

Okeeheelee Middle School



2014-15 School Improvement Plan

Okeehlee Middle School

2200 PINEHURST DR, Greenacres, FL 33413

www.okeehlee.org/

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

85%

Alternative/ESE Center

No

Charter School

No

Minority

88%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	A

School Board Approval

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

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Okeehelée Middle School Mission is to foster safety through the implementation of positive problem solving techniques; to continue high expectations in academics by providing a supportive learning environment and to foster greater parental involvement; to challenge all to students to meet or exceed State, National and International standards; to 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

Okeehelée 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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Our school will provide and demonstrate to faculty members simple strategies for gaining information about students' cultures;

- Our school will assure all teachers participate in the process of discussing climate guidelines along with their behavioral expectations;
- Our school will provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings;
- Our school will provide professional development to staff on increasing positive interactions with students;

Describe how the school creates an environment where students feel safe and respected before, during and after school

- Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports;
- Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;
- Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

- Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations.
- Ensure teachers are trained in Classroom management strategies (CHAMPS, etc.)
- To ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
- To make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
- Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
- Class meetings will occur on a frequent basis to include student feedback.

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;
- 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.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

- *Utilize data systems to identify students who have attendance, behavioral or academic concerns
- *Create data decision rules for numbers of absences or OSS before referral generated to SBT
- *Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules.
- *Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making) based on their attendance, and course failure.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	25	37	31	93
One or more suspensions	89	77	81	247
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	141	167	154	462

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	59	60	50	169

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- Morning, afternoon and Saturday Academic Enrichment Camp
- Aftercare programs (Homework help, Tutoring)
- Tutors in the classroom assisting students
- Parent-Teacher Conferences
- Breakfast Club - allows students to have breakfast early in the morning
- Peer Counseling
- Home visits
- Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

- We are committed in providing quality education for every child. OCMS has establish partnerships with parents, businesses and other community agencies. Everyone gains when school and parents/ guardians work together to promote high achievement by students. Neither home nor school can do the job alone. Parents' are students first teachers. It is vital for school and society's success. When students are supported at home and at school they become successful citizens.
- During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators;
- Offer fun, interactive tutorials to parents who are unfamiliar with EdLine and other forms of

educational technology;

- Communicate classroom and school news to parents;
- Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;
- Positive notes, letters, phone calls home;

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Parent and community involvement is a key factor in creating a safe school climate. Constituents include students, parents, teachers, school administrators, support staff, local business and civic leaders, and law

enforcement officials.

- Ensuring a common vision and goals among all partners
- Establishing structured opportunities to engage stakeholders via the volunteer system
- Encouraging open dialogue about challenges and solutions that will raise student achievement
- Engaging stakeholders in the use of data

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Samore, David	Principal
Argain, Frank	Administrative Support
Parrado, Isabel	Guidance Counselor
Morales, Elizabeth	Assistant Principal
Perdomo, Osmary	Administrative Support
Maldonado, Nitza	Teacher, K-12
Rivera, Rebeca	Guidance Counselor
Winston, Laura	Teacher, K-12
Zecca, Julia	Guidance Counselor
Stewart, Dwight	Assistant Principal
Vegaortiz, Julio	Guidance Counselor
Rusch, Marie	Assistant Principal

Duties

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

The RtI Leadership Team works in conjunction with the SAC Chair and the Administrative Leadership Team to develop a SIP that is a work in progress, data driven from the previous year's data, to focus attention on areas in need of improvement. Topics to be discussed: FCAT 2.0, Diagnostics (Fall/Winter) results, SRI scores, CELLA and lowest 25%. AMO's subgroups, Intensive Programs goals,

weaknesses and strengths, Trans-Math effectiveness, mentoring program, tutoring and enrichment camps, and other services provided.

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

MTSS team meets bi-monthly and evaluates referrals as submitted and 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 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 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 parents request.

Title I funds are being utilized this year for tutorials before and after school, as well as Saturday. To purchase materials, and supplies for classrooms, for tutorial and parent training. Funds allow for a Parent Liaison, Math Coach, Learning Team Facilitator, and a Language Arts Teacher, .15% Science Teacher, translators as well as in school tutors 1.

Business partnerships create an environment that values and promotes student achievement, OCMS's number one goal, 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.

SADD educates students, parents, and others in the community concerning the problems of underage drinking, impaired driving, seatbelt usage, driver training, speeding, and distracted driving.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Dr. David Samore	Principal
Carmen J. Moreira	Teacher
Frank Argain	Teacher
Sam Soto	Teacher
Michael Bechtold	Business/Community
James Roberts	Business/Community
Jean Morris	Business/Community
Kimberly Broderick	Parent
Rafael Ramos	Parent
Izzy Parrado	Teacher
Sue Gomez	Parent
Florentino, M	Parent
Kristina McMillon	Teacher
Catalina Correa	Student
Alex Montoya	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Advisory Council assisted in the preparation and evaluation of the School Improvement Plan for the 2013 - 2014 school year. Data was used to ensure that all funds were allocated according to the needs of our students' population with the focus on increasing student achievement. The SAC approved and ensured that the School Improvement Funds enhanced school performance through the development and implementation of the School Improvement Plan.

Development of this school improvement plan

Members of the SAC meet monthly to discuss data from the previous year FCAT results. SAC is also involved in the evaluation and implementation of programs, goals and strategies and lessons that drives the school improvement plan for student achievement.

Preparation of the school's annual budget and plan

Data was used in monthly meetings to identify the needs of our students, parents, and teachers to improve student achievement.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Roll over of the school funds from school 2014 will be used in 2015 (\$8,322.41)
 Professional Development \$ 3,000.00
 Parental Workshop \$ 500.00
 Academic Enrichment
 Camp \$ 500.00
 6th, 7th & 8th Grade
 Awards; Continuation

Ceremony \$ 3,000.00
 Volunteer Breakfast \$ 250.00
 Software Programs for
 students to increase
 Academic Achievement \$ 1,072.41

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Samore, David	Principal
Greene, Julie	Instructional Media
Leyendecker, Samantha	Teacher, K-12
Morales, Elizabeth	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

- *BLING Contest – students read the 15 SSS books; after reading this book they have an evaluation and students earn a bling for each book they have read. (total of 15 blings)
- *Celebrate Literacy Week 2014-2015 and Battle of the Books.
- *Warrior Reading League - All reading classes take part in the reading league. Students read book on their level and take reading count test and respond to questions on Schoology. Top reader in class is rewarded weekly and league champion at the end of the year.
- *Battle of the Books - county run competition that test the knowledge on the SSS books. Students will compete on line in January 2015.
- * Sunshine State Young Reader’s Award – state provides 15 titles of teen novels. Students vote on the best of the 15 books. At OCMS it will be used for Battle of the Books & the Bling Contest culminated by Spring authors visit.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

- Cross Curricular Meetings
- Sharing Best Practices in Departmental Meeting
- Mentoring new Teachers
- Common Planning

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

New Teachers Bi-monthly meetings

Recruitment in job fair

Foreign Language - Office of Multicultural Department teachers for the International Spanish Academy are recruited.

Advertise jobs in the Palm Beach School District recruitment website.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The mentoring of beginning teachers is a critical component of the training of new teachers into the profession. It is necessary that the beginning teachers makes connections between theory and practice, understands that personal growth and professional development opportunities are available at the school.

Okeehelée Middle School serves a multicultural diverse community of economically disadvantage students, non speaker of other languages and Exceptional Student population.

Okeehelée Middle School has established a mentoring program based on the School District of Palm Beach County Model. In order to prevent attrition by new teachers. New teachers are given a buddy and a Department Chair in their discipline to consult, collaborate, encourage and share best practices in their field.

OCMS program allows new teachers to improve skills that build confidence and helps them to become successful educators. OCMS program allows new teachers to improve skills that build confidence and helps them to become successful educators. The activities include twice a month new teacher's meetings with administration. During these meetings new teachers are able to ask questions, discuss solutions and pedagogical best practices. Teachers are able to see lesson plans as a guide to teach and incorporate the common core standards. Mentors model teaching strategies to new teachers; moreover teachers are able to observe other teachers in action. Teachers also record themselves and evaluate their teaching style and effectiveness.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school can describe the Rtl process, the use of tutorials, the use of intensive reading, or the use of small group instruction.

The school ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school.
- Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)

- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an additional 60 minute reading block (option for extended day)
- Creating a schedule with an uninterrupted 45-60 minute writing block
- Providing iii instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students self-selecting texts based on RRR levels
- Students receiving push-in/pull out services for ESE/ELL
- Providing LLI (Leveled Literacy Intervention) instruction
- Providing Process and Strategy charts for reminders of teaching

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 4,800

Okeehoelee Middle School has a morning and afternoon camp. The morning and after school programs provide academic support including homework assistance, and tutoring. The students have the opportunity to have one-on-one instruction. Instruction is tailored to their specific learning styles and needs. Instruction is free of competition, students can progress at their own pace. Improvement of social skills, increased praise, feedback and encouragement. Students are able to use computers and textbooks. Moreover, during the afternoon students are welcome to meet and collaborate with their classmates on school projects. Many of our students still lack computers and tools to complete projects at home.

Strategy Rationale

Students are struggling with new standards and assessments.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

Moreira, Carmen, carmen.moreira@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students sign-in; progress report; teacher's recommendations; report card; diagnostic testing; FCAT scores; and parents input

Strategy: Weekend Program

Minutes added to school year: 4,900

Okeehelée Middle School has an enrichment camp every other Saturday. The A+ Camp focuses on improving on specifically in math, writing, reading, and science. A structured and organized curriculum concentrates on academic strengths and weakness per subject. This camp is a “stepping stone” to lead students towards higher aspirations within their educational goals. Students use I-pads to learn about academic skills and other resources to improve their academics skills.

Strategy Rationale

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students sign-in; progress report; teacher's recommendations; report card; diagnostic testing; FCAT scores; and parents input

Strategy: Weekend Program

Minutes added to school year: 1,200

Okeehelée Middle School has an EOC Saturday Enrichment Camp. Students have the opportunity to have one-on-one instruction for Honors Algebra and Geometry. Enhance Instruction opportunities for learners to acquire specific skills, strategies and critical thinking problem solving techniques.

Strategy Rationale

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students sign-in; progress report; teacher's recommendations; report card; diagnostic testing; FCAT scores; and parents input

Strategy: Summer Program

Minutes added to school year: 2,880

Incoming 6th graders Orientation Camp. Incoming six graders have an opportunity to meet teachers at Okeehelée. Students will go from one class to other (different subjects) and learn about the new 6th grade curriculum in a fun and interactive atmosphere.

Strategy Rationale

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students sign-in; progress report; teacher's recommendations; report card; diagnostic testing; FCAT scores; and parents input

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

*6th Grade Incoming Orientation

*Incoming 6th graders and parents are given opportunities to visit the school and to learn about the different programs available.

*Incoming 6th graders on-site Academic Enrichment Camp during the summer

College and Career Readiness

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Parents will be provided academic trainings to support student learning at home.
- G2.** Reading Instruction aligned to the new standards will be provided in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Parents will be provided academic trainings to support student learning at home. 1a

G053693

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	74.0
AMO Reading - All Students	67.0
FCAT 2.0 Science Proficiency	45.0

Resources Available to Support the Goal 2

- Parent Liaison
- Parent Training materials
- iPads;

Targeted Barriers to Achieving the Goal 3

- Limited language acquisition of the English Language.

Plan to Monitor Progress Toward G1. 8

Quizzes, Test, Diagnostics, EDW, and FSA

Person Responsible

Carmen Moreira

Schedule

Monthly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Quizzes, Test, Diagnostics, EDW, and FSA

G2. Reading Instruction aligned to the new standards will be provided in all content areas. 1a

G053694

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	67.0
FCAT 2.0 Science Proficiency	45.0
AMO Math - All Students	74.0

Resources Available to Support the Goal 2

- Reading, math, and science coaches, lab materials, curriculum, business partners, volunteers, Learning Team Facilitator

Targeted Barriers to Achieving the Goal 3

- Teachers are unfamiliar with the new standards and assessments.
- Students have limited understanding of the new standards and assessments.

Plan to Monitor Progress Toward G2. 8

EDW Reports, Diagnostics report and on going assessments will be reviewed weekly

Person Responsible

David Samore

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

EDW reports, Diagnostics Reports, and Teacher notes from assessments

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Parents will be provided academic trainings to support student learning at home. **1**

 G053693

G1.B1 Limited language acquisition of the English Language. **2**

 B135590

G1.B1.S1 Parent Liaison will provide workshops and trainings to support academic at home. **4**

 S147515

Strategy Rationale

Parents need to be able to support academics at home.

Action Step 1 **5**

Parent Liaison will provide training and workshops to support academics at home.

Person Responsible

Carmen Moreira

Schedule

Daily, from 8/12/2014 to 5/29/2015

Evidence of Completion

Agendas, sign-in sheets, lesson plans, EDW, progress report, report cards, FAS

Action Step 2 5

Teachers will provide training and workshop to parents to support academic at home

Person Responsible

Carmen Moreira

Schedule

Monthly, from 10/8/2014 to 4/6/2015

Evidence of Completion

Agendas, lesson plans, EDW, progress report, report cards, FAS

Action Step 3 5

Translators will be used for teacher and parent support

Person Responsible

Carmen Moreira

Schedule

On 6/4/2015

Evidence of Completion

Agendas, Lesson plan, EDW, progress report, report cards, FAS

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Schedule of Parent Workshops, Agendas, Parent sign-in-sheets, surveys, students' progress report, report cards, EDW, and FSA

Person Responsible

David Samore

Schedule

Monthly, from 8/15/2014 to 6/5/2015

Evidence of Completion

Schedule of Parent Workshops, Agendas, Parent sign-in-sheets, surveys, students' progress report, report cards, EDW, and FSA

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Person Responsible

David Samore

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Quizzes, test, parent input, surveys, diagnostics, parent attendance in the different workshops; EDW; teachers' input; FSA scores.

Person Responsible

Carmen Moreira

Schedule

Monthly, from 8/16/2014 to 5/29/2015

Evidence of Completion

Students' work, EDW, surveys; diagnostics, FSA scores

G2. Reading Instruction aligned to the new standards will be provided in all content areas. 1

G053694

G2.B1 Teachers are unfamiliar with the new standards and assessments. 2

B135593

G2.B1.S1 Teachers will be provided with professional development related to the implementation of the new standards. 4

S147516

Strategy Rationale

Teacher have limited understanding of the new assessments and standards.

Action Step 1 5

Staff will be provided professional development related to the new standards.

Person Responsible

David Samore

Schedule

Daily, from 8/12/2014 to 6/5/2015

Evidence of Completion

Sign-in-sheets, agenda, and teachers' end product

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Create a PD schedule and coaches schedule

Person Responsible

David Samore

Schedule

Daily, from 8/12/2014 to 6/5/2015

Evidence of Completion

Copy of PDD schedules and coaches schedules, agendas, sign-in-sheets

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Coaches/ LTM will meet to review professional development plan

Person Responsible

David Samore


Schedule

Daily, from 8/12/2014 to 6/5/2015

Evidence of Completion

Professional Development schedule; coaches logs of service

G2.B5 Students have limited understanding of the new standards and assessments. 2

 B135597

G2.B5.S1 Students will be provided extended learning opportunities through tutorials and real life experiences. 4

 S147519

Strategy Rationale

Students are struggling with new standards.

Action Step 1 5

Tutoring will be provided morning and afternoon along with Saturday and Summer Academic Camps.

Person Responsible

Carmen Moreira

Schedule

Daily, from 8/25/2014 to 5/29/2015

Evidence of Completion

Action Step 2 5

Additional teachers, translators and out of system tutors will support academics

Person Responsible

Carmen Moreira

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Action Step 3 5

Students will go to the Science Museum

Person Responsible

Carmen Moreira

Schedule

On 12/19/2014

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Classroom walk-through, lesson plans, observations, diagnostics, EDW

Person Responsible

David Samore

Schedule

Monthly, from 9/16/2014 to 6/4/2015

Evidence of Completion

Classroom walk-through, lesson plans, observations, diagnostics, EDW

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Lesson plans, classrooms' observations, data analysis, data chats, collegial planning/common planning

Person Responsible

David Samore

Schedule

Every 6 Weeks, from 9/1/2014 to 6/5/2015

Evidence of Completion

Lesson plans, classrooms' observations, data analysis, data chats, collegial planning/common planning

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Parent Liaison will provide training and workshops to support academics at home.	Moreira, Carmen	8/12/2014	Agendas, sign-in sheets, lesson plans, EDW, progress report, report cards, FAS	5/29/2015 daily
G2.B1.S1.A1	Staff will be provided professional development related to the new standards.	Samore, David	8/12/2014	Sign-in-sheets, agenda, and teachers' end product	6/5/2015 daily
G2.B5.S1.A1	Tutoring will be provided morning and afternoon along with Saturday and Summer Academic Camps.	Moreira, Carmen	8/25/2014		5/29/2015 daily
G1.B1.S1.A2	Teachers will provide training and workshop to parents to support academic at home	Moreira, Carmen	10/8/2014	Agendas, lesson plans, EDW, progress report, report cards, FAS	4/6/2015 monthly
G2.B1.S1.A2	[no content entered]			one-time	
G2.B5.S1.A2	Additional teachers, translators and out of system tutors will support academics	Moreira, Carmen	8/18/2014		6/5/2015 daily
G1.B1.S1.A3	Translators will be used for teacher and parent support	Moreira, Carmen	10/8/2014	Agendas, Lesson plan, EDW, progress report, report cards, FAS	6/4/2015 one-time
G2.B5.S1.A3	Students will go to the Science Museum	Moreira, Carmen	12/10/2014		12/19/2014 one-time
G1.MA1	Quizzes, Test, Diagnostics, EDW, and FSA	Moreira, Carmen	10/6/2014	Quizzes, Test, Diagnostics, EDW, and FSA	6/5/2015 monthly
G1.B1.S1.MA1	Quizzes, test, parent input, surveys, diagnostics, parent attendance in the different workshops; EDW; teachers' input; FSA scores.	Moreira, Carmen	8/16/2014	Students' work, EDW, surveys; diagnostics, FSA scores	5/29/2015 monthly
G1.B1.S1.MA1	Schedule of Parent Workshops, Agendas, Parent sign-in-sheets, surveys, students' progress report, report cards, EDW, and FSA	Samore, David	8/15/2014	Schedule of Parent Workshops, Agendas, Parent sign-in-sheets, surveys, students' progress report, report cards, EDW, and FSA	6/5/2015 monthly
G1.B1.S1.MA1	[no content entered]	Samore, David		one-time	
G2.MA1	EDW Reports, Diagnostics report and on going assessments will be reviewed weekly	Samore, David	8/18/2014	EDW reports, Diagnostics Reports, and Teacher notes from assessments	6/5/2015 weekly
G2.B1.S1.MA1	Coaches/ LTM will meet to review professional development plan	Samore, David	8/12/2014	Professional Development schedule; coaches logs of service	6/5/2015 daily
G2.B1.S1.MA1	Create a PD schedule and coaches schedule	Samore, David	8/12/2014	Copy of PDD schedules and coaches schedules, agendas, sign-in-sheets	6/5/2015 daily
G2.B5.S1.MA1	Lesson plans, classrooms' observations, data analysis, data chats, collegial planning/common planning	Samore, David	9/1/2014	Lesson plans, classrooms' observations, data analysis, data chats, collegial planning/common planning	6/5/2015 every-6-weeks
G2.B5.S1.MA1	Classroom walk-through, lesson plans, observations, diagnostics, EDW	Samore, David	9/16/2014	Classroom walk-through, lesson plans, observations, diagnostics, EDW	6/4/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Reading Instruction aligned to the new standards will be provided in all content areas.

G2.B1 Teachers are unfamiliar with the new standards and assessments.

G2.B1.S1 Teachers will be provided with professional development related to the implementation of the new standards.

PD Opportunity 1

Staff will be provided professional development related to the new standards.

Facilitator

Math, Science, Reading Coaches, and Professional Development Contact

Participants

All Staff

Schedule

Daily, from 8/12/2014 to 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: Parents will be provided academic trainings to support student learning at home.	74,264
Goal 2: Reading Instruction aligned to the new standards will be provided in all content areas.	294,994
Grand Total	369,258

Goal 1: Parents will be provided academic trainings to support student learning at home.

Description	Source	Total
B1.S1.A1 - Salaries and Benefits for Parent Liaison	Title I Part A	65,879
B1.S1.A1 - Family Involvement Supplies - ink; paper, folders, markers, refreshments, pencils, notebooks, colored pencils, chart paper, white boards, books	Title I Part A	2,385
B1.S1.A2 - Part-time in-system	Title I Part A	5,000
B1.S1.A3 - Overtime in system	Title I Part A	1,000
Total Goal 1		74,264

Goal 2: Reading Instruction aligned to the new standards will be provided in all content areas.

Description	Source	Total
B1.S1.A1 - Salary and Benefits for Math Coach	Title I Part A	67,000
B1.S1.A1 - Stipends and Benefits	Title I Part A	14,900
B1.S1.A1 - Professional Development- International Conference on Dual Language Immersion Education UT 15-18 October 14, 2014.	Title I Part A	10,000
B1.S1.A1 - Salary and Benefits for Learning Team Facilitator	Title I Part A	67,000
B5.S1.A1 - Salary and Benefits for Tutorial	Title I Part A	60,519
B5.S1.A1 - Classroom supplies - paper, ink, pens, pencils, notebooks, chart paper, coloring pencils, markers, dry erase markers, timers, white boards	Title I Part A	4,000
B5.S1.A1		0
B5.S1.A2 - Salary and Benefits for out-of-system tutors	Title I Part A	25,000
B5.S1.A2 - Salary and Benefits for .5 Language Arts Teacher; .15 for Science Teacher	Title I Part A	45,000
B5.S1.A3 - Admission and transportation to Science Museum	Title I Part A	1,575
Total Goal 2		294,994