

Okaloosa County School District

Emerald Coast Career Institute N



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	12
Positive Culture & Environment	14
Budget to Support Goals	14

Emerald Coast Career Institute N

500 ALABAMA ST, Crestview, FL 32536

[no web address on file]

Demographics

Principal: Nathaniel Chatman

Start Date for this Principal: 5/19/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 4-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	82%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	White Students* Economically Disadvantaged Students*
School Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: 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	
* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	12
Title I Requirements	0
Budget to Support Goals	14

Emerald Coast Career Institute N

500 ALABAMA ST, Crestview, FL 32536

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School 4-12	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	2015-16	2011-12	2010-11	2010-11
Grade	I			F

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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.

We are committed to improving academic achievement in an alternative setting that provides a unique variety on instructional style and strategies.

We are committed to providing every student with an opportunity to succeed academically, personally and socially through a partnership of and among students, teachers, administrators, parents and community members.

Provide the school's vision statement.

Fast Track North faculty and staff, in cooperation with families and the community, will ensure that each student will have the opportunity to reach his or her best personal potential in life. The school will provide the resources needed for each individual student's academic success.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Anderson, Amy	Principal	Secure professional development for teachers and para educators; school-based personnel decisions; classrooms observations; curriculum development

Demographic Information

Principal start date

Sunday 5/19/2019, Nathaniel Chatman

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

3

Total number of students enrolled at the school

59

Identify the number of instructional staff who left the school during the 2020-21 school year.

0

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

1

Demographic Data

Early Warning Systems

2021-22

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	0	1	12	15	13	8	4	53	
Attendance below 90 percent	0	0	0	0	0	0	0	0	11	23	27	17	13	91	
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	1	1	0	0	2	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	2	4	2	0	0	8	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	3	2	0	4	0	9	
Number of students with a substantial reading deficiency	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	9	4	4	2	19	

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	9	4	4	2	19	
Students retained two or more times	0	0	0	0	0	0	0	0	10	23	24	15	6	78	

Date this data was collected or last updated

Thursday 8/26/2021

2020-21 - 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	0	4	33	48	51	36	36	208	
Attendance below 90 percent	0	0	0	0	0	0	0	1	12	16	17	16	6	68	
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	0	0	0		
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	1	0	0	1	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	1	6	1	0	0	8	
	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	
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	3	11	16	5	3	38	
Students retained two or more times	0	0	0	0	0	0	0	3	15	30	26	19	14	107	

2020-21 - 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	0	4	33	48	51	36	36	208	
Attendance below 90 percent	0	0	0	0	0	0	0	1	12	16	17	16	6	68	
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	0	0	0		
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	1	0	0	1	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	1	6	1	0	0	8	
	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	3	11	16	5	3	38	
Students retained two or more times	0	0	0	0	0	0	0	3	15	30	26	19	14	107	

Part II: Needs Assessment/Analysis

Subgroup Data Review

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										70	
WHT	30									53	6
FRL										46	
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
WHT	17	60								58	11
FRL	11	40								52	15
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	96
Total Components for the Federal Index	3
Percent Tested	51%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	70

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
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%	
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%	
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%	
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%	
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%	
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%	
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%	

White Students	
Federal Index - White Students	30
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	23
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

Consistent attendance continues to be problematic; a large number of students are twice retained, requiring remediation in a program that is meant to speed up student progress through credits toward graduation. Grades and FSA/EOC exams do not align.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Attendance and remediation.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Multiple retentions create an unwelcoming atmosphere for students to enter; this impacts attendance. The need to quickly complete grade-level credits for twice-retained students who are often working below grade level creates a conflict of interest.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

NA

What were the contributing factors to this improvement? What new actions did your school take in this area?

NA

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

Specific, targeted remediation for students who are struggling with basics in math and reading.

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

The district has purchased iReady for middle school diagnostic and remediation use. Training in the proper use of this tool will be needed. Support through scheduling in individual classes will be encouraged. Training provided to teachers focused on dropout prevention.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

District level support, school-based administrative support for remediation, scheduling, and student-focused instruction. Dropout prevention training.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	Student attendance continues to be inconsistent, especially among students who have multiple EWS indicators. Because courses are designed to be completed in about two weeks, frequent absences cause fewer course/credit completion, which causes students to fall further behind.
Measurable Outcome:	Attendance among 8th and 12th grade students (those who should be in high school and those who should be graduating this year) will remain consistent, with students missing less than 10% each nine weeks.
Monitoring:	Teachers and administrators will monitor attendance, and contact students and parents very regularly to encourage attendance. Parents will be invited to MTSS meetings concerning attendance, and the team will suggest strategies to encourage student attendance. Positive rewards for attendance will be incorporated into all classes. PBIS strategies will be incorporated as well.
Person responsible for monitoring outcome:	Amy Anderson (andersona1@okaloosaschools.com)
Evidence-based Strategy:	MTSS is an evidence-based strategy to monitor and improve student growth in all areas. PBIS is a proven method to improve culture and students' desire to attend school.
Rationale for Evidence-based Strategy:	MTSS is a weekly meeting involving multiple stakeholders to problem-solve student issues impeding their academic progress. PBIS is a proven method to improve culture and students' desire to attend school.

Action Steps to Implement

MTSS scheduled by Guidance Counselor for attendance
PBIS instruction and support provided by the state and district.
Teachers and administrators will attend and implement.

Person Responsible Amy Anderson (andersona1@okaloosaschools.com)

#2. Instructional Practice specifically relating to Differentiation**Area of Focus**

Description and Rationale: Several of our upper grade students are identified as twice retained.

Measurable Outcome:

Students identified as twice-retained will demonstrate academic growth by earning a passing grade the first time they take a required course. Students identified as twice retained will demonstrate growth on iReady of at least 3% each administration of progress monitoring.

Monitoring:

Grades for courses will be monitored by teacher and administrator. iReady progress monitored by teacher and administrator.

Person responsible for monitoring outcome:

Amy Anderson (andersona1@okaloosaschools.com)

Evidence-based Strategy:

Remediation specifically targeted to student areas of academic need are demonstrated to result in academic growth. iReady is evidence-based to increase student comprehension when the diagnostic and instructional tools are used with fidelity.

Rationale for Evidence-based Strategy:

District-provided iReady resource is provided to all middle school students. The same strategies can be implemented with upper grade students as needed.

Action Steps to Implement

Teachers trained in use of iReady.

Students assessed three times a year as prescribed by district

Teachers utilize diagnostic results and provided lessons in small group differentiated instruction.

Person Responsible

Amy Anderson (andersona1@okaloosaschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.SafeSchoolsforAlex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

School not on site.

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.

Teachers build in rewards throughout the day for percent completion. A goal is set for 15% of each class to be completed each day. Students have access to preferred items or treats for reaching or exceeding the goal. Teachers post student accomplishments where they are visible to all students and those entering the classroom. PBIS strategies and characteristics are reinforced throughout the day.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Teachers, students, administrators, guidance counselors, mentors. All are focused on students making gains. Teachers support and reward students setting and meeting their goals. Students play a part in helping each other celebrate their successes. Administrators and guidance counselor monitor progress and provide resources and support to teachers, as well as supporting and encouraging the use of the PBIS system.

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$825.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6150	370-Communications	0791 - Emerald Coast Career Institute N	Title, I Part A		\$825.00
			<i>Notes: Postage to pay for letters notifying parents of truancy issues and to invite parents to attend MTSS problem-solving meetings.</i>			
	6400	530-Periodicals	0791 - Emerald Coast Career Institute N	Title, I Part A		\$0.00
			<i>Notes: Dropout Prevention magazine subscription for teachers to keep them current in ideas and design to increase and maintain attendance.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$3,884.34
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

	5100	510-Supplies	0791 - Emerald Coast Career Institute N	Title, I Part A		\$1,934.34
			<i>Notes: Supplemental classroom supplies to provide remediation and differentiated activities to students.</i>			
	5100	519-Technology-Related Supplies	0791 - Emerald Coast Career Institute N	Title, I Part A		\$1,950.00
			<i>Notes: Supplemental supplies to allow students to easily access remediation iReady program. Headphones, headphone covers, mice, etc.</i>			
Total:						\$4,709.34