

Okaloosa County School District

Okaloosa Academy



2022-23 Schoolwide Improvement Plan

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Okaloosa Academy

720 LOVEJOY ROAD NW, Fort Walton Beach, FL 32548

[no web address on file]

Demographics

Principal: David Schmidt

Start Date for this Principal: 7/1/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	75%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* Multiracial Students* White Students* Economically Disadvantaged Students*
School Grades History	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: 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	CSI
* 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 Academy

720 LOVEJOY ROAD NW, Fort Walton Beach, FL 32548

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School 4-12	Yes	75%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	Yes	57%

School Grades History

Year
Grade

2012-13

2011-12

2011-12

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SIP Authority

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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.

The mission of Okaloosa Academy Charter School is to create a quality, respectful learning environment in which students, staff, and community members cooperatively build sound life preparation skills for all students. This collaborative effort will provide students with the knowledge, skills, attitudes, and behaviors to become productive, employable, and responsible citizens.

Provide the school's vision statement.

The Okaloosa Academy Charter School will provide innovative programs designed to improve academic success, modify unacceptable behaviors, and improve school attendance. The Okaloosa Academy Charter School believes that all students can learn when a program is delivered in a structured and disciplined environment and individualized to meet their abilities and needs. It is the belief of the Okaloosa Academy Charter School that cooperation with the community agencies, such as the Department of Juvenile Justice, Bridgeway, and the Department of Children and Family Services, is necessary in creating a successful learning environment.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Schmidt, David	Principal	

Demographic Information

Principal start date

Friday 7/1/2022, David Schmidt

Number of teachers with a 2022 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.*

Number of teachers with a 2022 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.*

Total number of teacher positions allocated to the school

10

Total number of students enrolled at the school

196

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

3

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

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	1	0	2	2	18	20	22	25	19	21	22	152	
Attendance below 90 percent	0	0	1	0	2	2	16	18	18	20	15	18	20	130	
One or more suspensions	0	0	1	0	1	1	5	8	7	9	8	9	3	52	
Course failure in ELA	0	0	0	0	0	0	8	11	9	11	7	6	6	58	
Course failure in Math	0	0	0	0	0	0	9	12	8	7	8	9	9	62	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	8	12	14	11	10	9	12	76	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	9	11	13	14	10	12	11	80	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	7	8	8	11	12	10	12	68	

Using the table above, complete the table below with the number of students by current grade level who have 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	1	0	2	2	14	15	18	17	12	14	18	113	

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	0	0	0	0	

Date this data was collected or last updated

Sunday 9/25/2022

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	3	16	34	31	31	29	10	7	161	
Attendance below 90 percent	0	0	0	0	0	1	8	10	9	12	19	6	4	69	
One or more suspensions	0	0	0	0	0	2	10	20	17	18	11	5	2	85	
Course failure in ELA	0	0	0	0	0	1	9	12	11	20	19	5	5	82	
Course failure in Math	0	0	0	0	0	1	9	12	11	18	17	4	6	78	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	10	33	26	31	24	5	4	136	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	12	22	20	25	14	4	2	102	
Number of students with a substantial reading deficiency	0	0	0	0	0	3	10	33	26	31	24	5	4	136	

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	3	10	20	26	31	24	5	4	123	

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	1	14	19	15	16	12	1	1	79	
Students retained two or more times	0	0	0	0	0	1	16	18	13	14	10	1	1	74	

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	3	16	34	31	31	29	10	7	161	
Attendance below 90 percent	0	0	0	0	0	1	8	10	9	12	19	6	4	69	
One or more suspensions	0	0	0	0	0	2	10	20	17	18	11	5	2	85	
Course failure in ELA	0	0	0	0	0	1	9	12	11	20	19	5	5	82	
Course failure in Math	0	0	0	0	0	1	9	12	11	18	17	4	6	78	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	10	33	26	31	24	5	4	136	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	12	22	20	25	14	4	2	102	
Number of students with a substantial reading deficiency	0	0	0	0	0	3	10	33	26	31	24	5	4	136	

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	
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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	1	14	19	15	16	12	1	1	79	
Students retained two or more times	0	0	0	0	0	1	16	18	13	14	10	1	1	74	

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		60%	55%					69%	61%
ELA Learning Gains								63%	59%
ELA Lowest 25th Percentile								59%	54%
Math Achievement		42%	42%					80%	62%
Math Learning Gains								73%	59%
Math Lowest 25th Percentile								64%	52%
Science Achievement		65%	54%					73%	56%
Social Studies Achievement		64%	59%					84%	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
04	2022					
	2019	20%	67%	-47%	58%	-38%
Cohort Comparison						
05	2022					
	2019	17%	67%	-50%	56%	-39%
Cohort Comparison		-20%				
06	2022					
	2019	15%	63%	-48%	54%	-39%
Cohort Comparison		-17%				
07	2022					
	2019	16%	58%	-42%	52%	-36%
Cohort Comparison		-15%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2022					
	2019	23%	66%	-43%	56%	-33%
Cohort Comparison		-16%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2022					
	2019	0%	74%	-74%	64%	-64%
Cohort Comparison						
05	2022					
	2019	6%	71%	-65%	60%	-54%
Cohort Comparison		0%				
06	2022					
	2019	10%	62%	-52%	55%	-45%
Cohort Comparison		-6%				
07	2022					
	2019	18%	73%	-55%	54%	-36%
Cohort Comparison		-10%				
08	2022					
	2019	17%	65%	-48%	46%	-29%
Cohort Comparison		-18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	6%	63%	-57%	53%	-47%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-6%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	15%	67%	-52%	48%	-33%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	8%	71%	-63%	67%	-59%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	12%	77%	-65%	71%	-59%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	15%	79%	-64%	70%	-55%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	11%	77%	-66%	61%	-50%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	30%	73%	-43%	57%	-27%

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	6	31			27						
BLK		20			36						
HSP	9	18									
MUL	31	50		10							
WHT	25	21		13	8			30		21	
FRL	18	32		5	18		19	16		23	
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		11	18		18					10	
BLK		8			15					16	
HSP	15	36									
MUL	20			9	20						
WHT	24	38		16	30			36			

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
FRL	14	23	23	9	21	36	5	29		21	
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
SWD	3	39	36	3	33	55	13				
ELL	7	43		7	64						
BLK	5	36		15	39	42					
HSP	16	40		11	60						
MUL	36			9	40						
WHT	27	47		10	26		6			13	
FRL	18	38	29	10	38	45	12	3		10	

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	15
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	105
Total Components for the Federal Index	7
Percent Tested	74%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	16
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
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	14
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	3
Hispanic Students	
Federal Index - Hispanic Students	14
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1
Multiracial Students	
Federal Index - Multiracial Students	30
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	3
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	20
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	19
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.

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

The trends that emerged across the grade levels, subgroups and core areas is the students showed low test performance in the area of math and reading according to the progress monitoring data.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The trends that emerged across the grade levels, subgroups and core areas is the students showed low test performance in the area of math and reading according to the progress monitoring data.

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

The contributing factors to this need for improvement were attendance, behavior, and academic barriers. Okaloosa Academy will continue to use Title One funding to implement an after school tutoring program to help students improve in both reading and math.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data component that showed the most improvement was the 10th grade ELA.

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

The new actions taken by the Okaloosa Academy School this year was the implementation of an intervention program throughout the campus. The school used collaboration between the administrative staff and teacher support school wide.

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

Acceleration points through dual enrollment.

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.

1. The Leader in Me process of professional development.
2. Professional Development I Said This, You Heard That
3. Trauma skilled training presented by a certified training (Ray Sansom)

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

1. Edgenuity will be available for students remediation. Edgenuity will include the MyPath add-on, which individualizes remediation and will target instruction based on FSA data.
2. Okaloosa Academy school Title One Interventionist will work with individual students that scored

significantly below level.

3. After school tutoring

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

No activities were entered for this section.

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Okaloosa Academy Charter School will incorporate the Leader in Me process to build a positive school culture and environment. This will impact the students by encouraging them to learn and exhibit positive habits. Okaloosa Academy will also incorporate the use of professional development training to educate the staff on how to assess the whole child.

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

1. The principal's role is to maintain the community support in developing students to become productive members of society.
2. Student Lighthouse Team will impact the physical and cultural environment of the school through leadership activities and event.
3. Food For Thought stakeholder will promote the opportunities for our students to learn how to cook as well as be introduced to other people that can connect them to employment opportunities.
4. Restore Habitat for Humanity will be partnering with us to develop employment skills as well as contributing to our community through volunteering.
5. Our staff will be stakeholders to carry out our day to day mission that will promote a positive school culture and environment.
6. Families of our students will be critical to promote a positive school culture through providing feedback that will directly impact our school culture and environment.