

Okaloosa County School District

# Okaloosa Technical College



## 2022-23 Ungraded Schoolwide Improvement Plan

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# Okaloosa Technical College

1976 LEWIS TURNER BLVD, Fort Walton Beach, FL 32547

[ no web address on file ]

## Demographics

**Principal: Jon Williams**

Start Date for this Principal: 9/25/2022

<b>2021-22 Status</b> (per MSID File)	Active
<b>School Function</b> (per accountability file)	Alternative
<b>School Type and Grades Served</b> (per MSID File)	High School 7-Adult
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	49%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	White Students Economically Disadvantaged Students
<b>School Improvement Rating History</b>	2021-22: I 2020-21: No Rating 2018-19: Maintaining 2017-18: Unsatisfactory 2016-17: Maintaining
<b>DJJ Accountability Rating</b>	2023-24: No Rating

## School Board Approval

This plan was approved by the Okaloosa County School Board on 10/19/2022.

## SIP Authority

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

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

CSI schools can be designated as such in 2 ways:

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

DJJ Unsatisfactory Ratings are based on percentages by program type:

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

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

### **Purpose and Outline of the SIP**

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

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

We prepare all students to achieve excellence by providing the highest quality education while empowering each individual to positively impact their families, communities, and the world.

**Provide the school's vision statement.**

We inspire a lifelong passion for learning.

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

We work with students who are behind in course credits for a variety of reasons. We provide an environment for these students to strengthen confidence in themselves which inspires them to become lifelong learning and empowers them to have positive impacts on those around them.

### School Leadership Team

**Membership**

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

Name	Position Title	Job Duties and Responsibilities
Williams, Jon	Principal	To oversee all programs in the school to ensure that all are operating within the guidance and policies of both the school district and the state.
Aucoin, Patricia	School Counselor	To help maintain student enrollment, monitor student sources, parent contact, and social emotional referrals.

**Is education provided through contract for educational services?**

No

**If yes, name of the contracted education provider.**

N/A

### Demographic Information

**Principal start date**

Sunday 9/25/2022, Jon Williams

**Total number of students enrolled at the school.**

**Total number of teacher positions allocated to the school.**

2

**Number of teachers with professional teaching certificates?**

2

**Number of teachers with temporary teaching certificates?**

0

**Number of teachers with ESE certification?**

1

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

0

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

0

## Demographic Data

### Early Warning Systems

#### 2022-23

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	3	2	12	10	6	15	41	89
Attendance below 90 percent	0	0	0	0	0	0	1	1	7	1	2	7	17	36
One or more suspensions	0	0	0	0	0	0	0	0	0	1	1	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	4	1	0	0	1	6
Course failure in Math	0	0	0	0	0	0	0	0	4	0	1	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	1	1	5	0	1	1	1	10
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	1	1	4	1	1	3	7	18
Number of students with a substantial reading deficiency	0	0	0	0	0	0	1	1	5	0	1	1	1	10

**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	1	2	8	1	1	3	6	22

**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	2	0	7	6	4	4	14	37
Students retained two or more times	0	0	0	0	0	0	2	2	7	5	6	9	14	45

**Date this data was collected or last updated**

Thursday 8/25/2022

**2021-22 - Updated****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	7	30	22	24	18	101
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	19	18	17	10	64
One or more suspensions	0	0	0	0	0	0	0	0	0	7	0	1	0	8
Course failure in ELA	0	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	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	4	5	0	1	10
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	6	7	10	2	25

**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	10	7	6	2	25

**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	14	8	9	6	37
Students retained two or more times	0	0	0	0	0	0	0	0	0	8	5	9	6	28

**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		58%	51%					70%	56%
ELA Learning Gains								55%	51%
ELA Lowest 25th Percentile								48%	42%
Math Achievement		40%	38%					72%	51%
Math Learning Gains								55%	48%
Math Lowest 25th Percentile								47%	45%
Science Achievement		59%	40%					75%	68%
Social Studies Achievement		57%	48%					85%	73%

**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
07	2022					
	2019	0%	58%	-58%	52%	-52%
Cohort Comparison						
08	2022					
	2019	0%	66%	-66%	56%	-56%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019	0%	73%	-73%	54%	-54%
Cohort Comparison						
08	2022					
	2019	0%	65%	-65%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019					
Cohort Comparison						
08	2022					
	2019	0%	67%	-67%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	18%	71%	-53%	67%	-49%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	77%	-77%	71%	-71%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					



HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	15%	79%	-64%	70%	-55%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	8%	77%	-69%	61%	-53%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	73%	-73%	57%	-57%

### Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
WHT										33	
FRL										43	30
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	10									31	
HSP										54	
WHT	17									29	
FRL										38	8
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		20								33	
FRL	13	25								8	

### ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	26
OVERALL Federal Index Below 41% All Students	YES

<b>ESSA Federal Index</b>	
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	77
Total Components for the Federal Index	3
Percent Tested	
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
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
<b>English Language Learners</b>	
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
<b>Native American Students</b>	
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
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
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
<b>Hispanic Students</b>	
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

<b>Multiracial Students</b>	
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
<b>Pacific Islander Students</b>	
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
<b>White Students</b>	
Federal Index - White Students	33
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### **Part III: Planning for Improvement**

#### **Areas of Focus:**

**#1. Other specifically relating to Attendance****Area of Focus Description and Rationale:**

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

Being a dropout prevention program, attendance is the most critical issue with these students. For student success in education, being present, asking questions of certified teachers, and having routine are critical.

**Measurable Outcome:**

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

Our plan is to increase attendance so that fewer than 50% of our students are absent for more than 10% of the time.

**Monitoring:**

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

Attendance within our program will be recorded by our fast track teachers using the FOCUS program which will be monitored and reviewed by administration.

**Person responsible for monitoring outcome:**

Patricia Aucoin (patricia.aucoin@okaloosaschools.com)

**Evidence-based Strategy:**

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

Teachers/Coaches will maintain parent contact weekly. In addition, support staff will monitor classrooms daily for student attendance and make phone calls to homes. Administration will also counsel with students and discuss with parents of the economically disadvantaged the positive aspects of attendance, graduation, and getting a postsecondary credential.

**Rationale for Evidence-based Strategy:**

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

Because what we do in running a dropout prevention program is important to not only our students, but also to our community and the students' families. We know that parental involvement is important and we will continue to work to involve parents. We use strategies from the National Dropout Prevention Center as our source for all things dropout prevention.

**Action Steps to Implement:**

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

Teachers/ Coaches contact parents weekly

**Person Responsible**

Patricia Aucoin (patricia.aucoin@okaloosaschools.com)

Letters are sent home with 5 and 10 or more absences

**Person Responsible**

Patricia Aucoin (patricia.aucoin@okaloosaschools.com)

**Monitoring ESSA Impact:**

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

**#2. Instructional Practice specifically relating to Student Engagement****Area of Focus Description and Rationale:**

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

Our role is to give students who have fallen behind the opportunity to catch up to their cohort so that they can graduate with their same age peers and move into the post secondary world of career and education. Again, this is not only beneficial to the student, but also to our community. Students who catch up feel as if they have a chance and that they have not dug a hole that they cannot get out of.

**Measurable Outcome:**

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

Our goal is that at least 88% of our students that began the program at a middle school grade level will be promoted to their cohort.

**Monitoring:**

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

Student course completions will be monitored to ensure that students are completing the number of required credits to return to their cohort group.

**Person responsible for monitoring outcome:**

Patricia Aucoin (patricia.aucoin@okaloosaschools.com)

**Evidence-based Strategy:**

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

Students are enrolled in an alternative setting and small class size where work is individualized, pace is individualized, and teachers are certified and develop relationships with students, as well as parents. Rules and goals are clearly defined. Administration will also counsel with students and discuss with parents the positive aspects of attendance, graduation, and getting a post-secondary credential.

**Rationale for Evidence-based Strategy:**

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

We are future-minded and goal oriented, with that said, we have chosen strategies to help students to attain that goal of returning to their cohort, while also getting them to think about the next steps. We use the National Dropout Prevention Center for all things dropout prevention.

**Action Steps to Implement:**

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

Individualize a course recovery plan to get a student back on track and provide students with advice for what they need in order to achieve their future goals

**Person Responsible**

Patricia Aucoin (patricia.aucoin@okaloosaschools.com)

Monitor progress and engage students in their own credit plan

**Person Responsible**

Patricia Aucoin (patricia.aucoin@okaloosaschools.com)

monitor and maintain communication with parents

**Person Responsible**

Patricia Aucoin (patricia.aucoin@okaloosaschools.com)

**Monitoring ESSA Impact:**

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

threshold according to the Federal Index.

### Positive Culture & Environment

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

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

Student Attendance

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

Attendance within our program will be recorded by our fast track teachers in the FOCUS system. This data will then be reviewed by the school counselor and principal to guide any decisions made in relation to improvement of student attendance.

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

Data and other information will be communicated with stakeholder through weekly contact.

**Describe how implementation will be progress monitored.**

Implementation will be monitored through weekly logs submitted by the teachers to administration for review.

**Action Steps to Implement:**

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

Action Step	Person Responsible for Monitoring
Teacher contacts parents weekly.	Aucoin, Patricia, patricia.aucoin@okaloosaschools.com
Weekly teacher log reviewed	Williams, Jon, williamsj2@okaloosaschools.com