

Okeechobee County School District

Okeechobee Achievement Academy



2022-23 Ungraded Schoolwide
Improvement Plan

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Okeechobee Achievement Academy

1000 NW 34TH ST, Okeechobee, FL 34972

<http://okeechobeeachievementacademy.sites.thedigitalbell.com/>

Demographics

Principal: Audie Ash

Start Date for this Principal: 7/1/2022

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	[Data Not Available]
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Hispanic Students* White Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Unsatisfactory 2016-17: Maintaining
DJJ Accountability Rating	2022-23: No Rating

School Board Approval

This plan was approved by the Okeechobee County School Board on 10/11/2022.

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Okeechobee Achievement Academy is committed to providing our students a positive, stimulating, and safe learning environment that promotes the development of individual responsibility, acceptable social skills, and academic growth. Upon entering their next step in education, students will be able to make appropriate decisions and experience success in completing their education

Provide the school's vision statement.

Achieving begins with believing.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

OAA is comprised of multiple schools within a school. Currently, OAA operates the alternative school programs, graduation acceleration programs (GAP), credit recovery programs (reach), and night school program. Additionally, OAA provides all the foundational support for the district's virtual school and houses the elementary IBP program. Therefore, our population is extremely diverse.

We support the educational needs of our students by utilizing the specialized curriculum of edmentum, a computer based courseware, in conjunction with traditional stand and deliver teaching strategies. Academic and behavioral supports are provided by our Behavioral specialist, Dean, Guidance counselor, and Instructional Coach.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Ash, Audie	Principal	<p>Providing a safe place for students to learn and staff to work.</p> <p>Ensuring that academic policies and curriculum are followed.</p> <p>Developing and tracking benchmarks for measuring institutional success.</p> <p>Helping teachers maximize their teaching potential.</p> <p>Meeting and listening to concerns of students on a regular basis.</p> <p>Encouraging, guiding and assisting student leaders and teachers.</p> <p>Meeting with parents and administrators on a regular basis for problem resolution.</p> <p>Enforcing discipline when necessary.</p> <p>Providing an atmosphere free of any bias in which students can achieve their maximum potential.</p>
Presley, Pamela	Guidance Counselor	<ol style="list-style-type: none"> 1. Counsel students individually and/or in groups... 2. Advise and provide information to parents/guardians and teachers 3. Collect information for special reports from teachers, students and records. 4. Assist students filling out application forms for school, financial aid and jobs. 5. Write recommendations on behalf of students for colleges, technical schools, scholarships, special awards and military service. 6. Prepare student transcripts for schools, employers, etc. 7. Send out applications, transcripts and recommendations to schools and agencies. 8. Serve on individualized education program (IEP) teams when deemed appropriate. 9. Coordinating and administering the testing program at the Junior/Senior High School.
Whiteside, Albert	Dean	<p>Build positive relationships with students, staff, parents and community members.</p> <p>Provide leadership of behavior management system and supervision of students.</p> <p>Facilitate the resolution of conflict.</p> <p>Plan, organize and manage time and resources.</p> <p>Issue appropriate discipline and communicate with parents and guardians.</p> <p>Active member of the safety team.</p>

Name	Position Title	Job Duties and Responsibilities
Szentmartoni, Joseph	Teacher, K-12	Middle School Science Teacher

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

The answer is no.

Demographic Information

Principal start date

Friday 7/1/2022, Audie Ash

Total number of students enrolled at the school.

189

Total number of teacher positions allocated to the school.

10

Number of teachers with professional teaching certificates?

8

Number of teachers with temporary teaching certificates?

2

Number of teachers with ESE certification?

5

Identify the number of instructional staff who left the school during the 2021-22 school year.

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

2022-23

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	1	2	2	4	13	44	43	19	29	32	189	
Attendance below 90 percent	0	0	0	1	0	0	0	5	10	12	8	11	7	54	
One or more suspensions	0	0	0	0	1	2	1	4	3	3	2	3	2	21	
Course failure in ELA	0	0	0	0	0	0	1	2	2	4	4	5	4	22	
Course failure in Math	0	0	0	0	0	0	1	2	2	4	4	3	1	17	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	2	1	2	5	20	18	12	14	12	87	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	2	1	2	6	22	20	11	15	14	94	
Number of students with a substantial reading deficiency	0	0	0	1	2	1	2	5	10	12	9	10	7	59	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	2	1	2	5	10	15	12	14	12	73	

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	3	13	44	20	10	10	11	111	
Students retained two or more times	0	0	0	0	0	0	0	2	6	4	2	2	2	18	

Date this data was collected or last updated

Friday 9/30/2022

2021-22 - Updated

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	2	3	3	13	17	31	32	25	21	147	
Attendance below 90 percent	0	0	0	0	2	3	3	6	5	10	11	10	8	58	
One or more suspensions	0	0	0	0	0	2	1	0	0	3	2	3	1	12	
Course failure in ELA	0	0	0	0	0	0	0	3	4	4	5	4	1	21	
Course failure in Math	0	0	0	0	0	0	0	2	2	4	4	1	1	14	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	3	3	10	15	26	26	20	15	120	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	3	3	10	16	25	25	21	15	120	
Number of students with a substantial reading deficiency	0	0	0	0	2	3	3	5	6	12	12	10	3	56	
RAISE	0	0	0	2	2	3	0	0	0	0	0	0	0	7	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	2	3	3	5	6	9	9	5	1	43

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	1	1	0	0	2	2	0	0	0	6

Part II: Needs Assessment/Analysis**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement			57%						61%
ELA Learning Gains			55%						59%
ELA Lowest 25th Percentile			46%						54%
Math Achievement			55%						62%
Math Learning Gains			60%						59%
Math Lowest 25th Percentile			56%						52%
Science Achievement			51%						56%
Social Studies Achievement			72%						78%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	59%	-59%	58%	-58%
Cohort Comparison		0%				
04	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	0%	46%	-46%	58%	-58%
Cohort Comparison		0%				
05	2022					
	2019	0%	50%	-50%	56%	-56%
Cohort Comparison		0%				
06	2022					
	2019	0%	47%	-47%	54%	-54%
Cohort Comparison		0%				
07	2022					
	2019	9%	38%	-29%	52%	-43%
Cohort Comparison		0%				
08	2022					
	2019	26%	37%	-11%	56%	-30%
Cohort Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	66%	-66%	62%	-62%
Cohort Comparison		0%				
04	2022					
	2019	0%	60%	-60%	64%	-64%
Cohort Comparison		0%				
05	2022					
	2019	0%	56%	-56%	60%	-60%
Cohort Comparison		0%				
06	2022					
	2019	0%	54%	-54%	55%	-55%
Cohort Comparison		0%				
07	2022					
	2019	27%	55%	-28%	54%	-27%
Cohort Comparison		0%				
08	2022					
	2019	5%	51%	-46%	46%	-41%
Cohort Comparison		-27%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	0%	44%	-44%	53%	-53%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	23%	41%	-18%	48%	-25%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	64%	-64%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	27%	59%	-32%	71%	-44%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	57%	-57%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	13%	52%	-39%	61%	-48%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	47%	-47%	57%	-57%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD		24			22						
HSP	6										
WHT	5	30		5	10		7	8			
FRL	5	14		3	11		4	4			
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	7	27		6							
WHT	30			7	8						
FRL	17	20									
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	8
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	45
Total Components for the Federal Index	6
Percent Tested	79%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	8
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	2
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	2
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	11
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	3

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	7
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

1. Implementation of READ 180 curriculum
2. Monitoring the fidelity and effectiveness of small group instruction.
3. Data chats: teacher/student; admin/teacher
4. Professional Learning Communities
5. Daily inclusion support in core academic classes.

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

OAA's overall school rating improved from Unsatisfactory (20-21) to Maintaining (21-22). Math LG increased from 17% to 28%.

PLC groups met once a month to discuss and monitor the school grade components and discuss small group instruction and data chats.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Reading LG continues to be the area of greatest need for OAA. Many of our students have significant achievement gaps in the area of ELA and reading. These achievement gaps not only present a difficult challenge for students to improve their reading ability, but also manifest additional challenges in all subjects.

What trends emerge across grade levels, subgroups and core content areas?

Behavioral issues lead to habitual absences which only increase the achievement gaps and provide limited opportunities for interventions to be implemented with fidelity. Additionally, All grade levels with the exception of our acceleration programs have low level of student engagement.

What strategies need to be implemented in order to accelerate learning?

There is a need to incorporate more small group instruction prescribed by data chats. Additionally, we have determined that the reliance on computer based instruction has negatively impacted student engagement and attendance.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided to support teachers and leaders.

Teacher will be trained on how to have meaningful data chats and progress monitor. Additionally, the school's master schedule has been revised in order to accommodate whole group instruction. Therefore, middle school and high schools students were separated, classes were assigned by subject and grade level, and the number of teacher preps per period was limited to 2. Also, teachers will be provided the instructional materials in order to teach utilizing whole group instruction strategies.

Areas of Focus:

#1. Other specifically relating to MTSS- Intervention and PM**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

OAA's student performance rating was maintaining for 21-22. Our leadership team analyzed our performances and practices and discovered a need for more progress monitoring. In discussions with our teachers we discovered that progress monitoring and interventions were primarily performed during small group instruction. Additionally, we will structure the small group instruction to ensure that assigned academic targets are met. Teachers will conduct targeted small group instruction twice a week. The small group instruction will target a deficient area on a state test in the respective subject area of focus. Teachers will document these small groups within their lesson plans and utilize Branching Minds for documenting and monitoring progress. Additionally, teachers will implement a blended model for classroom instruction.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

34% of OAA students will achieve math learning gains.
34% of OAA students will achieve ELA learning gains.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Targeted Small group instruction. This strategy is used to review student data, set goals, support struggling students, and teach, reteach, or remediate instruction. Teachers will select particular students to participate, utilizing data points to target supports based on student needs.

**Person responsible
for monitoring
outcome:**

[no one identified]

**Evidence-based
Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Blended education program that integrates a virtual and face-to-face learning environment for students

**Rationale for
Evidence-based
Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Reliance on computer based instruction has negatively impacted our student engagement and consistent student performance.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Staff data discussion explaining the need for targeted small group instruction.
Identify the academic content to be targeted within the small group instruction sessions.
Conduct targeted small group instruction sessions twice a week.
Monitor targeted small group instruction sessions and provide feedback.

Provide staff development for Blended learning classroom.

Provide instructional materials in order to reduce reliance on computer-based instruction

Person Responsible Audie Ash (audie.ash@okee.k12.fl.us)

Title IA funds allocated for this area of focus include:

Tech-related rentals for supplemental instruction from iXL, USA Test Prep, Paper On Demand Tutoring, Edmentum Exact Path Math and Reading Library, FEV Tutors, and Frax Math

Supplies and other consumable materials to support classroom instruction: paper, pens, post-it notes, highlighters, markers, math manipulatives, lab materials for science, guided reading books.

Instructional Technology: computer hardware and supplies

Supplies and other consumable materials necessary to support family engagement events. Examples: folders, paper, pens, highlighters, post-it notes, markers, foam board, dry erase boards, chart paper, and items for make-and-take academic practice.

Supplies and other consumable materials for the instructional coaches to conduct professional development on effective teaching strategies.

Person Responsible Audie Ash (audie.ash@okee.k12.fl.us)

Monitoring ESSA

Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Students performing below standard per ESSA Federal Index.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Improve performance of subgroups to meet or exceed federal standards.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

1. Progress monitoring tools (state and district)
2. Reading 180 full implementation
3. Branching Minds implementation for setting academic goals and monitoring progress
4. EOC and BEST scores (PM1 and PM2) reviews and data chats

Person responsible for monitoring outcome:

Audie Ash (audie.ash@okee.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Standards based small group instruction within a blended classroom of direct and computer-based instruction.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Our classroom periods include a variety of grade levels and large differences in student achievement levels. Therefore, it is often impossible to address the academic needs of each student as a whole group instructor. So, providing small group standards based instruction is necessary to meet our individual student needs.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monitoring the fidelity and effectiveness of small group instruction.

Person Responsible

Audie Ash (audie.ash@okee.k12.fl.us)

Title IA funds allocated for this area of focus include:

Salaries for paraprofessionals, migrant advocate, instructional coach, substitutes, technology specialist, and Math Bowl coach

Tech-related rentals for supplemental instruction from iXL, USA Test Prep, Paper On Demand Tutoring, Edmentum Exact Path Math and Reading Library, FEV Tutors, and Frax Math

Library Books for Battle of the Books

Supplies and other consumable materials to support classroom instruction: paper, pens, post-it notes, highlighters, markers, math manipulatives, lab materials for science, guided reading books.

Instructional Technology: computer hardware and supplies

Supplies and other consumable materials necessary to support family engagement events. Examples: folders, paper, pens, highlighters, post-it notes, markers, foam board, dry erase boards, chart paper, and items for make-and-take academic practice.

Supplies and other consumable materials for the instructional coaches to conduct professional development on effective teaching strategies.

Person Responsible

[no one identified]

Provide professional development on how to have data chats with students.

Person Responsible

Audie Ash (audie.ash@okee.k12.fl.us)

Establish a PLC in which teachers can collaborate and share best small group practices.

Person Responsible

Audie Ash (audie.ash@okee.k12.fl.us)

Monitor small group instruction with the instructional walkthrough instrument.

Person Responsible

Audie Ash (audie.ash@okee.k12.fl.us)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#3. Instructional Practice specifically relating to ELA**Area of Focus Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Over 80% of our students have performed below proficiency on state exams.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

During the 22-23 school 50% of our students will demonstrate on state exams a learning gain.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will implement the READ 180 program for students performing below proficiency.

Person responsible for monitoring outcome:

Audie Ash (audie.ash@okee.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

READ 180 is delivered in 45- to 90-minute sessions that include whole-group instruction, three small-group rotations, and whole-class wrap-up. Small-group rotations include individualized instruction using an adaptive computer application, small-group instruction with a teacher, and independent reading. READ 180 is designed for students in elementary through high school. of READ 180® focuses on students in grades 4–12.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

READ 180 has been found to have positive effects on comprehension and general literacy achievement and positive effects on reading fluency.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Purchase Read 180 Curriculum

Person Responsible

Audie Ash (audie.ash@okee.k12.fl.us)

Provide Read 180 training for 1 Middle school teacher, 1 high school teacher, and 1 paraprofessional.

Person Responsible

Audie Ash (audie.ash@okee.k12.fl.us)

Provide opportunities for the READ 180 team to collaborate and share best practices.

Person Responsible

Audie Ash (audie.ash@okee.k12.fl.us)

Monitor the READ 180 program for fidelity utilizing the READ 180 implementation review form.

Person Responsible

Audie Ash (audie.ash@okee.k12.fl.us)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Student Attendance

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Attendance will be collected by running attendance reports from Skyward. Our attendance PLC will meet to analyze and monitor the data monthly.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

We will communicate information through PLC's and within staff meetings. Appropriate information can be shared at Parent engagement nights and on the school's social media outlets.

Describe how implementation will be progress monitored.

Attendance will be monitored by school's PLC for attendance.
School will provide the appropriate interventions as stated in school handbook (letters and meetings).
Utilize walkthroughs and PLC's to monitor student engagement in all classrooms.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step	Person Responsible for Monitoring
Ensure attendance PLC team is informed and understands district attendance policies.	
Ensure that attendance interventions are in place and executed.	Presley, Pamela,
Provide professional Development on blended learning classrooms.	pamela.presley@okee.k12.fl.us
Teachers will collaborate about instructional strategies and best practices.	