**The School Board of Okeechobee County**



Yearling Middle School

*School Improvement Plan*

Proposed for 2015-2016

**School Improvement Plan**

**Part I: Data Analysis**

* **Percent of Students Scoring On or Above Level on iReady Diagnostic Assessment 3.**

|  |  |  |
| --- | --- | --- |
| **Grade** | **Reading** | **Math** |
| 6 | 29 | 34 |
| 7 | 32 | 33 |
| 8 | 25 | 23 |
|       |       |       |

* **Percent of Students Scoring at or Above Achievement Level 3 on FCAT 2.0 Science.**

|  |  |
| --- | --- |
| **Grade** | **Science** |
| 8 | 36 |
|       |       |

* **Percent of Students Passing End of Course Exams in Biology, US History, and Civics**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Biology** | **US History** | **Civics** |
| 7 |       |       | 45 |
|       |       |       |       |
|       |       |       |       |
|       |       |       |       |
|       |       |       |       |
|       |       |       |       |

* **Percent of Students Scoring at the College Ready Level on the PERT (High School Only)**
* **Percent of Students Scoring at Level 3 or Higher on Advanced Placement Exams (High School Only)**

|  |  |
| --- | --- |
| **Course** | **%** |
|       |       |
|       |       |
|       |       |
|       |       |

* **Percent of Students Earning CTE Industry Certification (High School Only)**

|  |  |
| --- | --- |
| **Course** | **%** |
|       |       |
|       |       |
|       |       |
|       |       |

* **Graduation Rate (High School Only)**
* **Drop Out Rate (High School Only)**

**Success of Subgroups:**

* **Percent of Students Scoring On or Above Level in Reading and Math (Based Upon iReady Diagnostic Assessment 3), and At or Above Level 3 on FCAT 2.0 Science.**

**White**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Reading** | **Math** | **Science** |
| 6 | 28 | 13 |       |
| 7 | 39 | 11 |       |
| 8 | 33 | 9 | 45 |
|       |       |       |       |
|       |       |       |       |
|       |       |       |       |

**Hispanic**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Reading** | **Math** | **Science** |
| 6 | 7 | 5 |       |
| 7 | 12 | 5 |       |
| 8 | 12 | 4 | 31 |
|       |       |       |       |
|       |       |       |       |
|       |       |       |       |

**Black**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Reading** | **Math** | **Science** |
| 6 | 2 | 1 |       |
| 7 | 2 | 1 |       |
| 8 | 0 | 0 | 1 |
|       |       |       |       |
|       |       |       |       |
|       |       |       |       |

**SWD**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Reading** | **Math** | **Science** |
| 6 | 0 | 0 |       |
| 7 | 3 | 3 |       |
| 8 | 0 | 1 | 4 |
|       |       |       |       |
|       |       |       |       |
|       |       |       |       |

**LSES**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Reading** | **Math** | **Science** |
| 6 | 19 | 11 |       |
| 7 | 25 | 9 |       |
| 8 | 24 | 10 | 58 |
|       |       |       |       |
|       |       |       |       |
|       |       |       |       |

**ELL**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Reading** | **Math** | **Science** |
| 6 | 1 | 1 |       |
| 7 | 0 | 1 |       |
| 8 | 0 | 0 | 0 |
|       |       |       |       |
|       |       |       |       |
|       |       |       |       |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade** | **Beginning** | **Low Intermediate** | **High Intermediate** | **Proficient** |
| 6 | 13 | 7 | 53 | 27 |
| 7 | 14 | 0 | 48 | 38 |
| 8 | 17 | 17 | 25 | 42 |
|       |       |       |       |       |
|       |       |       |       |       |
|       |       |       |       |       |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Reading** | **Writing** | **Math** | **Science** |
| **Basic** | 29 | 22 | 38 | 0 |
| **Proficient** | 25 | 33 | 17 | 67 |
| **Advanced** | 46 | 44 | 46 | 33 |

**[ ]  No students at the school site qualified for the FAA**

**2015-2016 SCHOOL IMPROVEMENT PLAN**

**PART II: CURRENT SCHOOL STATUS**

**School Information**

|  |  |
| --- | --- |
| School Name: Andy Brewer | District Name: Okeechobee |
| Principal: Andy Brewer | Superintendent: Ken Kenworthy  |
| SAC Chair: Cindy Letcher | Date of School Board Approval:  |

**Additional Requirements**

***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.

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| Title 1, Part A- partially or totally funded reading coaches at nine Title 1 school wide projects, Reading Coaches provide professional development in researched based methods or strategies designed to improve student achievement. Title1, Part A partially funds migrant advocates at nine schools to assist migrant students and provide an additional home school connectionTitle 1 Part C Migrant-partially or totally funds migrant advocates which serve all schools. Migrant Advocates provide academic and other support necessary to meet the need of migrant students and families.Title 1 Part D funds supplemental educational materials for four DJJ sites within the countyTitle II Part A funds professional development for new and experienced teachers in scientifically based strategies and methods designed to increase student achievement. It also funds the add on Reading Endorsement and partially funds secondary reading coachesTitle VI funds certified elementary teachers to operate Successmaker Lab at a Title I elementary schoolTitle 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 wellnessHousing Program- The district solicits referrals through the Stared Services Council and provides a district social worker to assist students and evening activities Career and Technical Education- All students have access to Career and Technical  |

|  |
| --- |
| YMS’s focus is to disaggregate student data looking for trends for both behavioral and academic concerns. YMS has appointed an MTSS team to chart progress for Tier 1 and Tier 2 and Tier 3 students and strategies. The team 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.  |

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

Describe the MTSS process at your school site.

***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.

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***Postsecondary Transition* – High School Only**

Describe strategies to improve student readiness for the public postsecondary level based on an annual analysis of the feedback report data (see link on Page 7).

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***Dropout Prevention Program***

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| Through the MTSS process, YMS will identify students who have a high potential of dropping out. These students are given remediation attention and credit recovery opportunities  |

***Student Support Programs***

As part of the Florida Healthy Schools Recognition Program, schools are required to describe how student support services professionals support student achievement by assisting schools in identifying barriers to learning, developing programs to promote healthy social and emotional adjustment, and designing and implementing programs that address social, mental health, and academic issues. Please describe the school’s program below:

|  |
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| YMS has programs to assist students in developing appropriate social skills necessary to becoming good citizens. We have classes in Conflict Resolution, Bullying and Domestic Violence  |

***Violence & Bullying Programs***

As part of the Florida Healthy Schools Recognition Program, schools are required to describe their efforts to address and, as a result, reduce violence and bullying in schools. Please describe the school’s program below:

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| --- |
| YMS takes a proactive approach concerning bullying. If a student is potentially being bullied, we have a form that they submit. We do an exhaustive investigation and handle the aggressor appropriately in accordance with the Student Code of Conduct. Once the proper steps have been taken, both the aggressor and the victim are provided counseling.  |

**PART III: EXPECTED IMPROVEMENTS**

**Goal #1: Reading Goal**

***1. Increase the percentage of YMS students scoring proficient on IReady interim assessment three from 29% to 50%***

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| --- |
| **Strategies: YMS will employ the following research based programs: AVID, Florida State Standards, HMH Curriculum, CLOSE Reading, Guided Reading, Impact Reading, Thinking Maps, Capturing Kids Hearts, IReady, Hapara, and Schoology****Who will monitor: Administration and Leadership Team****Evaluation of success: IReady Interim Assessments** **Timeline: 2015-2016 School Year** |

**Goal #2: Mathematics Goal**

***2. Increase the percentage of YMS students scoring proficient on IReady interim assessment three from 30% to 50%***

|  |
| --- |
| **Strategies: YMS will employ the following research based programs: AVID, Florida State Standards, HMH Curriculum, Thinking Maps, Capturing Kids Hearts, IReady, Hapara, Reflex, Gizmos and Schoology****Who will monitor: Administration and Leadership Team****Evaluation of success: IReady Interim Assessments** **Timeline: 2015-2016 School Year****Who will monitor: Administration and Leadership Team****Evaluation of success: IReady Interim Assessments** |

**Goal #3: Science Goal**

***3. Increase the percentage of YMS students scoring proficient on IReady interim assessment three from 36% to 48%***

|  |
| --- |
| **Strategies: YMS will employ the following research based programs: AVID, NGSS, HMH Curriculum, Thinking Maps, Capturing Kids Hearts, Hapara, Gizmos, Volusia County Curriculum Maps, Benchmark and Interim aligned NGSS assessments and Schoology****Who will monitor: Administration and Leadership Team****Evaluation of success: Interim, Benchmark Assessment and FCAT 2.0****Timeline:** |

***Goals to Meet Florida Healthy School District Recognition Requirements***

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| --- |
| **School Health Goal****Yearling Middle School has adopted the new guidelines from FDA. Any food item sold for a fundraiser will meet strict nutritional guidelines. Each student will walk one-half of a mile on a daily basis.**  |
| **Staff Wellness Goal****The District has a Wellness Center that has a full time nurse and PA to do routine check-ups and attend to staff illness. Also, the district provides a gym for staff members to exercise by using a flexible schedule** |

**PART IV: Professional Development**

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| PLC Vision Statement: 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** |
| Math and Science Vertical Teaming  | To align the curriculum from grades 6-10/Alg 1  | Math and Science teachers |
| Evaluation  | To provide assistance to teachers on the new instrument  | All Teacher |
| AVID | To familiarize all new teachers on AVID Strategies | New Teachers |
| Schoology | To provide training on the online program to be used  | All Teachers |
| Hapara | To teach teachers to use the program to monitor students | All teachers |
| Department Days | All departments will get a common planning to write lesson plans and assessments | All Teachers |

**PART V: Budget**

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| --- |
| *Narrative*      |

|  |  |  |  |
| --- | --- | --- | --- |
| **Goal/Strategy** | **Resource** | **Funding Source** | **Amount** |
| 1.a | District Funds for IReady | OCSB | 50,000 |
| All | Funds for Capturing Kids Hearts | Title 1 | 26,000 |
| One to One | All students will have a ChromeBook | 1-to-1 Grant | 40,000 |
|       |       |       |       |
|       |       |       |       |
|       |       |       |       |

**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. |
| Developing School Improvement Plan, looking at discipline and academic data and making decisions based on the information, allocating School Improvement Money |

|  |  |
| --- | --- |
| Describe the projected use of SAC funds. | Amount |
| Math Bowl | 100 |
| MTSS | 550 |
| Student Agendas | 3,500 |

**PART VI: EARLY WARNING SYSTEMS (Only to Be Completed by Schools Serving Grades 6, 7, or 8)**

|  |
| --- |
| Describe the school’s early warning system and provide a list of the early warning indicators used in the system. At a minimum, this list must include the following:1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
2. One or more suspensions, whether in school or out of school
3. Course failure in English Language Arts or mathematics
4. Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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| 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 listed above
		2. The number of students identified by the system as exhibiting two or more early warning indicators

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Indicator** | **Grade 6** | **Grade 7** | **Grade 8** | **Total** |
| Attendance below 90 percent | 8 | 12 | 7 | 27 |
| One or more suspensions | 15 | 20 | 14 | 49 |
| Course failure in ELA or math | 1 | 2 | 3 | 6 |
| Level 1 score on the statewide assessments in ELA or math | 56 | 60 | 72 | 198 |
| Students exhibiting two or more indicators | 23 | 29 | 35 | 87 |

 |
| Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).We use MTSS strategies for students who are having discipline issues. The processes are a check in/check out process with rewards attached. We also use PBS School-wide. We target attendance issues with home visits and following the protocol for compulsory attendance and discipline policies. We remediate our Reading and Math Level 1’s by using a period of PLATO Instruction.  |
| Describe the school’s strategies to encourage positive working relationships between teachers, including collaborative, interdisciplinary planning and instruction.We do PLC’s for each department on a biweekly basis. We provide common planning time for each teaching team and have grade level meeting schedule on a biweekly basis. Also, we do data chats and Road Mapping training on a quarterly basis.  |
| Describe how the school ensures its core instructional programs and materials are aligned to the Florida Standards.We do data chats and Road Mapping training on a quarterly basis using the Florida State Standards as the curriculum guide.  |
| Describe how the school uses data-based problem solving to provide and differentiate instruction to meet the diverse needs of students, including the use of small learning communities, competency-based instruction, integrated digital instruction, and project-based instruction.We do PLC’s for each department on a biweekly basis. We provide common planning time for each teaching team and have grade level meeting schedule on a biweekly basis. Also, we do data chats and Road Mapping training on a quarterly basis. Also, we do a common planning time on a weekly basis.  |