

School District of Osceola County, FL

Oasis Residential Center



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	14
Positive Culture & Environment	22
Budget to Support Goals	22

Oasis Residential Center

5970 S ORANGE BLOSSOM TRAIL, Intercession City, FL 33848

www.osceolaschools.net

Demographics

Principal: Karen Combs

Start Date for this Principal: 6/17/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 7-12
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	8%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: 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	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Osceola 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	22

Oasis Residential Center

5970 S ORANGE BLOSSOM TRAIL, Intercession City, FL 33848

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 7-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Osceola County School Board.

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.

The mission of the Oasis Residential Center Education Department is, in concert with the facility and therapy, to provide education as a rehabilitation tool in order to allow students to achieve both academic and personal success.

Provide the school's vision statement.

To inspire and empower students to achieve both academic and personal success.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Combs, Karen	Principal	Principal: Responsible for the overall development and implementation of the school improvement plan. Accountable for the overall performance of students while in our care.
Burdette, Timothy	Assistant Principal	Provide day to day support to teachers to ensure the improvement goals of the School Improvement plan are being executed with fidelity. Accountable for monthly communication and canalization of student performance indicators. They will ensure that each student has a graduation progression plan completed as well as ensuring that the building level educators know and are aware of the student's plans and goals.

Demographic Information

Principal start date

Wednesday 6/17/2020, Karen Combs

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

2

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 7-12
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	8%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: 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	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	2	1	3	6	9	3	0	24	
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	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	1	0	0	1	1	0	0	3	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	1	1	0	0	2	

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	1	1	0	0	2	

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		

Date this data was collected or last updated

Wednesday 6/17/2020

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	4	5	9	2	20
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	3	1	3	0	7

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	1	0	0	1	2	

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	2	0	0	1	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	0	0	0	1

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	4	5	9	2	20
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	3	1	3	0	7

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	1	0	0	1	2

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	2	0	0	1	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	0	0	0	1

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%	57%	56%	0%	57%	53%
ELA Learning Gains	0%	48%	51%	0%	47%	49%
ELA Lowest 25th Percentile	0%	43%	42%	0%	41%	41%
Math Achievement	0%	46%	51%	0%	44%	49%
Math Learning Gains	0%	41%	48%	0%	42%	44%
Math Lowest 25th Percentile	0%	46%	45%	0%	38%	39%
Science Achievement	0%	69%	68%	0%	71%	65%
Social Studies Achievement	0%	70%	73%	0%	70%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	7	8	9	10	11	12	
	(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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019	0%	47%	-47%	52%	-52%
	2018	0%	46%	-46%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison						
08	2019	0%	49%	-49%	56%	-56%
	2018	0%	52%	-52%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison		0%				
09	2019	0%	47%	-47%	55%	-55%
	2018	0%	47%	-47%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2019	0%	47%	-47%	53%	-53%
	2018	0%	49%	-49%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019					
	2018					
Cohort Comparison						
08	2019					
	2018	0%	43%	-43%	45%	-45%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019					
	2018	0%	42%	-42%	50%	-50%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	62%	-62%	67%	-67%
2018					
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%	62%	-62%	70%	-70%
2018	0%	61%	-61%	68%	-68%
Compare		0%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	49%	-49%	61%	-61%
2018	0%	52%	-52%	62%	-62%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	44%	-44%	57%	-57%
2018	0%	39%	-39%	56%	-56%
Compare		0%			

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
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
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

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	0
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	1
Percent Tested	
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
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
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
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

Our cohort graduation rate along with our EOC scores show low performance. Many of our students only stay not more than 90 days, so it is challenging to catch students up along with ensuring they pass their EOC's

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

Our graduation rate needs improvement. The cohort of students stay various times and when transitioned back to their buildings, did not graduate with their cohort.

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.

Our EOC's need intervention. Our students need substantial remediation as well as review prior to taking their EOC's. Not all eligible students were given the EOC' last year due to transition. We need to ensure that all eligible students are remediated and tested if eligible.

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

We had many students do well on their EOC's, not all of these exams were given at our facility. We need to track this information to help us prepare and plan for the future.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

We need to work on ensuring our students feel more confident with the course curriculum in order to be able to pass the test. Placing our students in the proper classes and giving them time to recover lost credits while attending our school.

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

1. Analyze student transcripts and ensure students are placed in correct classes for graduation success.
2. Ensure students have maximum time and strategies to learn and understand EOC
3. Track student success after they return to their home school.
4. Provide students with test taking strategies to prepare them for the FSA and EOC's
5. Provide college and career counseling. Open access to Career Shines

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus	Title Language Arts Student Performance
Description and Rationale:	Rationale Students at the Oasis Residential Center often struggle with academic skills including language arts skills as evidenced by FSA passage rates.
Measurable Outcome:	Based on a stay of 120 days or more, Oasis will improve students scoring at a level 3 or higher on the FSA by 10% from 2018-19 to 2019-20 by 10% or a measurable increase.
Person responsible for monitoring outcome:	Karen Combs (karen.combs@osceolaschools.net)
Evidence-based Strategy:	Oasis will use academic personalization for each student in combination with 1:1 technology digital content and data based decision making in order to ensure each student is receiving instruction that is pertinent and at their level. Progress towards graduation will be shared with all stakeholders at semester, or after classes are completed. Graduation plans will be reviewed by students, guidance, and administration to ensure that students are making adequate progress each semester towards graduation
Rationale for Evidence-based Strategy:	Oasis is a small campus, limited by the confines of a restricted facility, however, our supportive district has ensured robust online learning resources and technology in order for teachers to complement the students instruction with blended learning. According to a study published by the International Journal of Educational Technology in Higher Education in 2017, an effective blended learning model combines both learning management system and face to face instruction along with active engagement of both teachers and students.

Action Steps to Implement

1. Students will receive a credit check and academic counseling from the guidance counselor upon entry, and updated after every semester, or more frequently as classes are completed. Administration will maintain copies of the credit check as well as the progress of each student academically.
2. Students will be placed in appropriate classes by the guidance counselor each semester based on the transcript. An administrator will review these each semester to ensure students are placed appropriately and are moving forward in their academic progression of classes.
3. Students will complete their classwork daily in a blended learning environment, assisted by a licensed teacher, monitored by progress in the online class as well as observations by an administrator per school district guidelines.

Person Responsible Karen Combs (karen.combs@osceolaschools.net)

4. Student progress in their online class will be monitored daily by the teacher and weekly by the guidance counselor and assistant principal.
5. Students will be given personalized review by the classroom teachers prior to the FSA assessment, reviewing standards previously taught prior to the beginning of the window of each assessment.

Person Responsible Karen Combs (karen.combs@osceolaschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus	Title Mathematics Student Performance.
Description and Rationale:	Rationale Students at the Oasis Residential Center often struggle with academic skills including foundational level mathematics skills as evidenced by their Algebra I EOC passage rates.
Measurable Outcome:	Based on a stay of 120 days or more, Oasis will improve eligible students scoring at a level 3 or higher on the Algebra I EOC by 10% from 2018-19 to 2019-20 by 10% or a measurable increase.
Person responsible for monitoring outcome:	Karen Combs (karen.combs@osceolaschools.net)
Evidence-based Strategy:	Oasis will use academic personalization for each student in combination with 1:1 technology digital content and data based decision making in order to ensure each student is receiving instruction that is pertinent and at their level. Progress towards graduation will be shared with all stakeholders at semester, or after classes are completed. Graduation plans will be reviewed by students, guidance, and administration to ensure that students are making adequate progress each semester towards graduation
Rationale for Evidence-based Strategy:	Oasis is a small campus, limited by the confines of a restricted facility, however, our supportive district has ensured robust online learning resources and technology in order for teachers to complement the students instruction with blended learning. According to a study published by the International Journal of Educational Technology in Higher Education in 2017, an effective blended learning model combines both learning management system and face to face instruction along with active engagement of both teachers and students.
Action Steps to Implement	
<ol style="list-style-type: none"> 1. . Students will receive a credit check and academic counseling from the guidance counselor upon entry, and updated after every semester, or more frequently as classes are completed. Administration will maintain copies of the credit check as well as the progress of each student academically. 2. Students will be placed in appropriate classes by the guidance counselor each semester based on the transcript .An administrator will review these each semester to ensure students are placed appropriately and are moving forward in their academic progression of classes. 3. Students will complete their classwork daily in a blended learning environment, assisted by a licensed teacher, monitored by progress in the online class as well as observations by an administrator per school district guidelines. 	
Person Responsible	Karen Combs (karen.combs@osceolaschools.net)
<ol style="list-style-type: none"> 4. Student progress in their online class will be monitored daily by the teacher and weekly by the guidance counselor and assistant principal. 5. Students will be given personalized review by the classroom teachers prior to the FSA assessment, reviewing standards previously taught prior to the beginning of the window of each assessment 	
Person Responsible	Karen Combs (karen.combs@osceolaschools.net)

#3. Instructional Practice specifically relating to Graduation

Area of Focus	Title Postsecondary student goals.
Description and Rationale:	Rationale Because many students have spent time in a variety of educational settings, often for brief periods of time, it is important for students to receive graduation counseling as well as career and academic counseling.
Measurable Outcome:	Based on a stay of 120 days or more, Oasis will improve eligible students graduating from high school with their cohort by 10% from 2018-19 to 2020-21 by 10% or a measurable increase.
Person responsible for monitoring outcome:	Karen Combs (karen.combs@osceolaschools.net)
Evidence-based Strategy:	Students will use My Florida Shines career counseling online component encouraging the student to look at interests and set future goals, and as well, students will have semi annual credit check conferences to show progression towards graduation.
Rationale for Evidence-based Strategy:	An evidence base exists around the use of technologically supported career development software and this allows robust career development for students to be delivered with minimal district resources.

Action Steps to Implement

1. Teachers will receive training on My Career Shines as part of the all campus professional development plan, as well as training on post secondary AVID strategies that allow students to persevere within the classroom.
2. Students will complete activities within My Career Shines under the direction of the classroom teachers. This will be reviewed by the guidance counselor to ensure that students are able to access this valuable post secondary resource, and they are making the appropriate progress towards completion.
3. Students will receive both career guidance and information regarding credits and credits earned from the guidance counselor twice a year in a personal meeting to go over the graduation plan. Administration will review these plans on each student with a length of stay for the semester. .

Person Responsible Karen Combs (karen.combs@osceolaschools.net)

4. Eligible students will be monitored by the guidance counselor and classroom teachers to ensure graduation requirement success. Information will be shared monthly with administration by the guidance counselor.
5. Tutoring to students will be given by the campus paraprofessional, if needed, under the direction of the teacher. Tutoring timelines will be reviewed by the guidance counselor and administration monthly

Person Responsible Karen Combs (karen.combs@osceolaschools.net)

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Science Education is designed to cultivate students scientific habits of mind, develop their capability to engage in scientific inquiry, and teach students how to reason in scientific context. Science allows our students to explore their world, learn new things, and complete graduation requirements for all children.

Measurable Outcome: Students will be enrolled in the correct science course per their transcript and 100% of students who are assigned a science course will work towards class completion.

Person responsible for monitoring outcome: Karen Varney (karen.varney@osceolaschools.net)

Evidence-based Strategy: The science curriculum will be made relevant to students by ensuring the FLDOE curriculum is taught to students at the correct level and weekly reviews of student progress will be completed with each student at Oasis.

Rationale for Evidence-based Strategy: Educators who realize the full potential of data go beyond occasionally sharing test results with students. They engage in an intentional process in which students assess their current level of proficiency, set goals, track progress, and reflect upon and communicate results. (EL education 2020)

Action Steps to Implement

Teachers will have a weekly data chat with their students regarding their course completion in the science course assigned.

Person Responsible Karen Combs (karen.combs@osceolaschools.net)

#5. Leadership specifically relating to Instructional Leadership Team

Area of Focus	The leadership team helps to maintain a cohesive school vision and strategy focused on student achievement. Improvement in this area, rather than the operational management of a school, is the main priority of leadership teams.
Description and Rationale:	Effective instructional leadership teams are powerful levers for making change in schools. These teams typically include the principal, assistant principal, and teachers. It was found through the Insight survey from the district that there was a need for growth in instructional leadership.

Measurable Outcome: Insight Survey Retention Section Response
Opportunities to pursue leadership roles 2020-21- 20%

Person responsible for monitoring outcome: Karen Combs (karen.combs@osceolaschools.net)

Evidence-based Strategy: Increase teacher leadership roles within the school. Leadership roles can improve teacher motivation and confidence leading to improved self confidence, increased pedagogy, and improved attitude to teaching. According to the Center for Comprehensive School Reform and Improvement (2005), teacher leaders build influence in formal and informal situations building their skills and influence on both student learning and teacher efficacy.

Rationale for Evidence-based Strategy: Great leaders understand that teachers know their students, and what they themselves need to succeed. When teachers are involved in examining data and making important decisions based on data that inform how they continuously improve their schools, leadership teams can ensure that everyone in the building is focused on the core business of the school - improving student learning outcomes (Gates Foundation 2019)

Action Steps to Implement

The teacher leadership will create 30 day improvement strategies that actualize the annual goals and give time to change course if the improvement strategy is not working.

Person Responsible: Karen Combs (karen.combs@osceolaschools.net)

#6. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:	Our students are at a variety of places when they come to our facility, and we have multiple grades in a classroom. After an analysis of data, it was found that 100% of students are in a grade diverse class, meaning multiple grades are in the classroom at one time. This is a challenging environment in which to teach and to learn.
Measurable Outcome:	100% of students will receive differentiated instruction in academically diverse classrooms seeking to provide appropriately challenging learning experiences of all their students. All students will complete the classes enrolled with a 70% accuracy, or make measurable progress during their stay at the facility.
Person responsible for monitoring outcome:	Karen Combs (karen.combs@osceolaschools.net)
Evidence-based Strategy:	Teachers will differentiate instruction in academically diverse classroom settings seeking to provide appropriately challenging learning experiences for all of their students.
Rationale for Evidence-based Strategy:	Tomlinson and Imbeau (2010) describe differentiation as creating a balance between academic context and students' individual needs. They suggest that this balance is achieved by modifying four specific elements related to curriculum. Content: The information and skills the students need to learn Process: how students make sense of the content being taught Product: how students demonstrate what they have learned Affect- the feelings and attitudes that affect students' learning

Action Steps to Implement

Teachers will focus on creating learning goals and targets for individual students.

Person Responsible Karen Combs (karen.combs@osceolaschools.net)

Teachers will participate in professional development that focuses on best practices to scaffold content for ELL and ESE students. Professional development training will include AVID WICOR instructional strategies and ESE support strategies.

Person Responsible Karen Combs (karen.combs@osceolaschools.net)

The guidance counselor will ensure that each student is placed in the correct course and will communicate with teachers on needed areas of support for each student.

Person Responsible Karen Combs (karen.combs@osceolaschools.net)

#7. Culture & Environment specifically relating to Social Emotional Learning

According to a journal article published in 2018 in the Journal for Research Papers in Education, there is an academic correlation with a connection with student belonging in school and a positive climate to improved academic focus in school.

Area of Focus Description and Rationale: Well implemented programs designed to foster SEL are associated with positive outcomes, ranging from better test scores and higher graduation rates to improved social behavior. Social emotional competencies include skills, such as the ability to collaborate and make responsible decisions, mindsets such as thinking positively about how to handle challenges, and habits, such as work ethic within the classroom.

A positive school climate includes a safe environment, strong student and staff relationships, and supports for learning. It provides the foundation that students need to develop the social, emotional, and academic competencies they need to succeed in life.

Measurable Outcome: The 2019-20 SEL Climate survey showed 38% of students answered favorable for school belonging. In 20-21, this question will be increased 10%

Person responsible for monitoring outcome: Karen Combs (karen.combs@osceolaschools.net)

Evidence-based Strategy: Students are diverse in their learning styles and needs. It is essential to assess individual learning styles and be flexible in time management to allow for meeting these different needs.

Rationale for Evidence-based Strategy: Social and Emotional learning (SEL) is not based on prescribed curricula; instead it is an approach that reflects a set of teaching strategies and practices that are student centered. They use teaching techniques that build on students' current knowledge and skills (Gardner, 1983).

Action Steps to Implement

1. Teachers will plan to build an environment of belonging.
2. Teachers will increase student input and voice through planning and reflection activities.
3. Teachers will encourage and facilitate student's shared decision-making through consensus.
4. When appropriate, teachers will use active learning teaching strategies to teach content.
5. Teachers will integrate SEL activities into their classroom such as , self management, self confidence, self efficacy and social awareness where applicable.
6. Teachers will facilitate peer learning where applicable.
7. School will develop structures, relationships and learning opportunities that support students' SE development.
8. All surveys will be analyzed to identify schools interventions that support SEL.

Person Responsible Karen Combs (karen.combs@osceolaschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

There are no additional schoolwide improvement priorities.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

This is not a Title I school, however this school plans to build positive relationships with parents, families and the community. Students here are placed in a variety of ways, and depending on the therapy they are receiving, families will receive communication from the school in the form of parent/teacher conferences, grade progress and credit progress reports and report cards. Parents participate in IEP conferences, and are encouraged to call or email teachers or the principal if they have questions or concerns. Community partnerships have been established with various businesses and this has allowed our students increased access to a variety of learning opportunities. Teachers and students participate in biweekly awards for students based on improvement. A partnership with the facility includes the SAC council, participation from the school in a community advisory board, and a collaborative student council. The teaching staff participates with the facility during treatment team meetings which allows for robust family communication and student communication both in school progress academically and student behavior. Students receive daily points for positive behavior, and the facility rewards behavior with added privileges. All teachers are provided, by the school and district, with training on social emotional skills, culturally competencies as well as classroom management.

The teachers, during collaborative planning and PLC's, ensure that evidenced based strategies for student engagement and instruction are used and as well, students are making expected progress through the college and career ready curriculum. This allows high expectations and a shared understanding of academic and behavioral expectations. Feedback is shared with administrators so needed adjustments to easily make small corrections when needed. We are working with our school community to acquire business

partners for sponsorship of graduations, student supplies and experiences etc. One such partner, Cirque de Solei, comes to the facility several times throughout the year to conduct workshops for the students.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$509.60
---	--------	---	----------

	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	9020 - Oasis Residential Center	General Fund		\$509.60
			<i>Notes: Materials to support language arts instruction include books, resources, manipulatives, paper, pencils, ink, folders, etc.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$509.60
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	9020 - Oasis Residential Center	General Fund		\$509.60
			<i>Notes: Materials to support mathematics include books, resources, manipulatives, paper, pencils, ink, folders, etc.</i>			
3	III.A.	Areas of Focus: Instructional Practice: Graduation				\$509.60
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	9020 - Oasis Residential Center	General Fund		\$509.60
			<i>Notes: materials to support graduation progress including supplies, folders, paper, pencil, stamps, ink, folders, etc.</i>			
4	III.A.	Areas of Focus: Instructional Practice: Science				\$509.60
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	9020 - Oasis Residential Center	General Fund		\$509.60
5	III.A.	Areas of Focus: Leadership: Instructional Leadership Team				\$50.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	9020 - Oasis Residential Center	General Fund		\$50.00
			<i>Notes: ink, paper, notebooks, binders, folders, pencils, toner, etc. to support teacher leadership</i>			
6	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	9020 - Oasis Residential Center	General Fund		\$300.00
			<i>Notes: paper, pencils, notebooks, poster board, sticky notes, binders, toner, ink, etc. to support ESSA subgroup activities.</i>			
7	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	9020 - Oasis Residential Center			\$200.00
			<i>Notes: supplies for student SEL such as award paper, paper, pencils, ink, posterboard, etc.</i>			
					Total:	\$2,588.40