will meet weekly to discuss overall progress and provide teacher feedback to help improve instruction.</li><li>4. Academic coaches will provide support in order to align tutoring with classroom instruction.</li><li>5. ELA teachers will have use of Chrome carts to enable students to utilize the programs a minimum for 60 minutes per week.</li><li>6. Ensure ESE teachers are working with general education teachers to collaborate on accommodations within the curriculum and content.</li></ol>
<b>Person Responsible</b>	Elizabeth Morales (elizabeth.morales@palmbeachschools.org)

### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

In alignment with the District's Strategic Plan and with the goal to increase the academic instruction of all students - students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards including the content required by Florida State Statute 1003.42 continuing to develop a Single School Culture of excellence in Academics, Behavior, and climate with an appreciation of multicultural diversity in alignment to S.B. policy 2.09 with a focus on the instruction of:

- \*History of the Holocaust,
- \*History of African Americans,
- \*Study of the contributions of Hispanics and Women to the US, and
- \*Sacrifices of Veterans in serving our country.

Within our school, teachers will articulate, demonstrate, and teach the specific practices that reflect the application of the schools' SwPBS universal guidelines of the students practicing being responsible, respectful, and ready to learn. Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures for a single school culture of excellence.

## 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 Schoolwide Improvement Plan 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.**

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 face-to-face 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, shadow their child, eat lunch with their child.;
15. Community outreach through Bridges, Gems and Social Service Facilitators
16. Guidance counselor visits elementary schools to promote programs for incoming students;
17. ISA recruitment in Dual Language Elementary schools and open house
18. 6th Grade Incoming Parent & Student Orientation in August;
19. 8th-grade high school/ magnet visit during the school day along with feeder guidance counselor;
20. 8th-grade magnet orientation evening event for parents and students to assist in transition;
21. Promote the School Choice Fair;

**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.**

1. Operational school based team that meets weekly to discuss students with barriers to academic and social success;
2. Weekly Leadership meetings to discuss student concerns;
3. Instruction and various campus activities that address social/emotional needs of students;
4. Connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc);
5. Gems is a girl's mentoring program by female teachers dedicating their time to assess the needs of the students and barriers blocking their success;
6. 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;

7. Administration and guidance counselors loop with each grade level to build positive relationships with students and families.

8. 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.

9. Students will have support from a mental health professional;

10. Grade Level Meeting / Gender Meeting's once per quarter to orient students and discusses relevant social topics;

11. Implement SEL in all classrooms during designated SEL time.

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

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.

Okeehelée 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.

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 Math Coach, Math teacher, Reading Coach, Single School Culture Coordinator, Language Arts Resource Teacher, and .5 Family Support Services (FSS). Funds are also used for various professional development opportunities.

Business partnerships create an environment that values and promotes student achievement. It requires the concerted effort of the entire community.

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

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.

**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.**

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.

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

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>1</b>	<b>III.A.</b>	<b>Areas 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.</b>				<b>\$1,469.65</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336	120-Classroom Teachers	2151 - Okeeheelee Middle School	School Improvement Funds		\$1,469.65
<b>Total:</b>						<b>\$1,469.65</b>