Okaloosa Youth Academy

2022-23 Ungraded 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: 7/15/2019

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	
School Type and Grades Served (per MSID File)	High School 6-12
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)	10%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Improvement Rating History	
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan was approved by the Okaloosa County School Board on 1/23/2023.

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.

To create a safe learning environment where students are supported, valued and empowered to become visionaries for themselves, their families, and communities through Education.

Provide the school's vision statement.

To Empower youth through Education to become Effective, Productive and Positive leaders in Local, National, and Global Communities.

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

The student population includes youth who have documented learning difficulties and exceptionalities. Some students have an Individual Education Plan, 504, or ACCESS academic expectations. There are students who are English Language Learners (ELL), these students receive services and support. The ESE staffing Specialist serves as case manager and supports and supports Classroom Teachers with implementing IEP strategies and student accommodations. Student records are examined to ensure each youth has an accurate understanding of when they stand academically and are provided support and guidance in taking the lead in their educational path. Students receive a clear outline of the educational path that supports their academic and post-secondary goals.

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
Duenas, Stephanie	Principal	Oversee the entire operations of the school • To demonstrate leadership by identifying the needs and serving both faculty and students. • 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 the attainment of the school's mission and to meet or exceed both district and state academic and legislative requirements. • Make decisions on departments and funding options. • To improve the academic performance of students by enhanced and data driven instruction and curriculum as evidenced by a myriad of accessible and reliable assessments. • Explore ways to improve the efficiency of education and quality in the school. • Make necessary decisions to hire and fire teachers and support staff. • To provide vision and leadership in administering safe, successful educational programs and services that promotes each students maximum academic achievement. • Ensure school policies and regulations are followed at all times • Maintain a supportive and healthy learning environment • Systematically analyze data for the purpose of curricular development or modification and student's academic improvement-including attendance, and compliance with the all codes of conduct.
Patterson, Loren	Transition Specialist	Oversees and coordinates all aspects of transition for each youth from entry to exit. • Receives and uploads records into JJIS, requests records when needed. • Prepares Educational Transitional Plan with each youth. • Investigates and affirms accurate credit accrual for each youth and evaluates academic standings for each youth entering the program. • Assigns appropriate coursework to include opportunities for credit

Name	Position Title	Job Duties and Responsibilities
		recovery, and GED as well as courses to support the traditional HS Diploma (18 or 24 credit option). • Identifies academic issues and initiates interventions to include referrals for remediation, tutoring, counseling, and any other identified need in support of each youth. • Attends transitions meetings and communicates with students, parents, JPO's, Case Managers, therapists, teachers, as the educational representative, and coordinate all services in receiving counties for each youth. • This position also maintains all necessary documents in the educational files for each youth, oversees and monitors timelines for mandatory testing and assessments to include DJJ Exit and Entry Common Assessment.
Coleman, Angela	Dropout Prevention Coordinator	Coordinates with the Transition Counselor on behalf of each youth that is referred to the GED Program. • Youth may be referred for the GED track due to being behind academically compared to their Kindergarten Cohorts. However, youth can self-refer based on any perceived circumstances that might hinder the youth from future academic success. • The Post-Secondary Transition Specialist acquires age waivers for all youth taking the GED under the age of 18, and works with each GED Candidate to explore career interests, college, vocational options, OJT training and apprentice opportunities. • The Post-Secondary Transition Specialist also provides supportive services for youth that enter the facility with a HS Diploma or GED to include college enrollment, vocational interests, OJT and apprentice opportunities are explored. • Provides oversight and administers all four subject area GED Tests, as well as coordinating with the Resource teacher for additional tutoring/remediation as needed for the youth. • Responsible for follow up and continued supportive services for each youth returning to his home county with regard to school, employment, and/or vocation is conducted by the Post-Secondary Transition Specialist. • The Post-Secondary Transitional Specialists attends exit meetings to include the Community Re-entry Meeting to ensure all stakeholders are aware and supportive of the follow up services and will expect ongoing future communication. • Continues supportive services and documents follow up for each

Name	Position Title	Job Duties and Responsibilities
		post-secondary student for a minimum of 1 year beyond program participation.
Styron, Rhonda	Registrar	* Manage the school's office operations and provide secretarial support to Site Director and staff as required • Answer the telephone and respond to inquiries • Maintains records and files for student information and maintain absence records • Responsible for all student records with regard to AS400 • Registrar or all DJJ facilities • Responsible for requisitioning, ordering and receipting of school supplies and equipment • Monitor students that enter late or leave early have received the proper permissions • Assist with coordination of school emergency drills • Coordinate student intake/registration and gather required documentation • Monitor employee sign-in/sign-out sheets • Ensure that all forms, including absence/leave forms are completed within timeline, and timesheets are complete and accurate prior to deadline • Maintain inventory of equipment, furniture, fixed assets, books, etc. purchased with school funds • Maintain separate file of students referred by the school district after FTE survey periods • Be a contributing member of the school's team • Maintain confidentiality within all facets of the position • Skill and knowledge of office operations including automated data bases, spreadsheets, word processing, basic bookkeeping • Physically, mentally, and emotionally capable of performing required tasks and duties essential to the position • Demonstrated knowledge, ability and commitment to students' educational progress
Clifford, Karen	Staffing Specialist	Essential Duties and Responsibilities: 1. Serve as local educational agency representative in all placement conferences (initial, re-staffing, dismissal). This includes: a. Reviewing referral and evaluation date; b. Securing and disseminating additional information; c. Planning, scheduling, and conducting conferences; d. Provide follow-up work on committee recommendations; e. Provide all documentation as required by the district. 2. Facilitate the development and implementation of appropriate curriculum in Exceptional Student Programs.

Name	Position Title	Job Duties and Responsibilities
		3. Serve as resource to teacher in ESE Programs for the provision of the following: a. Selection of appropriate instructional materials and equipment; b. Effective instructional techniques for behavior management in ESE classrooms; c. Staff development; d. Implementation of district procedures policy (pupil progression, discipline, etc.); e. Facilitate the inclusionary model for appropriate exceptional students. 4. Provide the ESE Program Director or Designee with current and accurate records regarding the following. a. Child count data b. FTE projection and verification c. Case management status
Swift, Cynthia	Teacher, K-12	Meets and instructs assigned classes in the locations and at the times designated utilizing the course of study adopted by the Board of Education, state curriculum frameworks where provided, student performance standards, and other appropriate learning activities. Cooperates with other staff members in planning instructional goals, objectives and methods

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

Rader Group

Demographic Information

Principal start date
Monday 7/15/2019, Stephanie Duenas

Total number of students enrolled at the school.
53

Total number of teacher positions allocated to the school.
4

Number of teachers with professional teaching certificates?
5

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.

2

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

2

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	2	5	12	20	14	3	2	58
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	1	1	4	7	7	0	0	20
Course failure in Math	0	0	0	0	0	0	2	1	4	5	6	0	0	18
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	1	1	5	10	7	1	1	26
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	2	2	4	10	5	1	1	25
Number of students with a substantial reading deficiency	0	0	0	0	0	0	2	5	8	14	6	2	0	37

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	2	2	8	12	11	1	1	37

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	1	4	3	1	0	0	9
Students retained two or more times	0	0	0	0	0	0	2	5	8	15	6	2	0	38

Date this data was collected or last updated

Friday 8/12/2022

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	1	13	10	14	3	2	43
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	2	2	3	0	1	8
Course failure in Math	0	0	0	0	0	0	0	0	1	0	3	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	4	1	2	1	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	4	1	1	1	0	7
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	1	8	2	5	0	0	16

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	5	2	4	1	0	12

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	1	11	7	10	0	2	31
Students retained two or more times	0	0	0	0	0	0	0	1	8	2	4	0	1	16

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**
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					

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**
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**
BLK	10										
FRL	16	33		7	17		15				
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											

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)	
OVERALL Federal Index – All Students	

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

Part III: Planning for Improvement

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

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

The Area of Focus, "Data Integrity" was monitored very closely and administered based on students entry and exit dates into the program. We were 100% successful in administering the Department of Juvenile Justice Common Assessment to every student upon entry and exit as previously planned.

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

Achieving learning gains as well as the administration of the test based upon mandated timelines showed the most improvement. Acquiring learning gains was added as an educational requirement for program progression and provided support and remediation to assist youth in reaching this goal.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

The area that shows the most need for improvement is, "Attendance." This specific component references a students return to school In their home district upon release from the DJJ Program. The data shows that there may be a correlation between students that don't perform at grade level upon release in spite of achieving some learning gains while in the DJJ program.

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

Emerging trends show that students are learning and are motivated to achieve learning gains in core subjects, while they are in the program, but that they are still not performing at grade level upon program exit.

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

Accelerated learning is achievable when students are provided with the appropriate resources to support intense needs in the areas of reading and math. After school tutors to provide one on one learning, small

group instruction and Tier 3 supports will be implemented to serve the needs of this underserved population.

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

All staff will participate in all mandatory district course offerings that support teaching certifications, ESE training to include related supports for providing instruction to Students with Disabilities, youth mental health training, Positive Behavior Support Initiatives, remediation resources, Trauma Informed Care, professional learning communities and dissecting data to develop Instructional plans.

Areas of Focus:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Instructional practices based upon alignment with the B.E.S.T Standards will support all areas that impact the Accountability Rating. Aligning instruction with the standards, along with additional resources to support accelerated learning, will reduce the learning gap between our students and their Kindergarten Cohorts in transitioning successfully to their home schools. This accomplishment supports future school attendance, as well as post-secondary enrollment.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	1. 100 percent of all staff will participate in 90 percent of all BEST Standard training offered by the school and/or district. 2. Lesson plans developed by Instructors will be aligned with the BEST Standards and at grade level 100% of the time 3. 80 percent of the students will meet their expected learning gains for iXL. Student progress on iXL will correlate with an increase on the post Common Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	. Schedule and facilitate training, as well as provide support to the Professional Learning Communities. Administrator and District educator will provide support by coaching, classroom observations ,walkthroughs and reviewing lesson plans. Provide opportunities for teacher reflection at PLCs, Instructional alignment and fidelity will occur on an ongoing monthly basis.
Person responsible for monitoring outcome:	Stephanie Duenas (sduenas@okaloosaacademy.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	John Hattie assigns a .75 effect size for Teacher Clarity. We will focus on Teacher clarity to align and deliver learning activities that maximize student learning. learning. Teacher clarity reinforces the gradual release of responsibility of learning from the teacher to the students. Student have a clear understanding of daily learning intentions as well as the criteria for success. Student reflect, set goals and take ownership of their learning.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The practice of aligning learning to standards helps ensure that a higher level of learning is attained, guides teachers in the process of assessment, and helps keep learning on track.

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.

1. Participating in B.E.S.T. Standards training for all instructional staff. (Month 1-3)

Person Responsible	Stephanie Duenas (sduenas@okaloosaacademy.org)

2. Development of Professional Learning Communities to review standards and create lesson plans and resources.(Month 1-3)

Person Responsible	Stephanie Duenas (sduenas@okaloosaacademy.org)

3. Implementation of B.E.S.T Standards in the classroom. (Immediate and Ongoing)

Person Responsible	Stephanie Duenas (sduenas@okaloosaacademy.org)

4. Development of instructional goals and expectations in preparation for walk-throughs by Instructional Coaches.

Person Responsible	Stephanie Duenas (sduenas@okaloosaacademy.org)

5. Ongoing observations/walkthroughs that focus on documenting evidence of Standards and benchmark alignment as well as grade level instruction.

Person Responsible	Stephanie Duenas (sduenas@okaloosaacademy.org)

6. Group and individual planned sessions to review and reflect upon walkthrough data.

Person Responsible	Stephanie Duenas (sduenas@okaloosaacademy.org)

7.. On-going participation in Best Standards Professional Development and Teacher Clarity. (Year-Round)

Person Responsible	Stephanie Duenas (sduenas@okaloosaacademy.org)

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.	This Area of Focus is related to or more ESSA subgroups,

#2. DJJ Components specifically relating to Common Assessment Reading

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the 20-21 state English Language Arts assessment results by achievement, 30 percent of our students tested level 2 or higher. Learning gains were identified as a low performing area in the accountability system.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The measurable outcome the school plans to achieve is to increase the number of students that test level 2 or higher on state ELA assessments from 30 percent to 40 percent, increasing the number by 10 percent.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Area of Focus will be monitored by ongoing progress monitoring. Students will be diagnostically assessed on an ongoing bimonthly basis to determine the effectiveness of the academic supports.
Person responsible for monitoring outcome:	Loren Patterson (lpatterson@okaloosaacademy.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidenced-based strategies being implemented for this Area of Focus include the implementation of instructional strategies that support Benchmark aligned, Tier I instruction is scaffolded for students and promotes closing gaps for students who struggle. Additional supports are provided for students who have a documented reading deficiency. These supports include one on one, small group instruction and afterschool tutoring.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Tier 3 students require more intensive, individualized support to improve their behavioral and academic outcomes. Tier 3 strategies work for all students including students with developmental disabilities, autism, emotional and behavioral disorders.

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.

1. Students will be diagnostically assessed upon program entry.

Person Responsible	Stephanie Duenas (sduenas@okaloosaacademy.org)

2. Data from past state assessments will be reviewed for progress monitoring plan development.

Person Responsible	Stephanie Duenas (sduenas@okaloosaacademy.org)

3. All students having been identified as level 1 on ELA State Assessment will receive Tier 3 academic support.

Person Responsible	Loren Patterson (lpatterson@okaloosaacademy.org)

4. Diagnostic Assessments to monitor student progress will be administered on a bimonthly basis.

Person Responsible	Loren Patterson (lpatterson@okaloosaacademy.org)

5. Teachers will plan and implement grade level, Benchmark aligned Tier I lessons that accelerate student learning.

Person Responsible	Stephanie Duenas (sduenas@okaloosaacademy.org)

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.	This Area of Focus is related to one or more ESSA subgroups.

#3. DJJ Components specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the 20-21 state Mathematics assessment results by achievement, 20 percent of our students tested level 2 or higher. Learning gains were identified as a low performing area in the accountability rating system.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The measurable outcome the school plans to achieve is to increase the number of students that test level 2 or higher on state Mathematics Assessments from 20 percent to 35 percent, increasing the number by 15 percent.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Area of Focus will be implementing Benchmark aligned Tier I instruction that follows The B.E.S.T. Instructional Guides for Mathematics (B1G-M). Diagnostic and entry level data will inform instruction and Tiered support. Students will be assessed on an ongoing bimonthly basis to monitor the effectiveness of the academic supports.
Person responsible for monitoring outcome:	Loren Patterson (lpatterson@okaloosaacademy.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidenced-based strategies being implemented for this Area of Focus include grade level instruction, accelerated learning resources, and Tier 3 supports to include one on one, small group instruction and afterschool tutoring.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Tier 3 students require more intensive, individualized support to improve their behavioral and academic outcomes. Tier 3 strategies work for all students including students with developmental disabilities, autism, emotional and behavioral disorders.

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.

1. Students will be diagnostically assessed upon program entry.

Person Responsible	Stephanie Duenas (sduenas@okaloosaacademy.org)

2. Data from past state assessments will be reviewed for progress monitoring plan development.

Person Responsible	Loren Patterson (lpatterson@okaloosaacademy.org)

3. All students having been identified as level 1 on Mathematics State Assessment and low proficiency on the Common Assessment will receive Tier 3 academic support.

Person Responsible	Loren Patterson (lpatterson@okaloosaacademy.org)

4. Administer Progress Monitoring Assessments to monitor student progress. iXL Assessments will be administered on a bimonthly basis. The FAST mid and end of year assessments will also be used to monitor student progress.

Person Responsible	Loren Patterson (lpatterson@okaloosaacademy.org)

5. Teachers will participate in District-Based PD on Benchmarks, Mathematical Thinking Practices and instructional strategies that promote Teacher Clarity.

Person Responsible	Stephanie Duenas (sduenas@okaloosaacademy.org)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the	This Area of Focus is related to one or more ESSA subgroups.

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.

There is a direct correlation between learning losses and future school attendance. The presence of learning gaps reduce the odds of students return to academic settings after exiting DJJ programs. Successful implementation of strategies that support accelerated learning and grade level instruction will support students that have fallen behind students their age in grade level in returning to secondary and post-secondary education after commitment. We expect to see an increase in secondary and post-secondary school attendance following DJJ program participation based upon increasing accelerated learning, reducing learning gaps, and academic goal setting upon program release. Data collection will be based upon documenting accelerated learning gains and closing the gaps and learning losses in conjunction with an increase number of students whom return to school.

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

The target area of, "Student Attendance" is defined as the days a student returns to a non-DJJ school upon returning to his home county. The expectation is that the educational goal of achieving accelerated learning gains, reducing learning loss, and delivering grade level instruction effectively, will support the youth (stakeholder) in future educational and employment success. Students behind grade level will demonstrate reluctance to actively engage in educational activities for fear of appearing incompetent.

Describe how implementation will be progress monitored.

Implementation will be monitored along with the Areas of Focus pertaining to:

Effectively monitoring the implementation of Tier 3 strategies pertaining to accelerated learning in Math and ELA. Tracking students that have successfully met these educational goals to determine if the educational gains have a positive impact upon secondary and post secondary education upon return to their home county.

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
1. Development of educational goals that include secondary and post-secondary education from program entrance.	Duenas, Stephanie, sduenas@okaloosaacademy.org
2. Effective implementation of instructional strategies to support accelerated learning for youth that are behind the grade level for students their age.	Duenas, Stephanie, sduenas@okaloosaacademy.org
3. Working with home county to determine the school student will return to upon program release.	Patterson, Loren, lpatterson@okaloosaacademy.org
4. identifying obstacles that would keep student from safely returning to school.	Patterson, Loren, lpatterson@okaloosaacademy.org
5. Tracking students return to school in home county.	Patterson, Loren, lpatterson@okaloosaacademy.org