

School District of Osceola County, FL

Florida Cyber Charter Academy At Osceola



2019-20 Schoolwide Improvement Plan

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Florida Cyber Charter Academy At Osceola

9143 PHILLIPS HWY SUITE 590, Jacksonville, FL 32256

<https://flcca.k12.com/>

Demographics

Principal: Jerry Hulshult

Start Date for this Principal: 8/27/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	53%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (41%) 2017-18: D (33%) 2016-17: C (45%) 2015-16: I (%) 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

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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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	No	68%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	51%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	D	C	I

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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.

Florida Cyber Charter Academy@Osceola (FLCCA @Osceola) is a high quality, virtual public charter school dedicated to providing an innovative educational environment in which all students have the opportunity to succeed. Our mission is to help students reach their full-potential by utilizing a highly effective curriculum and implementing classes that are student-centered, data-driven and engaging for all learners. FLCCA @Osceola strives to celebrate diversity and build community while using innovative technology to break down barriers and create productive citizens who are successful in their future endeavors. We are able to accomplish this through our community of students, families, teachers, administration and a governing board who are invested in pursuing academic excellence for all.

Provide the school's vision statement.

At FLCCA@Osceola, we believe in providing a supportive and motivating school environment where all students feel success today so they are prepared for tomorrow.

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
Anthony, Sandra	Principal	<p>Provides leadership exhibiting professionalism and high academic standards that celebrate student and staff achievements; acts as chief administrator of a K12 managed school; implements the school's mission, vision, and strategic planning initiatives driven by K12 and the Board of Directors;</p> <p>Develops plans and policies for the educational program and submits them to Board of Directors for approval; ensures policies and programs are carried out appropriately by all students, parents, and staff;</p> <p>Consults with K12's legal team, the Board of Directors, and Human Resources to appropriately handle any legal issues; ensures compliance with all local, state, and federal laws;</p> <p>Communicates school budget decisions to K12 and the Board of Directors and oversees the local implementation of the budget;</p> <p>Oversees implementation of the school marketing and enrollment plans directed by K12 to achieve and maintain enrollment capacity;</p> <p>Serves as public relations liaison between K12 and the school community; engages community and civic groups to support school programs and the school community;</p> <p>Works closely with government affairs team to support and advance the online educational movement within the state;</p> <p>Ensures school program are in alignment with authorizing agency requirements;</p> <p>Effectively recruits, hires, and retains highly qualified staff; develops effective staff members through an ongoing evaluation process and professional development;</p> <p>Creates and fosters a positive school culture by involving school staff, community leaders, students and parents;</p> <p>Serves as the school's instructional leader and ensures data is being used to drive all academic decisions;</p> <p>Ensures teaching staff utilizes the K12 curriculum, effective assessments, and targeted instruction to meet the individual needs of each student.</p> <p>Supervisory Responsibilities: Directly supervises 5+ full-time equivalent (FTE) employees and/or contractors. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.</p>
White, Bridget	Other	<p>Provide leadership and coordination to provide an aligned and articulated instructional assessment, accountability, and data analysis program for the school. Develops and delivers training to adult learners; interprets data.</p> <ul style="list-style-type: none"> - Administration of local and state assessment programs - Coordination of state and federal accountability programs - Coordinates the review, development, and revision of all procedures related to the administration of local and state assessments. - Works cooperatively with principals in developing and supervising the procedures for administering local and state assessments. - Plans, improves, and oversees local and state assessments

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - Coordinate the ordering and use of all local and state assessment materials. - Ensures compliance with all federal and state accountability requirements - Supports the school's efforts in the implementation of state and federal accountability - Provide evaluative findings (including student achievement data) for the review of curriculum and instruction program effectiveness. - Assists in the preparation of the budget and administration of the budget for supplies, equipment, and facilities in area of student assessment. - Provides technical assistance to district and school administrators for all aspects of program monitoring and interventions related to federal and state accountability measures. - Plans and provides staff development for teachers, administrators, and staff on requirements of the state assessment program and the state and federal accountability programs. - Disseminates information regarding current requirements of the state assessment program including test administration, security, and confidentiality. - Assists in communicating information to parent and community members about local and state assessments and state and federal accountability.
Aleobua, Agnes	Other	Director of Academics
Hill, Traci	Other	Director of Operations and Compliance
Roache, Lindsey	Other	Middle School Principal
Farmer, Alicia	Assistant Principal	MTSS and 504
Sheffield, Samantha	Assistant Principal	Elementary Principal
Malo, Ryan	Assistant Principal	High School Principal
Moore, Lauren	Assistant Principal	
Young, Leeanna	Other	ESE and Special Programs

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	0	0	0	0	0	
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 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	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Date this data was collected or last updated

Saturday 9/14/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	16	11	9	9	19	7	25	68	22	40	42	38	12	318
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	7	6	7	2	12	11	22	17	18	18	29	23	1	173
Level 1 on statewide assessment	0	0	0	24	37	25	61	45	52	60	29	0	0	333

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	4	0	2	8	10	10	2	10	18	16	16	10	0	106

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	16	11	9	9	19	7	25	68	22	40	42	38	12	318
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	7	6	7	2	12	11	22	17	18	18	29	23	1	173
Level 1 on statewide assessment	0	0	0	24	37	25	61	45	52	60	29	0	0	333

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	4	0	2	8	10	10	2	10	18	16	16	10	0	106

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	42%	56%	61%	50%	56%	57%
ELA Learning Gains	48%	57%	59%	59%	59%	57%
ELA Lowest 25th Percentile	41%	55%	54%	0%	54%	51%
Math Achievement	24%	52%	62%	29%	50%	58%
Math Learning Gains	34%	55%	59%	44%	55%	56%
Math Lowest 25th Percentile	36%	49%	52%	0%	52%	50%
Science Achievement	36%	49%	56%	33%	47%	53%
Social Studies Achievement	44%	75%	78%	56%	71%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													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)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	0 (16)	0 (11)	0 (9)	0 (9)	0 (19)	0 (7)	0 (25)	0 (68)	0 (22)	0 (40)	0 (42)	0 (38)	0 (12)	0 (318)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (7)	0 (6)	0 (7)	0 (2)	0 (12)	0 (11)	0 (22)	0 (17)	0 (18)	0 (18)	0 (29)	0 (23)	0 (1)	0 (173)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (24)	0 (37)	0 (25)	0 (61)	0 (45)	0 (52)	0 (60)	0 (29)	0 (0)	0 (0)	0 (333)

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
03	2019	50%	51%	-1%	58%	-8%
	2018	41%	51%	-10%	57%	-16%
Same Grade Comparison		9%				
Cohort Comparison						
04	2019	29%	51%	-22%	58%	-29%
	2018	38%	48%	-10%	56%	-18%
Same Grade Comparison		-9%				
Cohort Comparison		-12%				
05	2019	42%	48%	-6%	56%	-14%
	2018	41%	50%	-9%	55%	-14%
Same Grade Comparison		1%				
Cohort Comparison		4%				
06	2019	39%	48%	-9%	54%	-15%
	2018	33%	46%	-13%	52%	-19%
Same Grade Comparison		6%				
Cohort Comparison		-2%				
07	2019	41%	47%	-6%	52%	-11%
	2018	37%	46%	-9%	51%	-14%
Same Grade Comparison		4%				
Cohort Comparison		8%				
08	2019	40%	49%	-9%	56%	-16%
	2018	44%	52%	-8%	58%	-14%
Same Grade Comparison		-4%				
Cohort Comparison		3%				
09	2019	35%	47%	-12%	55%	-20%
	2018	38%	47%	-9%	53%	-15%
Same Grade Comparison		-3%				
Cohort Comparison		-9%				
10	2019	44%	47%	-3%	53%	-9%
	2018	48%	49%	-1%	53%	-5%
Same Grade Comparison		-4%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	27%	54%	-27%	62%	-35%
	2018	22%	51%	-29%	62%	-40%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	14%	53%	-39%	64%	-50%
	2018	22%	53%	-31%	62%	-40%
Same Grade Comparison		-8%				
Cohort Comparison		-8%				
05	2019	14%	48%	-34%	60%	-46%
	2018	26%	52%	-26%	61%	-35%
Same Grade Comparison		-12%				
Cohort Comparison		-8%				
06	2019	18%	45%	-27%	55%	-37%
	2018	22%	43%	-21%	52%	-30%
Same Grade Comparison		-4%				
Cohort Comparison		-8%				
07	2019	32%	30%	2%	54%	-22%
	2018	35%	29%	6%	54%	-19%
Same Grade Comparison		-3%				
Cohort Comparison		10%				
08	2019	16%	47%	-31%	46%	-30%
	2018	29%	43%	-14%	45%	-16%
Same Grade Comparison		-13%				
Cohort Comparison		-19%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	25%	45%	-20%	53%	-28%
	2018	33%	49%	-16%	55%	-22%
Same Grade Comparison		-8%				
Cohort Comparison						
08	2019	34%	42%	-8%	48%	-14%
	2018	30%	42%	-12%	50%	-20%
Same Grade Comparison		4%				
Cohort Comparison		1%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	47%	62%	-15%	67%	-20%
2018	54%	68%	-14%	65%	-11%
Compare		-7%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	43%	73%	-30%	71%	-28%
2018	40%	70%	-30%	71%	-31%
Compare		3%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	47%	62%	-15%	70%	-23%
2018	52%	61%	-9%	68%	-16%
Compare		-5%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	33%	49%	-16%	61%	-28%
2018	28%	52%	-24%	62%	-34%
Compare		5%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	24%	44%	-20%	57%	-33%
2018	30%	39%	-9%	56%	-26%
Compare		-6%			

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 2017-18	C & C Accel 2017-18
SWD	14	31	42	2	45	50		28			
ELL	20	25		20	25						
BLK	39	49	50	23	33	26	31	43			
HSP	39	42	33	20	30	36	21	38		70	
MUL	61	67		29	33		71	27			
WHT	41	49	41	25	36	42	41	49	32	79	55
FRL	38	46	42	22	34	36	31	41	50		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	16	35	31	3	17		20	10			
ASN	85			77							
BLK	31	44	55	17	20	21	36	23			
HSP	33	41	48	22	27	38	25	48			
MUL	50	44		21	22						

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	42	40	30	30	32	20	52	46	16		
FRL	48	40	33	25	30	33	34	30	18		
2017 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
SWD	30										
HSP	48	50		17	57						
WHT	52	59		33	31		30	64			
FRL	44	55		12	33						

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)	TS&I
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	454
Total Components for the Federal Index	11
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	23
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	48
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	45
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

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.

Though there are gains including those in the bottom quartile, school-wide mathematics scores show low performance. There may contributing and interrelated factors, both internal and external, that contributed to low performance. These include: curricula goal attainment, the implementation of using formative assessment data with fidelity, inconsistent implementation of small group, targeted instruction and student cohort background. FLCCA embarked on a curricular over haul along with the new NWEA assessment program.

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

Mathematics is showing greatest decline and is the greatest area of concern. See above.

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.

Mathematics in all levels have the greatest gap when compared to the state average.

Again, curriculum alignment and instructional quality combined with a change in rigor may have contributed to the declines experienced this year. Students are performing at low and unacceptable levels in math. There may contributing and interrelated factors, both internal and external, that contributed to low performance. These include: curricula goal attainment, the implementation of using formative assessment data with fidelity, inconsistent implementation of small group, targeted instruction and student cohort background. FLCCA embarked on a curricular over haul along with the new NWEA assessment program.

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

The greatest same grade gains were seen in grade 3. It is believed that teacher quality in these grades levels made the difference.

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

Five subgroups are below federal guidelines: SWD, ELL, Ethnic groups: Black/African American and Hispanic, and ED. Meeting the needs of all individuals, raising the achievement of all students, and eliminating the predictability of academic achievement based upon race or disability will be a focus area.

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

1. Curriculum alignment to State Standards
2. Daily instructional mapping to curriculum
3. Targeted, small group and flex instruction
4. Formative assessment with NWEA Map Growth

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Mathematics - All Tested Grade Levels
Rationale	The data shows mathematics at all levels is a critical need. FLCCA students are under performing compared to YoY in same grade comparison, cohort comparison, district and state.
State the measurable outcome the school plans to achieve	In 2019-2020, FLCCA mathematics students will show increased proficiency and growth gains to a minimum of 50% in all state tested areas.
Person responsible for monitoring outcome	Agnes Aleobua (aaleobua@k12.com)
Evidence-based Strategy	Teachers will receive ongoing instructional support to implement instructional maps, differentiate for small group, targeted instruction, formative assessment using NWEA Growth Maps.
Rationale for Evidence-based Strategy	If all teachers of mathematics use data to drive instruction, and work collaboratively to plan and implement, highly engaging, differentiated instruction, then all learners will advance their grade level demonstrating at least a year's worth of growth.
Action Step	
Description	<ol style="list-style-type: none"> 1. Monitor implementation and effectiveness of standards based instruction 2. Provide school-based coaching support in collaborative planning 3. Monitor implementation of daily small group, differentiated instruction practices. 4. Adapt SEL and Kagan strategies to a virtual learning environment to increase student engagement 5. Implementation of student data trackers, MOST, using NWEA Growth and USA Test Prep
Person Responsible	Agnes Aleobua (aaleobua@k12.com)

#2	
Title	English Language Arts
Rationale	The data shows ELA at all levels is in need of improvement. FLCCA students are under performing compared to YoY in same grade comparison, cohort comparison, district and state.
State the measurable outcome the school plans to achieve	In 2019-2020, FLCCA ELA students will show increased proficiency and growth gains to a minimum of 50% in all state tested areas.
Person responsible for monitoring outcome	Agnes Aleobua (aaleobua@k12.com)
Evidence-based Strategy	Teachers will receive ongoing instructional support to implement instructional maps, differentiate for small group, targeted instruction, formative assessment using NWEA Growth Maps.
Rationale for Evidence-based Strategy	If all teachers of English Language Arts use data to drive instruction, and work collaboratively to plan and implement highly engaging, differentiated instruction, then all learners will advance their grade level demonstrating at least a year's worth of growth.
Action Step	
Description	<ol style="list-style-type: none"> 1. Monitor implementation and effectiveness of standards based instruction 2. Provide school-based coaching support in collaborative planning 3. Monitor implementation of daily small group, differentiated instruction practices. 4. Adapt SEL and Kagan strategies to a virtual learning environment to increase student engagement 5. Implementation of student data trackers, MOST, using NWEA Growth and USA Test Prep
Person Responsible	Agnes Aleobua (aaleobua@k12.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).

Five subgroups are below federal guidelines: SWD, ELL, Ethnic groups: Black/African American and Hispanic, and ED. Meeting the needs of all individuals, raising the achievement of all students, and eliminating the predictability of academic achievement based upon race or disability will be a focus area.

Adhering to the recommendations from NEA on closing achievement gaps, FLCCA will implement the following strategies:

Enhanced Cultural Competence:

- Increase faculty's cultural competence
- Be sensitive to students' home cultures
- Understand and capitalize on students' culture, abilities, resilience, and effort

Comprehensive Support

- Identify students who need additional instructional support
- Support students via mentors, tutoring, peer support networks, and role models

Outreach to Students' Families

- Make sure the main office is family friendly
- Engage/reach out to students' families
- Provide transportation to and from school events

Classrooms that Support Learning

- Use varied, effective strategies to instruct diverse learners
- Use test and other information on students' performance in instructional planning
- Target literacy and math instruction, if needed
- Safeguard instructional time
- Use research and data to improve practice

Supportive Schools

- Make closing gaps a school-wide responsibility
- Set high expectations and provide rigorous, deep curricula
- Focus on academics
- Provide safe, orderly learning environments for students and educators
- Use test data and other research on students' performance to inform instruction
- Identify strategies and programs to increase achievement
- Develop effective school-wide leadership teams
- Provide ongoing professional development on effective strategies for closing the achievement gaps
- Engage teachers in strengthening curriculum and student assessments
- Decrease class sizes
- Provide schools with timely test and other assessment information
- Compensate teachers who take on extra responsibilities
- Provide time for faculty to meet and plan
- Provide continuous, data-driven professional development

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 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.

FLCCA has a robust family engagement and student support plan: We Start Strong!

Strong Start is the beginning of our very effective parent involvement program. It includes communications from K12 and FLCCA@Osceola staff with outreach by way of emails, calls, direct mail, social media, and the hosting of live and face to face sessions. A series of Students First Check In surveys ("pulse checks") provide families with simple opportunities to communicate a need for assistance. FLCCA@Osceola continuously monitors and analyzes effectiveness of programming in the pursuit of driving positive student outcomes.

Virtual Walk to Class and Onboarding: Families of new students receive a phone call "walking them to class". This call goes over the essential information a family needs to know prior to the start of school.

Onboarding is led by teachers and Family Academic Advisors. The team makes phone calls to each family or student, provides required orientation sessions, and ensures that each student and Learning Coach can log in, access the learning management systems and begin any pre-assessments. All of these actions are tracked and quick follow up is provided if a student shows signs of struggling at any point in the Strong Start process. This high level of support continues for the first week of school or longer, based on family/student need, and provide each student personalized assistance to ensure s/he is engaged and ready to learn from day one.

School Advisory (SAC) Committee: FLCCA@ Osceola SAC provides voice and vision to its continuous school improvement efforts but also increase parent involvement in the school. The overall goal of the SAC is to broaden parent and community involvement in the school. To that end, parents are encouraged to share concerns or ask questions about the school curriculum, instruction, policies and procedures.

PFEF Link

The school completes a Parental Involvement Plan (PFEF), 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.

To meet the social-emotional needs of all of our students, our Student Advisors will offer guidance and support for all students based on teacher referrals. These teams will respond to the individual needs of students and provide counseling, mentoring and resilience resources to ensure that all barriers are removed from students ability to learn and fully participate in all school programs. The Child Study team includes the guidance counselor, teacher, family resource coordinator, FAST team member, ESE teacher and special programs coordinator (if applicable).

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

Learning Coaches, FAST members, counselors, and teachers employ strategies that support the transition from one grade level to the next. One way this is accomplished is through the use of readiness checklists. Readiness documents are informed of ways of working to ensure that both teachers and parents are equipped with the necessary tools to support students' success across grade levels. A part of a family's introduction to our school, we invite parents and teachers to an orientation sessions where they learn the school's policies, culture, scheduling/routines, and familiarize themselves with FLCCA's learning platform.

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.

FLCCA at Osceola's leadership team members work collaboratively to focus on systemic data-driven decision making and ensure MTSS infrastructures are coordinated throughout the school. The leadership team, as well as instructional staff, review data weekly to problem-solve at the school site level. Leadership team members and instructional staff examine the effectiveness of the MTSS infrastructure and share relevant grade band data to determine allocation of resources for the highest impact. Data is also utilized to identify areas for professional development, explicitly designed to further strengthen core instruction. During grade band meetings, assistant principals present student level data collected from a wide variety of sources (weekly teacher-created direct instruction assessments, interim assessments, NWEA data, course pass rates, attendance data, etc.). The team reviews all assessment

data, addresses the effectiveness of core instruction, plans for and responds to student learning, and problem-solves to develop plans for students in need of Tier II and Tier III support/intervention.

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

FLCCA offers core and elective courses in a variety of areas such as foreign languages, journalism, art history and digital art imaging. Courses that are geared towards helping students achieve their college and career goals through career research and decision-making. World Language and Honors courses are offered at upper grade levels and are beneficial to college-bound students. Additionally, clubs hosted by teachers for student interests such as robotics, coding, technology, and engineering are available.

Part V: Budget

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

1	III.A.	Areas of Focus: Mathematics - All Tested Grade Levels				\$39,746.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6000	330-Travel	0153 - Florida Cyber Charter Academy At Osceola	General Fund		\$39,746.00
			<i>Notes: Professional development expenses for face to face in-service.</i>			
2	III.A.	Areas of Focus: English Language Arts				\$39,746.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6000	330-Travel	0153 - Florida Cyber Charter Academy At Osceola	General Fund		\$39,746.00
			<i>Notes: Professional development expenses</i>			
Total:						\$79,492.00