Okaloosa County School District

Okaloosa Youth Academy

2020-21 Schoolwide Improvement Plan

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Okaloosa Youth Academy

4448 STRAIGHT LINE RD, Crestview, FL 32539

[no web address on file]

Demographics

Principal: Stephanie Duenas

Start Date for this Principal: 7/12/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	10%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Okaloosa County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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Okaloosa Youth Academy

4448 STRAIGHT LINE RD, Crestview, FL 32539

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year	
Grade	

School Board Approval

This plan is pending approval by the Okaloosa County School Board.

SIP Authority

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.

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

To instill hope, encouragement, and the belief that change is absolutely possible. To break habits and cycles that lead to failure. To promote independent and higher order learning and thinking through education and support.

Provide the school's vision statement.

To empower youth through education to become effective, productive and positive leaders in local, national, and global communities.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Duenas, Stephanie	Principal	-To assure that each student receives appropriate educational services and is treated in a fair and equitable manner with respect and professionalism by all adults. -To assure that the prescribed curriculum and effective strategies are implemented appropriately. -To assure the attainment of the school's mission and to meet or exceed both district and state requirements. -To improve the academic performance of students by enhanced instruction and curriculum as evidenced by state assessments. -To provide vision and leadership in administering safe, successful educational programs and services that promotes each students maximum academic achievement. -Systematically analyze data for the purpose of curricular development or modification and student's academic improvement-including attendance, and compliance with the code of conduct.
Clifford, Karen	Other	-ESE Staffing Specialist (Title) -Verifications for all enrolled students. -Request and maintain records for ESE students. -Responsible for IEP compliance for ESE students. -Responsible for the development of appropriate accommodations for ESE students. -Ensures that accommodations are provided to teachers and followed for all ESE students. -Coordination of services that support ESE students in all areas that relate to educational success.
	Other	Education Transition Specialist - (Title) -Coordinate student intake/registration and required documentation. -Assign teacher rosters based on established criteria. -Create and maintain accurate automated and manual student records, FTE folders for each student reported for FTE. -Maintain and coordinate with other office staff to ensure required element information into daily system daily (including attendance, discipline, master teacher schedules, bell schedules, student schedules, demographics, ESE codes, 504 Codes, test information, credits, and grades, etc.) -Maintain all records as recommended by the Rader Group including use of all forms.

Demographic Information

Principal start date

Friday 7/12/2019, Stephanie Duenas

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

6

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	10%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

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	0	0	0	1	5	10	34	16	25	3	94
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	1	0	0	2
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	4	9	2	15
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	4	7	16	3	30
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	1	7	5	5	2	20

Date this data was collected or last updated

Wednesday 8/19/2020

Prior Year - As Reported

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	0	0	1	10	18	25	39	20	5	118
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	0	0	0	0	1
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	2	11	19	9	2	43

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	0	0	0	0	0	0	0	0	0	

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	0	0	0	1	4	3	5	6	1	20

Prior Year - 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	0	0	1	10	18	25	39	20	5	118
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	0	0	0	0	1
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	2	11	19	9	2	43

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	0	0	0	0	0	0	0	0	0	

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	0	0	0	1	4	3	5	6	1	20

Part II: Needs Assessment/Analysis

School Data
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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	70%	56%	0%	71%	53%
ELA Learning Gains	0%	55%	51%	0%	58%	49%
ELA Lowest 25th Percentile	0%	48%	42%	0%	56%	41%
Math Achievement	0%	72%	51%	0%	76%	49%
Math Learning Gains	0%	55%	48%	0%	59%	44%
Math Lowest 25th Percentile	0%	47%	45%	0%	51%	39%
Science Achievement	0%	75%	68%	0%	79%	65%
Social Studies Achievement	0%	85%	73%	0%	85%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
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
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019					
	2018					
Cohort Comparison		0%				
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

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
FRL											

2018 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 2016-17	C & C Accel 2016-17

2017 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 2015-16	C & C Accel 2015-16

ESSA Data

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	0
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	4
Percent Tested	29%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners 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
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	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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

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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	0
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The Economically Disadvantaged Students is identified as the lowest performing Subgroup. This Subgroup did not acquire learning gains and failed to demonstrate proficiency in EOC's and grade level FSA's. One ongoing contributing factor has been lack of consistent internet access.

Infrastructurally, our facility has been equipped with a very low bandwidth. Therefore, testing was very problematic and inconsistent. As a result, the normal test taking anxiety was greatly increased as youth were unable to maintain internet connections during the state FSA test taking window. Efforts to administer the paper based FSA testing was initiated too late and was met with a lot of resistance. The youth seemed to lack mental preparation and resilience in continued efforts to test after many failed attempts.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Credit Recovery and computer based testing declined from the previous year. Again, internet access plays a major role in administering these academic resources effectively. The lack of bandwidth coupled with inconsistent internet connection negatively impacted motivation with regard to these essential areas of academic opportunity and need. Additionally, assigning encouraging staff that are effective in motivating youth to be resilient is imperative.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our greatest gap is in the area of EOC and state testing. Again, the lack of ability to test due to internet connectivity is the major factor that negatively impacted our testing ability. However, the loss of internet and the lack of consistent internet connection has been and was greater than our actual testing window. Therefore, we ourselves could have been more resilient and invested in mentally preparing both ourselves and the students in how we would approach testing in the event the internet was NOT restored. Valuable time was invested in the expectation that the internet would be restored.

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

There was great improvement in the area of student achievement in earning class credits. Ensuring that State Standard focused curriculum being taught in the classroom is key. Continuity in retaining staff has been vital in building rapport among both staff and students. We have successfully retained the majority of our teaching staff.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The greatest area of concern is having a high number of students scoring at level 1 for proficiency in State testing and EOC's. We need to improve demonstrated grade level proficiency in EOC's and FSA's.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increased Math Scores - FSA and EOC for Economically Disadvantaged Subgroup.
2. Increased ELA Scores - FSA and EOC for Economically Disadvantaged Subgroup.
3. Increased Data Quality for Common Assessment.
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Economically Disadvantaged	
Area of Focus Description and Rationale:	Increased Learning Gains in Math for Economically Disadvantaged Student Subgroup. The Economically Disadvantaged Student Subgroup tested below 41% all tested students. In an effort to increase learning gains in Math EOC test scores and FSA, implementation of evidenced based strategies for improvement must occur.
Measurable Outcome:	The number of Economically Disadvantaged Students Subgroup will improve by at least 15% from the current rating of below 32%. This accomplishment would place us above the minimum Overall Federal Index of 41%
Person responsible for monitoring outcome:	Stephanie Duenas (sduenas@okaloosaacademy.org)
Evidence-based Strategy:	Renaissance Star 360 includes interim assessments for Math. Star assessments produce valid and reliable data. This evidence-based tool will provide diagnostic, formative, and summative assessments that will support effective and accurate data-driven progress monitoring. Learning gains or lack thereof can be tracked and measured. This evidence-based tool will drive instruction based solely on the needs of the students in relation to the State Standards. Ongoing progress monitoring will provide both effective and measurable data.
Rationale for Evidence-based Strategy:	Star 360 will provide comprehensive interim and formative assessments that support making informed educational decisions that will meet the academic needs for the Economically Disadvantaged Student Subgroup based on valid, reliable screening, progress monitoring, and student growth data.

Action Steps to Implement

1. Staff will administer diagnostic assessments.
2. Staff will assess academic level and academic need based on the data.
3. Staff will develop progress monitoring plans that include goals for the Economically Disadvantaged Student.
4. Staff will provide ongoing assessments to monitor progress.
5. Staff will ensure that educational plans and instruction are directly correlated to data driven outcomes.

Person Responsible	Stephanie Duenas (sduenas@okaloosaacademy.org)

#2. ESSA Subgroup specifically relating to Economically Disadvantaged	
Area of Focus Description and Rationale:	Increased Learning Gains in ELA for Economically Disadvantaged Student Subgroup. The Economically Disadvantaged Student Subgroup tested below 41% all tested students. In an effort to increase learning gains in ELA EOC test scores and FSA, implementation of evidenced based strategies for improvement must occur.
Measurable Outcome:	The number of Economically Disadvantaged Students Subgroup will improve by at least 15% from the current rating of below 32%. This accomplishment would place us above the minimum Overall Federal Index of 41%
Person responsible for monitoring outcome:	Stephanie Duenas (sduenas@okaloosaacademy.org)
Evidence-based Strategy:	Renaissance Star 360 includes interim assessments for early literacy and reading. Star assessments produce valid and reliable data. This evidence-based tool will provide diagnostic, formative, and summative assessments that will support effective and accurate data-driven progress monitoring. Learning gains or lack thereof can be tracked and measured. This evidence-based tool will drive instruction based solely on the needs of the students in relation to the State Standards. Ongoing progress monitoring will provide effective and measurable data.
Rationale for Evidence-based Strategy:	Star 360 will provide comprehensive interim and formative assessments that support making informed educational decisions that will meet the academic needs for the Economically Disadvantaged Student Subgroup based on valid, reliable screening, progress monitoring, and student growth data.

Action Steps to Implement

1. Staff will administer diagnostic assessments.
2. Staff will assess academic level and academic need based on data.
3. Staff will develop progress monitoring plans that include goals for the Economically Disadvantaged Student.
4. Staff will provide ongoing assessments to monitor progress.
5. Staff will ensure that educational plans and instruction are directly correlated to data driven outcomes.

Person Responsible	Stephanie Duenas (sduenas@okaloosaacademy.org)

#3. DJJ Components specifically relating to Common Assessment Data Quality	
Area of Focus Description and Rationale:	The Common Assessment is a mandatory diagnostic tool used upon entry and exit transition for each youth in the program. This assessment tool is critical in providing DOE specific data by which the program is measured. Ensuring every single youth is assessed at entry and exit is essential to the collection of data quality. Lack of internet connectivity has impacted the ability to provide this data consistently.
Measurable Outcome:	In order to improve the quality of data collected, we must first ensure that every single youth is assessed upon entry and exit transition. We have also determined that the series of assessments that are required during the intake and exit transition can be overwhelming and can hinder the youth from putting forth genuine effort. The goal is to create an environment where the youth is empowered to participate in the intake process timeline. In doing so, the youth would be afforded the opportunity to choose among a set of times to map out his assessments during the allotted time frame. The hope is that by placing the task and timeline in the youth's hands, he can instantly start to take charge of his time and efforts to succeed. This strategy will support self-advocacy and also provides an opportunity for rapport building with the youth. We believe that a student focused process will provide supports that increase overall data quality.
Person responsible for monitoring outcome:	Stephanie Duenas (sduenas@okaloosaacademy.org)
Evidence-based Strategy:	The evidenced based strategy includes recognizing that in order to accomplish the task of gathering quality data, each and every youth MUST be assessed within 10 days of Entry and prior to Exit Transition. Therefore, remaining in compliance with DOE guidelines is key to this accomplishment. More importantly, being proactive and responsive to the possibility of obstacles that hinder the mandated process, such as internet connectivity or lack of is a crucial component.
Rationale for Evidence-based Strategy:	The evidenced based strategy will be to ensure that every single youth has participated and met the requirement by completing the Common Assessment as required upon Entry and Exit Transition, thus providing quality data to the related stake holders. Also, comparing outcomes data for both Exit and Entry Common Assessment in conjunction other diagnostic assessments during the program will provide insight on data that will support or refute entry and/or exit Common Assessment data quality as well.

Action Steps to Implement

1. Staff will administer the Common Assessment for each arriving youth within 10 days of Entry Transition.
2. Staff will provide counsel regarding the importance of the assessments and encourage the youth to actively participate in the planning process.
3. Staff will administer the Common Assessment for each youth prior to Exit Transition.

Person Responsible	Stephanie Duenas (sduenas@okaloosaacademy.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

We have since had an upgraded internet infrastructure added by way of fiber optics. Our District has really got behind us in this area and made sure we received additional devices to provide options for when and where we can administer assessments that were previously limited to one testing area.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Shared leadership has been key in strengthening our Professional Learning Community and increasing a sense of ownership among the Stakeholders. Covid-19 brought many challenges that birthed a new sense of resilience among the educational staff. We recognize the emotional impact on our students, each other, and the facility staff that became educational liaisons while educators were temporarily physically removed from the classroom. In response, we are engaging in planned Professional Development to meet identified and ongoing needs as they arise.

The ability to delegate and pull from the diverse skill set of staff members has helped in overcoming a myriad of challenges. Each challenge has been confronted with a collective response from the entire Learning Community. As a result, we have gained strength and responsiveness to where we need to go and grow as a system instead of where we are. On-going needs assessments will help provide data to support the educational staff and the needs of those we serve.

We are resolved to be flexible but consistent as we venture into unchartered territory. We are resolved to providing not only effective but courageous and rigorous instruction. We are dedicated to being present, effective, and available, even if we are virtual. We will leave no stone unturned in efforts to support the youth we serve.

We are continuing to reach out to community organizations that support the growth and specific needs of the youth we serve. Educationally, we continue to seek partnerships with Vocational Schools. Colleges, Business Owners and other community stakeholders that play a part in offering opportunities for students to return home as productive members of the community.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	**III.A.**	**Areas of Focus: ESSA Subgroup: Economically Disadvantaged**	**$0.00**
2	**III.A.**	**Areas of Focus: ESSA Subgroup: Economically Disadvantaged**	**$0.00**
3	**III.A.**	**Areas of Focus: DJJ Components: Common Assessment Data Quality**	**$0.00**
		Total:	**$0.00**