

The School District of Palm Beach County

Okeehoelee Middle School



2017-18 School Improvement Plan

Okeehoelee Middle School

2200 PINEHURST DR, Greenacres, FL 33413

www.okeehoelee.org/

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Middle School 6-8	Yes	86%
Primary Service Type (per MSID File)	Charter School	2017-18 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/8/2017.

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Okeehlee Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - Gayle Sitter	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Okeehelée 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.

b. 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. Collaboration, creativity, curiosity initiatives have been identified as hallmarks of 21st Century global education and we are committed to implementing this ideology at Okeehelée Middle School.

2. School Environment

a. 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: historical literature, Holocaust Survivor presentation, class discussion, research projects
- History of Africans and African Americans: historical literature, class discussion, posters, bulletin boards
- Hispanic Contributions: class discussions, essay competition, literature, posters, bulletin boards, projects
- Women's Contributions: class discussions, thematic units, posters, research projects
- Sacrifices of Veterans: Letters to Veterans, Veteran Presentation, class discussion

Our school will provide and demonstrate to faculty members simple strategies for gaining information about students' cultures; focus on relationships, teach tolerance

- Our school will assure all teachers participate in the process of discussing school climate guidelines along with their behavioral expectations; Teach Shared Values of school- Respect Everyone, Be Responsible for Yourself, You are Part of a Community
- Our school will provide Professional Development training and collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings; in-house new teacher support program, teacher mentors, teachers observing each other.
- Our school will provide professional development to staff on increasing positive interactions with students; Best practice sharing by teachers at meetings
- Our school provides all new teachers with mentors and we also provide opportunities for Department Instructional Leaders to assist the teachers in their respective departments.

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

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

- 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.
- We provide opportunities for students to compete and discuss peer issues in a planned program called Houses.
- Morning Breakfast Club in our Cafeteria is yet another safe space on campus for students to meet, talk, receive peer to peer support and most importantly academic tutoring.
- We provide Aftercare to our student population. There they can receive tutoring as well as compete in sports activities.

c. 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

Okeehelée MS has a Single School Culture which embeds the following:

- Universal Guidelines and behavior matrix taught throughout the year to ensure students are aware of school expectations and Shared Values.
- Ensure teachers are trained in Classroom management strategies and understand Shared Values.
- 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/Shared Values 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/Shared Values 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.
- At Okeehelée we take a proactive stance towards discipline by offering students a plethora of opportunities to be engaged and invested in school. We have clubs such as gardening, chess,

Warrior poet and journalism to name a few for students in addition to all of the sports programs offered (which also includes Lacrosse).

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

- Operational school based team that meets weekly to discuss students with barriers to academic and social success;
- *Weekly Leadership meetings to discuss student concerns
- Instruction and various campus activities that address social/emotional needs of students;
- Connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc);
- Gems is a girls mentoring program by female teachers dedicating their time to assess the needs of the students and barriers blocking their success.
- Bridge is a boys mentoring program by male teachers dedicating their time to assess and the needs of the students and barriers blocking their success.
- Administration and guidance counselors loop with each grade level to build positive relationships with students and families.
- *Gender meetings two to three times a year to discuss topics relevant to current trends (examples: cyber bullying & appropriate use of social media, motivational speakers, self image, dealing with stress and problems)
- *"Houses": Students are divided into smaller groups by gender and have a "House" name. House teams participate in academic and physical competitions. They also discuss goal setting, social-emotional topics, social media and other relevant topics.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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
- *Review and discuss data and students weekly at leadership meetings
- *Create plan for interventions based on individual student situation and needs
- *Ensure teachers are aware of interventions and procedures for notification after students are identified as a concern.
- *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.

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

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

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

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

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

c. 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, Intramural Sports)
- Weekday and Saturday Course recovery program
- Tutors in the classroom assisting students
- Push in and Pull out
- Guidance and Administrators meet individually with students to discuss concerns and problem solve
- 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;
- Student bully box participation

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/441746>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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
- Invite local businesses to SAC and PTSA
- Conduct performances at local businesses such as Barnes and Nobles, International Polo Club of Palm Beach and Hispanic Chamber of Commerce.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Samore, David	Principal
Argain, Frank	Assistant Principal
Maldonado, Nitza	Teacher, K-12
Stewart, Dwight	Assistant Principal
Vegaortiz, Julio	Guidance Counselor
Livingston, Terri	Assistant Principal
Burgos, Lumarid	Guidance Counselor
Gallagher, Melanie	Guidance Counselor
Hernandez, Sandra	Administrative Support
Menor, Sarah	Teacher, ESE

b. Duties

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

The Leadership Team meets weekly to discuss current school related events including: student data (academic, attendance, behavioral), testing, reflect on school activities, procedures, discuss school wide decisions, district bulletins, academic initiatives and any other relevant topics related to teacher and student success/ school management.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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

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, laptops, and supplies for classrooms, for tutorial and parent training. Funds allow for a Parent Liaison, Math Coach/Resource teacher, Learning Team Facilitator, and 1.5 Language Arts Teacher, .15% Science Teacher, translators as well as in school tutors. Funds are also used for various professional development opportunities.

Business partnerships create an environment that values and promotes student achievement.

OCMS's student achievement goals, cannot be the sole responsibility of educators and the schools. It requires the concerted effort of the entire community.

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

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

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Dr. David Samore	Principal
Todd Rubin	Teacher
Ermila Alfonso	Business/Community
Mery Marrasquin	Education Support Employee
Sofia Metz	Parent
Tatiana Delgado	Business/Community
Brooke Franzman	Teacher
Janaicy McAllister	Student
Albertina Calderon	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council assisted in the evaluation of the School Improvement Plan for the 2016-2017 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.

b. Development of this school improvement plan

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

c. 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.

2. 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 2016 will be used in 2017 (11,390.00)

Professional Development \$ 3,844.00

Parental Workshop \$ 2,000.00

Academic Enrichment

Workshops for Students \$ 1,546.00

6th, 7th & 8th Grade

Awards; Continuation

Ceremony \$ 2,000.00

Volunteer Breakfast \$ 250.00

Software Programs for

students to increase

Academic Achievement \$ 1,750.00

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Samore, David	Principal
Greene, Julie	Instructional Media
Oliver , Sandy	Instructional Coach
Livingston, Terri	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

School Wide Reading Initiatives

*OAR (Okeeh Peelee Achieves Reading) Book Notes: Students will read daily during a specific period of time and will take notes using reading strategies.

*Battle of the Books - competition that tests the knowledge of the Sunshine State Readers. Students teams will compete in January 2018.

*Reading League: Students will be recognized monthly for reading achievements.

*School Wide Read: All students grade 6-8 will read the same novel in preparation for culminating activities during Literacy Week and April is for Authors week.

*Book Publishing: Students create and publish their own stories.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

Common Planning by Subject/grade level

21st Century Teams (Cross Curricular): includes co-teaching, shared students, themed units

Sharing Best Practices in department meetings, faculty meetings, Professional Development Days

Mentoring new teachers (including all teachers that are new to Okeeh Peelee)

The Master Board has been configured to allow for collaborative teaching planning.

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

Recruit: word of mouth, PBS website advertisement, Multicultural Department (Spain and Puerto Rico), Job Fair

Develop: New Teachers Bi-monthly meetings (includes all teachers that are new to Okeeh Peelee), Mentoring, Professional Development opportunities

Retain: Positive school climate, recognition of accomplishments, various team building activities,

Sunshine Committee, supplements for extracurricular (tutoring, sports, clubs, department leaders, Compass).

Opportunities for professional growth such as our in house Assistant principal training program.

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

Okeehelée Middle School has established a mentoring program that includes:

- * Meeting with Principal/administrator every two weeks to discuss school related matters. During these meetings new teachers are able to ask questions, discuss solutions and pedagogical best practices.
- * Educator Support Program Model.
- * New teachers are assigned a buddy and a Department Chair in their discipline to consult, collaborate, encourage and share best practices in their field. Mentors model teaching strategies to new teachers and new teachers are able to see lesson plans as a guide to teach and incorporate the common core standards
- * New teachers are able to observe other teachers in action and to record themselves and evaluate their teaching style and effectiveness.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the 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. Professional Learning Communities, Department monthly meetings and grade level ensure that core instructional programs are implemented. 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.

b. Instructional Strategies

1. 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

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

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).
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- *School wide daily reading time included in schedule along with weekly monitoring log.
- Providing resources to support instruction (classroom libraries, texts to support units of study, leveled books for small group instruction, class sets of novels)
- 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 Lexile level
- Students receiving push-in/pull out services for ESE/ELL
- Providing Process and Strategy anchor charts for reminders of teaching

2. 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

Okeehelée 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

Person(s) responsible for monitoring implementation of the strategy

Stewart, Dwight, dwight.stewart@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; FSA scores, SRI Scores, Cella results 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

Students are struggling with new standards and assessments.

Strategy Purpose(s)

""

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; FSA scores, SRI Scores, Cella results and parents input.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

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

b. College and Career Readiness

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

N/A

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

N/A

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

Computer Industry Certification, Construction and Culinary courses are offered to our students.

4. 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

*Students are given the opportunity to take Algebra 1, Geometry and Earth Space Science.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we deliver effective and relevant instruction to meet the needs of all students, then we will increase the ensure high school readiness.

Strategic Goals Detail

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase the ensure high school readiness. **1a**

G094991

Targets Supported **1b**

Indicator	Annual Target
High School Readiness	64.6
Statewide Science Assessment Achievement	44.0
FSA ELA Achievement	50.0
FSA Mathematics Achievement	53.0
Civics EOC Pass	70.0
High School Readiness	54.6

Targeted Barriers to Achieving the Goal **3**

- We have a challenge at planning and delivering standards based instruction to meet the diverse needs of all of our students (ELL, SWD, struggling readers).

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Parent Liaison
- Parent Training materials
- iPads and Chromebooks
- Resource Teachers and Academic Coaches
- 21st Century/Global Citizens Program
- Tutor

Plan to Monitor Progress Toward G1. **8**

Quizzes, Test, Diagnostics, EDW, and FSA

Person Responsible

Jeffrey Shocket

Schedule

Monthly, from 10/2/2017 to 6/1/2018

Evidence of Completion

Quizzes, Test, Diagnostics, EDW, and FSA

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. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase the ensure high school readiness. 1

G094991

G1.B5 We have a challenge at planning and delivering standards based instruction to meet the diverse needs of all of our students (ELL, SWD, struggling readers). 2

B255695

G1.B5.S2 Provide all staff with professional learning opportunities that focus on delivering effective instruction. 4

S270235

Strategy Rationale

Professional growth needed to deliver effective instructional strategies for all learners.

Action Step 1 5

Teachers will participate in Professional Learning Communities (PLCs) focused on deepening their understanding of the standards so they are able to plan explicit standards based lessons.

Person Responsible

Dwight Stewart

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Schedules, Agendas, sign-in sheets

Action Step 2 5

Teachers will analyze student data to determine student needs and plan for remediation to increase student performance.

Person Responsible

Dwight Stewart

Schedule

Weekly, from 9/28/2017 to 6/1/2018

Evidence of Completion

Schedule of PLC's, agendas, sign in sheets, lesson plans

Action Step 3 5

Teachers will be focused on identifying and planning the use of strategies that increase student engagement.

Person Responsible

Dwight Stewart

Schedule

Weekly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Lesson plans, students' work, teachers' roster

Action Step 4 5

Instructional Coaches will provide teachers with support in planning and delivering effective instruction

Person Responsible

Sandy Oliver

Schedule

Weekly, from 9/18/2017 to 6/1/2018

Evidence of Completion

agendas, sign in sheets

Action Step 5 5

Administrators will conduct informal classroom walkthroughs to ensure that PLC learning is being implemented during instructional delivery.

Person Responsible

David Samore

Schedule

Weekly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Anecdotes, emails, informal conferences, teachers schedules, lesson plans

Action Step 6 5

Administrators will provide teachers with specific feedback to support their professional growth.

Person Responsible

David Samore

Schedule

Evidence of Completion

anecdotes, teacher schedules, lesson plans

Action Step 7 5

Teachers will have data chats with students and inform them about the areas of concern to increase student performance.

Person Responsible

Frank Argain

Schedule

Monthly, from 10/9/2017 to 6/1/2018

Evidence of Completion

data chats forms, diagnostics,

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

Administration will meet with Coaches and Team Leaders to design effective and relevant professional learning opportunities to ensure high school readiness.

Person Responsible

Dwight Stewart

Schedule

Monthly, from 9/18/2017 to 6/1/2018

Evidence of Completion

admin meeting notes, agendas, sign-in sheet, action plan and schedules.

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7

Agendas, sign in sheets, product sample,

Person Responsible

David Samore

Schedule

Monthly, from 9/18/2017 to 6/1/2018

Evidence of Completion

Agendas, sign in sheets, product sample,

G1.B5.S3 Provide students with personalized learning designed to meet their diverse needs. 4

S270236

Strategy Rationale

Students are in need of additional instructional support to master skills needed to be successful in all content areas.

Action Step 1 5

Student will have additional academic support with personalized instruction during mornings, afternoons and Saturdays to increase academic performance.

Person Responsible

Terri Livingston

Schedule

Daily, from 9/14/2017 to 6/1/2018

Evidence of Completion

students rosters, sample lesson plans, student data, sign-in sheets

Action Step 2 5

Materials and resources will be provided for students and teachers to use during instruction.

Person Responsible

Carmen Moreira

Schedule

On 3/19/2018

Evidence of Completion

NA

Plan to Monitor Fidelity of Implementation of G1.B5.S3 6

Admin will meet with content teachers to review lesson plans, discuss strategies for instruction, and plan for next steps related to instruction.

Person Responsible

Terri Livingston

Schedule

Every 2 Months, from 8/28/2017 to 6/1/2018

Evidence of Completion

Review of lesson plans, informal observation notes, meeting notes with admin.

Plan to Monitor Effectiveness of Implementation of G1.B5.S3 7

Student rosters, lesson plans, classroom's observations

Person Responsible

Terri Livingston

Schedule

Every 2 Months, from 9/18/2017 to 6/1/2018

Evidence of Completion

Student rosters, lesson plans, classroom's observations

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B5.S2.A6 A361700	Administrators will provide teachers with specific feedback to support their professional growth.	Samore, David	6/1/2018	anecdotes, teacher schedules, lesson plans	No End Date every-3-weeks
G1.B5.S3.A2 A361703	Materials and resources will be provided for students and teachers to use during instruction.	Moreira, Carmen	10/25/2017	NA	3/19/2018 one-time
G1.MA1 M386320	Quizzes, Test, Diagnostics, EDW, and FSA	Shocket, Jeffrey	10/2/2017	Quizzes, Test, Diagnostics, EDW, and FSA	6/1/2018 monthly
G1.B5.S2.MA1 M386316	Agendas, sign in sheets, product sample,	Samore, David	9/18/2017	Agendas, sign in sheets, product sample,	6/1/2018 monthly
G1.B5.S2.MA1 M386317	Administration will meet with Coaches and Team Leaders to design effective and relevant...	Stewart, Dwight	9/18/2017	admin meeting notes, agendas, sign-in sheet, action plan and schedules.	6/1/2018 monthly
G1.B5.S2.A1 A361695	Teachers will participate in Professional Learning Communities (PLCs) focused on deepening their...	Stewart, Dwight	8/28/2017	Schedules, Agendas, sign-in sheets	6/1/2018 weekly
G1.B5.S2.A2 A361696	Teachers will analyze student data to determine student needs and plan for remediation to increase...	Stewart, Dwight	9/28/2017	Schedule of PLC's, agendas, sign in sheets, lesson plans	6/1/2018 weekly
G1.B5.S2.A3 A361697	Teachers will focused on identifying and planning the use of strategies that increase student...	Stewart, Dwight	9/18/2017	Lesson plans, students' work, teachers' roster	6/1/2018 weekly
G1.B5.S2.A4 A361698	Instructional Coaches will provide teachers with support in planning and delivering effective...	Oliver , Sandy	9/18/2017	agendas, sign in sheets	6/1/2018 weekly
G1.B5.S2.A5 A361699	Administrators will conduct informal classroom walkthroughs to ensure that PLC learning is being...	Samore, David	9/18/2017	Anecdotes, emails, informal conferences, teachers schedules, lesson plans	6/1/2018 weekly
G1.B5.S2.A7 A361701	Teachers will have data chats with students and inform them about the areas of concern to increase...	Argain, Frank	10/9/2017	data chats forms, diagnostics,	6/1/2018 monthly
G1.B5.S3.MA1 M386318	Student rosters, lesson plans, classroom's observations	Livingston, Terri	9/18/2017	Student rosters, lesson plans, classroom's observations	6/1/2018 every-2-months
G1.B5.S3.MA1 M386319	Admin will meet with content teachers to review lesson plans, discuss strategies for instruction,...	Livingston, Terri	8/28/2017	Review of lesson plans, informal observation notes, meeting notes with admin.	6/1/2018 every-2-months
G1.B5.S3.A1 A361702	Student will have additional academic support with personalized instruction during mornings,...	Livingston, Terri	9/14/2017	students rosters, sample lesson plans, student data, sign-in sheets	6/1/2018 daily

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase the ensure high school readiness.

G1.B5 We have a challenge at planning and delivering standards based instruction to meet the diverse needs of all of our students (ELL, SWD, struggling readers).

G1.B5.S2 Provide all staff with professional learning opportunities that focus on delivering effective instruction.

PD Opportunity 1

Teachers will participate in Professional Learning Communities (PLCs) focused on deepening their understanding of the standards so they are able to plan explicit standards based lessons.

Facilitator

Team Leaders

Participants

All teachers

Schedule

Weekly, from 8/28/2017 to 6/1/2018

PD Opportunity 2

Teachers will analyze student data to determine student needs and plan for remediation to increase student performance.

Facilitator

Learning Team Facilitator/Team Leaders

Participants

All Teachers

Schedule

Weekly, from 9/28/2017 to 6/1/2018

VII. Budget

1	G1.B5.S2.A1	Teachers will participate in Professional Learning Communities (PLCs) focused on deepening their understanding of the standards so they are able to plan explicit standards based lessons.	\$0.00
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2	G1.B5.S2.A2	Teachers will analyze student data to determine student needs and plan for remediation to increase student performance.	\$0.00
3	G1.B5.S2.A3	Teachers will focused on identifying and planning the use of strategies that increase student engagement.	\$0.00
4	G1.B5.S2.A4	Instructional Coaches will provide teachers with support in planning and delivering effective instruction	\$0.00
5	G1.B5.S2.A5	Administrators will conduct informal classroom walkthroughs to ensure that PLC learning is being implemented during instructional delivery.	\$0.00
6	G1.B5.S2.A6	Administrators will provide teachers with specific feedback to support their professional growth.	\$0.00
7	G1.B5.S2.A7	Teachers will have data chats with students and inform them about the areas of concern to increase student performance.	\$0.00
8	G1.B5.S3.A1	Student will have additional academic support with personalized instruction during mornings, afternoons and Saturdays to increase academic performance.	\$0.00
9	G1.B5.S3.A2	Materials and resources will be provided for students and teachers to use during instruction.	\$0.00
Total:			\$0.00