

Okeechobee County School Board



School ____Okeechobee Freshman Campus____

School Improvement Plan (SIP)

2013-2014

School Improvement Plan
2013-2014 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Okeechobee Freshman Campus	District Name: Okeechobee
Principal: Mrs. Carol Revels	Superintendent: Mr. Ken Kenworthy
SAC Chair: Mr. Dan Thomas	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

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GAP ANALYSIS – FCAT 2.0 Elementary Reading *(Double click on table to scroll)*

GAP ANALYSIS – FCAT 2.0 Elementary Math *(Double click on table to scroll)*

GAP ANALYSIS – FCAT Writing *(Double click on table to scroll)*

GAP ANALYSIS – FCAT 2.0 Reading – Middle School *(double click on the grid to scroll)*

GAP ANALYSIS – FCAT 2.0 Math – Middle School *(double click on the grid to scroll)*

The gap analysis indicates our progress toward closing the gap between our scores and those of the state.
The number indicates the current gap and the cell color indicates progress since last year's assessments
(green = positive growth; pink = progress reversal; orange = GAP CLOSED!)

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GAP ANALYSIS – FCAT 2.0 Reading – High School (double click on the grid to scroll)

2013 School	9th Grade		10th Grade	
	% L1	%L3+	% L1	%L3+ (%Passing)
OFC	19	50	x	x
OAA	48	10	x	x
OHS	x	x	17	51
District	22	46	17	50
State	19	53	18	54

Summative Ratings by %				
	<u>U</u>	<u>NI / D</u>	<u>E</u>	<u>HE</u>
OFC		4	74	17
OAA			53	47
OHS		1	84	15

OFC GAP ANALYSIS		
	% L1	%L3+
9th	0	- 3

OAA GAP ANALYSIS		
	% L1	%L3+
9th	-29	-43
10th	x	x

OHS GAP ANALYSIS		
	% L1	%L3+
10th	+ 1	- 3

DISTRICT GAP ANALYSIS		
	% L1	%L3+
9th	- 3	-7
10th	+ 1	- 4

Part II: DATA ANALYSIS

- **% Making Learning Gains in FCAT 2.0 Reading and Mathematics (2011-2012)**

Grade	Reading	Math
9	41%(102/248)	44% (98/225)

- **% Scoring at Achievement Level 3 and above on FCAT 2.0 Reading, Mathematics, Science, and Writing**

Grade	Reading	Math	Writing	Science
9	43% (180/422)	48% (190/399)	36% (145/398)	36% (144/401)

- **% Percent Passing End of Course Exams in Algebra I, Biology, and Geometry**

Grade	Algebra I	Biology	Geometry
9	92% (118/128)	25% (2/8)	N/A

This data includes our retained 9th graders

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- **% Making Learning Gains in Fluency on the FAIR Assessment**

- **% Scoring at the College Ready Level on the PERT (High School Only) _____**

- **% Earning CTE Industry Certification (High School Only) _____**

Grade	%

- **Graduation Rate _____**

- **Drop Out Rate _____**

Course	%

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Success of Subgroups:

- % Scoring at Achievement Level 3 and above on FCAT 2.0 in Reading, Mathematics, Science, and Writing

White

Grade	Reading	Math	Writing	Science
9	49% (119/243)	51% (117/228)	47% (108/228)	44% (101/230)

Hispanic

Grade	Reading	Math	Writing	Science
9	35% (47/113)	48% (61/127)	22% (28/128)	28% (35/127)

Black

Grade	Reading	Math	Writing	Science
9	26% (8/31)	23% (7/30)	21% (6/28)	13% (4/30)

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SWD

Grade	Reading	Math	Writing	Science
9	23% (22/95)	27% (23/84)	24% (20/82)	14% (12/84)

Low SES

Grade	Reading	Math	Writing	Science
9	36% (114/316)	43% (129/298)	31% (92/298)	30% (90/300)

ELL

Grade	Reading	Math	Writing	Science
9	0% (0/8)	17% (1/6)	0% (0/6)	0% (0/6)

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- **% Scoring at Each Proficiency Level on the CELLA Test**

Grade	Beginning	Low Intermediate	High Intermediate	Proficient
9				
listening	36%	27%	18%	18%
reading	50%	33%	8%	8%
writing	36%	18%	36%	9%

- **% Scoring at Each Proficiency Level on the Florida Alternative Assessment (FAA) in Reading, Math, Writing, and Science)**

	Reading	Writing	Math	Science
Basic	NA	NA	NA	NA
Proficient	NA	NA	NA	NA
Advanced	NA	NA	NA	NA

x **No students at the school site qualified for the FAA**

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Part III: ADDITIONAL REQUIREMENTS

A. *Coordination and Integration-Title I Schools Only*

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A - partially or totally funds reading coaches (academic coaches) at seven Title I school-wide projects. Reading/academic coaches provide professional development in scientifically based methods and strategies designed to improve student achievement. Title I, Part A partially funds migrant advocates at seven schools to assist migrant students and provide an additional home-school connection.

Title I, Part C Migrant - partially or totally funds migrant advocates which serve all ten schools. Migrant advocates provide academic and other support necessary to meet the needs of migrant students and families.

Title I, Part D - funds supplemental educational materials for four DJJ within the county.

Title II, Part A - funds professional development for new and experienced teachers in scientifically based strategies and methods designed to increase student achievement. Title II, Part A also funds the add-on Reading endorsement and partially funds secondary reading/academic coaches.

Title VI – funds a certified elementary teacher to operate the Successmaker Lab at a Title I elementary school.

Title X- Homeless students are identified at the school and district level. The district works with food service to make sure these students are coded as participating in the free lunch program and the district works to meet their educational needs. Homeless students residing at a local facility are also identified as homeless if awaiting foster placement.

Nutrition Programs: School sites work cooperatively with the Food Service Department to promote good nutrition and wellness.

Housing Programs: The District solicits referrals through the Shared Services Council and provides a district social worker to assist students and families.

Head Start: The District assists in the transition from Head Start programs to the K12 program. Migrant advocates attend all Head Start evening activities.

Adult Education: The District works cooperatively with Indian River State College and opens facilities for adult ELL classes.

Career and Technical Education: All students have access to Career and Technical programs at the secondary level.

B. *Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)*

The focus of the Okeechobee County School System's MTSS is to disaggregate student data looking for trends for both behavioral and academic concerns. Each school has appointed an MTSS team to chart progress for Tier 1, Tier 2 and Tier 3 students and strategies. The individual school's teams will make appropriate recommendations to students, parents, teachers and administration based on calculated and reliable data. The outcome will result in better school-wide behavior and improved student achievement.

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C. Elementary **Title I Schools Only**: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

The District is a VPK provider serving students that are 4 years-old during the school year. The district also contracts with private providers that provide summer VPK services. Migrant funds will cover the cost of wrap-around care for migrant students to attend VPK during the school year.

D. Reading Strategies Through All Classes

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

E. Post-Secondary Transition

Postsecondary Readiness: Students will prepare for postsecondary opportunities by pursuing the most rigorous curriculum that is appropriate for each student. The number of students that are College Ready as measured by the PERT, SAT or ACT will increase by 2%.

PART IV: EXPECTED IMPROVEMENTS

Goal #1: Reading Goal

1a. FCAT 2.0: Close the gap within 2% of the state in Reading for students scoring at Achievement Level 3 or above.

Strategies: WICOR, AVID strategies, Thinking Maps, text complexity, STAR/ZAP

Who will monitor: Principal, all teachers, and Reading Coach

Evaluation of success: Increase of student achievement on Performance Matters, FAIR

Time line: ongoing

Additional Reading Goals:

1b. FCAT 2.0: Close the gap within 2% of the state in Reading for students scoring at achievement level 1.

Strategies: WICOR, AVID strategies, Thinking Maps, text complexity, STAR/ZAP, Performance Matters and FAIR testing

Who will monitor: Reading Coach, all teachers, Principal

Evaluation of success: Increase of students achievement on Performance Matters, FAIR

Time line: ongoing

Goal #2: Mathematics Goal

2a. FCAT 2.0: ECO math exams: Close the gap within 2% of the state in Algebra and Geometry.

Strategies: WICOR, AVID Strategies, Thinking Maps, TI Inspire calculators, STAR/ZAP

Who will monitor: Principal and math teachers

Evaluation of success: Increase of student achievement Performance Matters

Time line: ongoing

Additional Math Goals:

2b. Algebra and Geometry EOC exams: Close the gap within 2% of the state for students scoring at achievement level 1.

Strategies: WICOR, AVID Strategies, Thinking Maps, TI Inspire calculators, STAR/ZAP, Performance Matters

Who will monitor: Principal and math teachers

Evaluation of success: Increase of student achievement on Performance Matters

Time line: ongoing

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Goal #3: Science Goal

3a EOC exam Biology: Close the gap within 2% of the state scoring at Achievement Level 3 or above.

Strategies: WICOR, AVID Strategies, Thinking Maps, STAR/ZAP

Who will monitor: Principal and science teachers

Evaluation of success: Increase of student achievement on Performance Matters

Time line: ongoing

Additional Science Goals:

3b. Biology EOC exam: Close the gap within 2% of the state for students scoring at achievement level 1.

Strategies: Performance Matters

Who will monitor: Principal and science teachers

Evaluation of success: Increase of student achievement on Performance Matters

Time line: ongoing

Goal #4: Writing Goal

4a. Implement Writing Programs

Strategies: Implement Stop and Write Program and Content Area Research Project to help increase the writing assessment scores the 9th graders will take next year in the 10th grade.

Who will monitor: Principal, Reading Coach, all teachers

Evaluation of success: Increase in student quiz scores in Stop and Write program and increase in student grades in Content Area Research Project grades

Time line: on-going

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PART V: PROFESSIONAL DEVELOPMENT

The School District of Okeechobee County recognizes the need to supply opportunities for professional development to Okeechobee educators. These opportunities include, but are not limited to, district sponsored training, Heartland Consortium workshops, professional conferences, individual training, and school sponsored opportunities such as Professional Learning Communities. The focus of The Okeechobee County School System’s PLCs is on expert knowledge in which teachers work and study together as they perpetually appraise the effectiveness of their practices and the requirements, interests, and abilities of their students. The PLCs will be conducted both vertically and horizontally to ensure efficiency and effectiveness across the curriculum.

Activity	Goal Focus	Target Group
AVID Path Training & Summer Institute	Implement AVID strategies school wide	All teachers
Thinking Maps: Write for the Future training	Implement Writing program in Science	Science teachers and 1 new English teacher
Text Complexity	Implement CCSS Text Complexity	All teachers
Spring Board training	Implement Spring Board curriculum to all students	English teachers
CCSS workshops and training	Implement CCSS	All teachers
Capturing Kids Hearts training	Relationship Building with students	Assistant Principal and School Counselor

PART VI: BUDGET

Trainings will be held in school or in district during school hours
 Race to the Top monies will be utilized for funding these trainings

Goal/Strategy	Resource	Funding Source	Amount

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PART VII: DIFFERENTIATED ACCOUNTABILITY

School-level Differentiated Accountability (DA) Compliance

Please choose the school’s DA Status. (To activate the checkbox: 1. Double click the desired box; 2. When the menu pops up, select *Checked* under “Default value” header; 3. Select *OK*, this will place an “x” in the box.)

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

PART VIII: SCHOOL ADVISORY COUNCIL (SAC)

SAC Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting *Yes* or *No* below.

X Yes No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.
The SAC meets on a quarterly basis to provide valuable input into the operation of the school. They look at the student achievement data and climate survey to write the SIP. SAC is also a vital resource of volunteers and community support.

Describe the projected use of SAC funds.	Amount
NA	

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