

Okaloosa County School District

Emerald Coast Career Institute N



2019-20 School Improvement Plan

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Emerald Coast Career Institute N

500 ALABAMA ST, Crestview, FL 32536

[no web address on file]

Demographics

Principal: Amy Anderson

Start Date for this Principal: 5/29/2019

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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Economically Disadvantaged Students White Students
School Grade	2018-19:
School Grades History	2017-18:
	2016-17:
	2015-16: I
	2014-15:
	2013-14:
ESSA Status	CS&I

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.

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 and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Anderson, Amy	Principal	Make personnel decisions, supervise student progress through accelerated-pace academic programs, determine student eligibility to participate in the program.
Mankowich, Tracy	Teacher, K-12	
Imboden, Catherine	Teacher, K-12	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	5	4	8	11	13	41
Attendance below 90 percent	0	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	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	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	3	3	1	1	8

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	14	9	6	1	33
Students retained two or more times	0	0	0	0	0	0	0	0	14	14	12	14	6	60

FTE units allocated to school (total number of teacher units)

4

Date this data was collected or last updated

Thursday 8/15/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	14	13	12	13	18	70
One or more suspensions	0	0	0	0	0	0	0	0	5	5	5	3	1	19
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	5	12	23	7	9	56

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	3	3	1	1	8

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	69%	61%	0%	68%	60%
ELA Learning Gains	0%	63%	59%	0%	57%	57%
ELA Lowest 25th Percentile	0%	59%	54%	0%	48%	52%
Math Achievement	0%	80%	62%	0%	77%	61%
Math Learning Gains	0%	73%	59%	0%	66%	58%
Math Lowest 25th Percentile	0%	64%	52%	0%	58%	52%
Science Achievement	0%	73%	56%	0%	67%	57%
Social Studies Achievement	0%	84%	78%	0%	85%	77%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	5 (0)	4 (0)	8 (0)	11 (0)	13 (0)	41 (0)
Attendance below 90 percent	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)
Course failure in ELA or Math	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 (0)
Level 1 on statewide assessment	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2019					
	2018					
Cohort Comparison						
05	2019					
	2018					
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019	0%	66%	-66%	56%	-56%
	2018	0%	66%	-66%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison		0%				
09	2019	8%	61%	-53%	55%	-47%
	2018	0%	62%	-62%	53%	-53%
Same Grade Comparison		8%				
Cohort Comparison		8%				
10	2019	0%	61%	-61%	53%	-53%
	2018	15%	64%	-49%	53%	-38%
Same Grade Comparison		-15%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2019					
	2018					
Cohort Comparison						
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019	0%	65%	-65%	46%	-46%
	2018	0%	65%	-65%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	0%	67%	-67%	48%	-48%
	2018	0%	66%	-66%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	71%	-71%	67%	-67%
2018	7%	71%	-64%	65%	-58%
Compare		-7%			

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

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	79%	-79%	70%	-70%
2018	32%	79%	-47%	68%	-36%
Compare		-32%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	77%	-77%	61%	-61%
2018	23%	78%	-55%	62%	-39%
Compare		-23%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	73%	-73%	57%	-57%
2018	4%	64%	-60%	56%	-52%
Compare		-4%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

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 2015-16	C & C Accel 2015-16

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index - All Students	31
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	122
Total Components for the Federal Index	4
Percent Tested	84%

Subgroup Data

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

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

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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
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	37
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	30
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

Analysis

Data Reflection

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

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

Geometry, History, Biology, Math and Algebra I end of course assessments were all at 0% proficiency. All students in the school are in a credit recovery program, where the

goal is for students to earn the credits they lack in order to be able to return to their home zoned school. Students missing classroom instruction, along with the opportunity for 18 to 36 weeks to absorb the material could be in need of that time to fully synthesize and apply concepts taught. The trend for this year is for students to pass a class but not be able to pass an end of course exam. This is the case across all subject areas.

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

History, followed by Algebra end of course exam showed the greatest decline (-32% and -23% respectively). All students in the school are in a credit recovery program, where the goal is for students to earn the credits they lack in order to be able to return to their home zoned school. Students missing classroom instruction, along with the opportunity for 18 to 36 weeks to absorb the material could be in need of that time to fully synthesize and apply concepts taught. The trend for this year is for students to pass a class but not be able to pass an end of course exam. This is the case across all subject areas.

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

The gap is history (70%), followed by Biology (67%) end of course exams. The trend is for students to pass the course, but not the end of course exam. All students in the school are in a credit recovery program, where the goal is for students to earn the credits they lack in order to be able to return to their home zoned school. Students missing classroom instruction, along with the opportunity for 18 to 36 weeks to absorb the material could be in need of that time to fully synthesize and apply concepts taught. The trend for this year is for students to pass a class but not be able to pass an end of course exam. This is the case across all subject areas.

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

There were no areas of improvement.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

High rate of absences.

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

1. Increase consistent attendance.
2. Increase pass rate for EOC exams.
3. Bring class grades into closer alignment with EOC exams.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1**Title**

Testing strategies

Rationale

Student's course grades indicate an understanding of the material they have studied. Although the courses can be completed in weeks rather than months, there should not be such an expansive gap between achievement measures. Including testing strategies instruction for students who take the EOC exam at this school will increase student capacity to retain and retrieve the knowledge they gained.

State the measureable outcome the school plans to achieve

25% of the students who take their EOC exam at Fast Track North (ECCI) will earn a 2 or higher on the assessment.

Person responsible for monitoring outcome

Amy Anderson (andersona1@okaloosaschools.com)

Evidence-based Strategy

Instruction in testing strategies such as recall, note-taking, and assimilation of knowledge.

Rationale for Evidence-based Strategy

Students are missing some of these hints from teachers during the course of instruction during typical educational days. Similar support is provided with evidence of success for students in study skills or learning strategies classes in this district.

Action Step**Description**

1. Determine which, or whether, curriculum is used in learning strategies classes with success in this school district.
2. Purchase resources and schedule professional development to train teachers in best practices for teaching.
3. Provide time in the weekly schedule to allow instruction in this topic.
- 4.
- 5.

Person Responsible

Amy Anderson (andersona1@okaloosaschools.com)

Additional Schoolwide Improvement Priorities (optional)**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

By increasing attendance, students will be better able to avail themselves of all the resources offered. Students will be discussed at MTSS meetings and referred for truancy, despite their older ages. Teachers continue to reach out to students and parents through weekly meetings and communication. Administration will reach out to parents to invite participation in SAC meetings and other opportunities for school involvement.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Parents will be included in the development and implementation of Fast Track North's Title 1 Plan by attending SAC meetings, as needed IEP Conferences and responding to Title 1 surveys. Procedures for selecting members of SAC are by school wide requests for parents to serve on the SAC committee. Community members will receive either a phone call or a postcard inviting their participation. Parents will be notified of the opportunity to nominate members via multiple platforms: newsletter sent home with students, Remind101 app, Class Dojo notifications, robocall and via mail. Nomination forms and the subsequent ballots are sent home via backpack. SAC tallies votes and releases names with majority votes. Letters are sent home for the parents to know the names of SAC members. At the above mentioned meetings and on the parent survey, parents are given opportunities to make revisions and or suggestions regarding how funds will be used, as well as programs to offer for more parental involvement. Parent input of changes to be made to the Title 1 plan and/or activities therein are documented in the SAC minutes and minutes sent to Title 1 contact. For IEP conferences, parents are given the opportunity to meet with teachers before, during or after school to discuss student achievement and or deficits. This option reinforces the ability of staff to work effectively with parents to meet the needs of all of the children. Our parents are offered times to meet with teachers and the principal between the hours of 6:45 a.m. and 2:00 p.m. five days per week.

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Teachers will be the first to identify social-emotional needs in most cases. The teachers are available to privately conference with the students, if necessary. Teachers will contact the school's guidance counselor to notify of any students for whom they have concerns. The school will bring students to the MTSS committee which meets weekly to problem-solve and share resources. Students who are identified as eligible for ESE services will be recommended to the social worker; those who are not ESE will be recommended to the mental health counselor for evaluation to determine if the needs rise to level of intensive intervention. The school will provide a mentor for students who are in need of these services.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Students may transition through multiple grade levels if they are in need of several years' credit recovery. For students who are returning at semester, the transition is a quick one. Some teachers are incorporating life skills/responsibility practices in their daily instruction,

and some are reviewing basics of classroom practice such as note-taking with their students in order to prepare them to transition back to a typical classroom setting when they have recovered their credits.

The teachers and administration have introduction conferences with all of the students and parents.

Phone calls are made to parents when students fall behind in their academics.

Monthly progress reports for all credit recovery classes.

The teachers encourage the students to become more responsible and self-reliant.

The teachers and students work together to analyze student work samples.

The teachers have established consistent behavior expectations and consequences.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school-based Leadership Team will meet monthly to discuss student progress through the Edgenuity curriculum. The team will also bring any equipment and/or technology needs to the attention of administration. The principal will utilize Title I funding to purchase needed materials for the improvement of student learning. The district technology department and the curriculum and instructional department collaborate on the best resource to provide students to quickly earn missing credits. The technology department conducts professional development for teachers in the use of the Edgenuity program as well as instruction on using the program ethically and with fidelity. The guidance counselor, teachers, and administrators coordinate efforts to monitor student progress. Administration requests and receives weekly and monthly updates from teachers on student progress. The guidance counselor and teachers meet as needed to discuss students and their progress through the MTSS committee, which meets weekly. This problem-solving team includes personnel resources such as social worker, mental health counselor or psychologist (as needed), an administrator and teachers to help provide input and strategies, as well as assistance with data tracking and other available resources. The guidance counselor, as the Title I and Title IX contact, is a resource for community services for students and parents, and teachers bring issues of concern to her attention.

In order to address the variety of academic, social, and emotional needs data analysis reveals about students, the following are additional resources incorporated into problem-solving for students' benefit.

Title I, Part C- Migrant

We provide the Back Pack Program for these students which allow for additional food throughout the year.

Supplemental Academic Instruction (SAI)

. Resource Officers are available in the county to deliver programs within classroom and schools.

Nutrition Programs

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

All students take the required core courses to catch up to their peers and return to their zoned schools. Some teachers include discussion concerning the importance of high school and college completion in their meetings with students. On occasion a speaker from the community will address students making them aware of opportunities for further education or career opportunities with a degree. Information about a career training center is made available to students and parents, which students can attend at another campus at night if transportation is available and students meet entrance criteria.

Part V: Budget

1	III.A	Areas of Focus: Testing strategies				\$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0791 - Emerald Coast Career Institute N	Title, I Part A	37.0	\$2,000.00
	5100	519-Technology-Related Supplies	0791 - Emerald Coast Career Institute N	Title, I Part A	37.0	\$1,500.00
	5100	644-Computer Hardware Non-Capitalized	0791 - Emerald Coast Career Institute N	Title, I Part A	37.0	\$1,000.00
					Total:	\$4,500.00