

School District of Osceola County, FL

Florida Cyber Charter Academy At Osceola



2020-21 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: 7/1/2018

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	53%
2019-20 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 (%)
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

This plan was approved by the Osceola County School Board on 9/28/2020.

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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Florida Cyber Charter Academy At Osceola

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

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)
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	59%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	D	C

School Board Approval

This plan was approved by the Osceola County School Board on 9/28/2020.

SIP Authority

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

Name	Title	Job Duties and Responsibilities
Anthony, Sandra	Other	<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 is 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 7+ full-time equivalent (FTE) employees; indirectly 75. 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>Provides leadership and coordination to provide an aligned and articulated instructional assessment, accountability, and data analysis program for the school.</p> <p>~ Develops and delivers professional development to adult learners</p> <p>~ Administration of local and state assessment programs</p> <p>~ Coordination and compliance of state and federal accountability programs</p> <p>~ Coordinates the review, development, and revision of all procedures related to the administration of local and state assessments.</p> <p>~ Works cooperatively with the principal/s in developing and supervising the procedures for administering local and state assessments.</p> <p>~ Coordinates the ordering and use of all local and state assessment materials.</p> <p>~ Provide evaluative findings including student achievement data for the review</p>

Name	Title	Job Duties and Responsibilities
		<p>of curriculum and instruction program effectiveness.</p> <ul style="list-style-type: none"> ~ Assists in the preparation of the budget and administration of same for supplies, equipment, and facilities in areas of student assessment. ~ 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.
Sheffield, Samantha	Principal	<ul style="list-style-type: none"> ~ Ensures conformance of educational programs to state and local school board standards through evaluation, development and coordination activities; ~ As needed, researches and implements non-K12 curriculum resources that meet state standards; ~ Manages teaching and administrative staff; ~ Helps articulate the school's mission and vision with the aim of ensuring all stakeholders have a common understanding and are positioned to work cooperatively in order to achieve desired results; ~ Utilizes/relies heavily upon communication technologies and practices that most effectively support a predominantly virtual / remote work environment; ~ Confers with teachers, students, and parents concerning educational and behavioral problems in school; ~ Coordinates with teacher and K12 Enrollment regarding expulsions and withdrawals; ~ Ensures that the school is meeting the needs of students while complying with local, state, and federal laws, including laws pertaining to special education; ~ Develops and oversees implementation of the school's Academic Improvement Plan. ~ Directly supervises 20-30 Full-time Equivalent (FTE) regular employees and/or contractors. ~ Establishes and promotes high standards and expectations for all students and staff for academic performance and responsibility for behavior. ~ Manages, evaluates and supervises effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, discipline systems to ensure a safe and orderly climate, program evaluation, personnel management, office operations, and emergency procedures. ~ Establishes the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals. ~ Supervises the instructional programs of the school, evaluating lesson plans and observing classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development. ~ Files all required state reports regarding violence, vandalism, attendance and discipline matters.

Name	Title	Job Duties and Responsibilities
		<p>~ Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws.</p>
Moore, Lauren	Assistant Principal	<ul style="list-style-type: none"> • Functions as a member of the school leadership team; Manages/supervises and/or mentors teachers in providing coaching and formal evaluation; Strives to proactively address identified needs and support FLCCA's efforts to improve student performance; • Orients teachers, communicates requirements, sets and enforces deadlines, maintains regular office hours to support teachers and students; Understands how both diverse and unique characteristics of students and their families impact required support from both the homeroom teacher and the Master teacher; • Learns the entire K12 curriculum for assigned grade levels and is able to demonstrate knowledge of how state standards align with it; Augments course content according to prescribed policies and procedures using appropriate asynchronous and synchronous tools; • Takes ownership for student's academic progress and attendance, communicates high expectations and shows an active interest in student's achievement by supporting the homeroom teachers in their efforts, establishes and maintains a positive rapport with families and teachers, conducts data driven conferences with teachers • Supports teachers with curricular and instructional issues, balances the flexibility of the K12 curriculum with Academy policies and procedures, • Master Teachers focus on one or more ongoing tasks/projects related to managing school operations such as: recruiting/interviewing teaching candidates; training new teachers; implementing teacher evaluation processes; assisting with student-teacher matching; maintaining uniformity among teaching procedures; developing and implementing school policies/procedures; acting as a curriculum expert for a grade level/series of grade levels; coordinating aspects of testing readiness; assisting teachers in addressing low attendance and progress issues; preparing regular reports/facilitating communications; and assisting with marketing events. • Assists with the development and implementation all policies and procedures related to teaching and learning; • Helps develop and implement a data driven program design that has synergy with K12 curriculum; • Collaborates with peers in order to provide a positive experience for students; • Assists with the assurance that their direct reports meet all the standards and expectations outlined; • Assists with the promotion of professional development of teachers through the implementation of Data Driven Instruction; • Assists with the development and dissemination of "best practices" in the virtual school setting; • Plans/implements data driven professional learning activities; • Work collaboratively with others to achieve school performance goals; • Serves as a liaison between parents and teachers along with the school administrative team; • Presents and leads various meeting school department/team meetings;

Name	Title	Job Duties and Responsibilities
Altier, Kyle		<p>Kyle Altier, Administrator for All Special Programs</p>
	Other	<ul style="list-style-type: none"> ~ Provides leadership and coordination for all special education and other special programs ~ Assists with resolving issues regarding staff/ parents/ students in special programs. ~ Provides leadership with the development of program design, special materials, curriculum, and methods. ~ Coordinates and prepares documentation needed to respond on behalf of the school ~ Coordinates and facilitate special programs audits ~ Develops and promotes parent education and support programs to foster increased levels of parental satisfaction with programs and services ~ Monitors quality of Individual Educational Plans (IEPs), Educational Plans (EPs), Service Plans, Transition Plans and Matrix of Services for all programs ~ Provides consultation for staffing and placement of exceptional students. ~ Coordinates the continual evaluation of the quality of special education programs and personnel. ~ Supervises assigned personnel, conducts annual performance appraisals, and make recommendations for appropriate employment action. 1 ~ Maintains information for special education programs to meet local, state and federal audits. ~ Develops and plans for department budget. ~ Recruits and monitors new ESE employees. ~ Prepares or oversee the preparation of all required reports and maintain appropriate records. ~ Assists in implementing the District's goals and strategic commitments.
Hill, Traci	Other	<ul style="list-style-type: none"> ~ Provides operational support to the managed virtual school programs; ~ Provides consultative oversight of the student enrollment and re-enrollment process ~ Provides training and troubleshooting on systems used for operational management of schools; ~ Assists in continued operations process improvements; ~ Assists in operational data analysis and report compilation ~ Interfaces with internal and external stakeholders as needed to ensure areas of responsibility are successful. ~ Proactively seeks out opportunities to provide operational support that contributes to providing excellent service to the schools and their clients.
Canter, Angie	Assistant Principal	<ul style="list-style-type: none"> • Functions as a member of the school leadership team; Manages/supervises and/or mentors teachers in providing coaching and formal evaluation; Strives to proactively address identified needs and support FLCCA's efforts to improve student performance; • Orients teachers, communicates requirements, sets and enforces deadlines, maintains regular office hours to support teachers and students; Understands how both diverse and unique characteristics of students and their families impact required support from both the homeroom teacher and the Master teacher; • Learns the entire K12 curriculum for assigned grade levels and is able to

Name	Title	Job Duties and Responsibilities
		<p>demonstrate knowledge of how state standards align with it; Augments course content according to prescribed policies and procedures using appropriate asynchronous and synchronous tools;</p> <ul style="list-style-type: none"> • Takes ownership for student's academic progress and attendance, communicates high expectations and shows an active interest in student's achievement by supporting the homeroom teachers in their efforts, establishes and maintains a positive rapport with families and teachers, conducts data driven conferences with teachers • Supports teachers with curricular and instructional issues, balances the flexibility of the K12 curriculum with Academy policies and procedures, • Master Teachers focus on one or more ongoing tasks/projects related to managing school operations such as: recruiting/interviewing teaching candidates; training new teachers; implementing teacher evaluation processes; assisting with student-teacher matching; maintaining uniformity among teaching procedures; developing and implementing school policies/procedures; acting as a curriculum expert for a grade level/series of grade levels; coordinating aspects of testing readiness; assisting teachers in addressing low attendance and progress issues; preparing regular reports/facilitating communications; and assisting with marketing events. • Assists with the development and implementation all policies and procedures related to teaching and learning; • Helps develop and implement a data driven program design that has synergy with K12 curriculum; • Assists with the assurance that their direct reports meet all the standards and expectations outlined; • Assists with the promotion of professional development of teachers through the implementation of Data Driven Instruction; • Assists with the development and dissemination of "best practices" in the virtual school setting; • Plans/implements data driven professional learning activities; • Work collaboratively with others to achieve school performance goals; • Serves as a liaison between parents and teachers along with the school administrative team; • Presents and leads various meeting school department/team meetings; • Travels to, participates and presents in regular staff meetings and professional development sessions; •

Demographic Information

Principal start date

Sunday 7/1/2018, Jerry Hulshult

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

34

Demographic Data

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	53%
2019-20 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 (%)
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 .	

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	60	34	55	40	44	52	107	88	108	0	0	0	0	588	
Attendance below 90 percent	16	6	11	5	9	2	18	19	33	0	0	0	0	119	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	1	4	0	0	6	10	14	24	0	0	0	0	59	
Course failure in Math	0	1	1	0	2	1	17	9	14	0	0	0	0	45	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide Math 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	1	1	0	1	1	3	2	5	0	0	0	0	14	

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	1	1	1	0	0	0	0	3	
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

Thursday 9/24/2020

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	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	
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	

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	0	0	0	0	0
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	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	

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(0)	(0)	(0)	(0)	(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.

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%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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%
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%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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						

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
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						
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	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
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%	2
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	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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%	0
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%	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	45
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
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%	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.

Data Source: 2019 FSA - Mathematics in all grade levels and ELA Grade 4, 5, 6, 8 showed the lowest performance in 2019. There were many contributing and interrelated factors, both internal and external, that contributed to low performance. These include: curricula and goal attainment, applying formative assessment data with fidelity, inconsistent implementation of small group, targeted instruction and student-cohort background.

Again, although there are gains including students 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. FLCCA embarked on a curricular audit an review in 2019-2020 and changed formative assessments to NWEA.

2019-2020 NWEA data shows: 48% of students in need of academic support as evidenced by Spring NWEA Level 1 and 2 Reading projected proficiency and 56% of students in need of academic support as evidenced by Spring Math Level 1 and 2 projected proficiency.

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

Data Source: 2019 FSA - Mathematics has shown some of the greatest declines and is the greatest area of concern and focus.

2019-2020 NWEA data: This is baseline year for NWEA student achievement data.

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 has 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 in this tested year (2019). Students were performing at low levels in math then and NWEA shows us that students projected proficiency is not at the levels it needs to be.

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

No FSA data available for 2020; however, FLCCA instructional staff and administration concluded its first year of NWEA implementation and is becoming better skilled at consuming the data for instructional purposes.

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

Course failure and achievement of the FSA.

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

1. Increase DOK levels consistently and with fidelity
2. Formative assessment using NWEA data
3. Targeted, small group and flex instruction
4. Provide tiered supports for sub-groups through MTSS process

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and 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.
Measurable Outcome:	In 2020-2021, students will show increased proficiency and/or growth gains to be equal to or better than district and state averages in mathematics.
Person responsible for monitoring outcome:	Samantha Sheffield (sasheffield@flccacademy.org)
Evidence-based Strategy:	<p>Teachers and leaders will be provided support and direction for evidence-based teaching applying the tenets of Visible Learning and What Works and What Works Best protocols to include: Diagnosis, Intervention, Implementation and Evaluation. Teachers will implement instructional maps aligned to and on-point to current Florida Standards; apply formative assessment data using NWEA Growth Maps to drive instruction; differentiate for small group, targeted instruction; and increase rigor in a way that balances students' conceptual understanding, their procedural skill and fluency, and their ability to apply what they know and are able to do to real-world, problem-solving situations.</p> <p>If all teachers use data to drive instruction, and work collaboratively to plan and implement highly engaging, differentiated instruction, intervene when needed, then all learners will advance their grade level demonstrating at least a year's worth of growth.</p>
Rationale for Evidence-based Strategy:	<p>Robert Marzano and John Hattie agree on these impact strategies which combine the results of meta-analyses to inform the instructional leadership work at FLCCA: Strategy 1- A Clear Focus; Strategy 2 - Direct and Overt Instruction; Strategy 3 - Students Engagement with the Content; Strategy 4 - Feedback; Strategy 5: Multiple Exposures; Strategy 6 - Students Apply Their Knowledge; Strategy 7 - Student Working Together; and Strategy 5 and 8: Build Students' Self-Efficacy</p> <p>Hattie, John. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement.</p> <p>Marzano, Robert & Mark Haystead. (2009). Meta-Analytic Synthesis of Studies Conducted at Marzano Research Laboratory on Instructional Strategies.</p>

Action Steps to Implement

Step 1 - Strategy 1, 2 and 3- Monitor implementation and effectiveness of standards-based instruction;
 Step 2 - Strategy 1,2, 3, and 4 - Provide school-based coaching support;
 Step 3 - Strategy 5, 6 and 7 - Monitor implementation of daily small group, differentiated instruction practices
 Step 4 - Strategy 6, 7 and 8 - Adapt DOK strategies to a virtual learning environment to increase student engagement
 Step 5 - Strategy 4, 5 and 8 - Implementation of Reflex Math and Dreambox to fill gaps for math automaticity and fact fluency.

Person Responsible Samantha Sheffield (samantha.sheffield@osceolaschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus	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.
Description and Rationale:	
Measurable Outcome:	In 2020-21 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:	Samantha Sheffield (samantha.sheffield@osceolaschools.net)
Evidence-based Strategy:	<p>Teachers and leaders will be provided support and direction for evidence-based teaching applying the tenets of Visible Learning and What Works and What Works Best protocols to include: Diagnosis, Intervention, Implementation and Evaluation. Teachers will implement instructional maps aligned to and on-point to current Florida Standards; apply formative assessment data using NWEA Growth Maps to drive instruction; differentiate for small group, targeted instruction; and increase rigor in a way that balances students' conceptual understanding, their procedural skill and fluency, and their ability to apply what they know and are able to do to real-world, problem-solving situations.</p> <p>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.</p>
Rationale for Evidence-based Strategy:	<p>Robert Marzano and John Hattie agree on these impact strategies which combine the results of meta-analyses to inform the instructional leadership work at FLCCA: Strategy 1- A Clear Focus; Strategy 2 - Direct and Overt Instruction; Strategy 3 - Students Engagement with the Content; Strategy 4 - Feedback; Strategy 5: Multiple Exposures; Strategy 6 - Students Apply Their Knowledge; Strategy 7 - Student Working Together; and Strategy 5 and 8: Build Students' Self-Efficacy</p> <p>Hattie, John. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement.</p> <p>Marzano, R & Mark Haystead. (2009). Meta-Analytic Synthesis of Studies Conducted at Marzano Research Laboratory on Instructional Strategies.</p>

Action Steps to Implement

Step 1 - Strategy 1, 2 and 3 - Monitor implementation and effectiveness of standards-based instruction;

Step 2 - Strategy 1,2, 3, and 4 - Provide school-based coaching support;

Step 3 - Strategy 5, 6 and 7 - Monitor implementation of daily small group, differentiated instruction practices

Step 4 - Strategy 6, 7 and 8 - Adapt DOK strategies to a virtual learning environment to increase student engagement

Step 5 - Strategy 4, 5 and 8 - Implementation of MindPlay and IXL to fill gaps for improving reading fluency, phonological awareness, phonics skills, vocabulary, grammar, silent reading fluency and comprehension with immediate and specific feedback.

Person Responsible Samantha Sheffield (samantha.sheffield@osceolaschools.net)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

The goal of this focus area is to increase the level of proficiency in ELA and Math overall, with an emphasis on increasing proficiency levels of our 5 sub-groups: Black and African American students, Hispanic, Economically Disadvantaged, English Language Learners and Students with Disabilities. The staff and administration at FLCCA will monitor ESSA subgroups throughout the year with fidelity of the MTSS process as there were five subgroups that fell below the 41% threshold during the 2018-2019 school year. Whenever possible, these students will be provided increased instructional and practice time, small group and tiered instruction to help close the achievement gap.

Measurable Outcome: To improve academic performance of students identified in ESSA subgroup categories by decreasing the subgroups missing the target by 25%.

Person responsible for monitoring outcome:

Bridget White (bwhite@k12.com)

Evidence-based Strategy:

Implementing MTSS with fidelity will ensure students are identified and provided the supports needed to succeed. Students are identified through assessment and observational data, and a team of stakeholders then determines their plan of action for each student. Many of these students are in need of Tier II and Tier III interventions due to significant skill gaps and proficiency deficits. Small group instruction based upon progress-monitoring data is an evidence-based strategy to improve student achievement.

Rationale for Evidence-based Strategy:

The rationale is grounded in the understanding that knowing what a student can do and how a student learns is at the heart of effective pedagogy. A Multi-Tiered System of Support (MTSS) is a data-driven, problem-solving framework to improve outcomes for all students. MTSS relies on a continuum of evidence-based practices matched to student needs. PBIS is an form of MTSS centered on social behavior. Stoiber, Karen & Gettinger, Maribeth. (2016). Multi-Tiered Systems of Support and Evidence-Based Practices

Action Steps to Implement

- 1) Hire outside math consultant to work with principal and master teachers to conduct analysis of test data; Conduct DOK qualitative analysis to determine to what degree students engage in problem solving, thinking, communication, and collaboration across all demographics; evaluate evidence of learning; Review of math curriculum with an analysis between the alignment of the written and enacted curriculum; Foster an Algebra for All mindset; Provide professional development in mathematics content and mathematical pedagogy based on needs assessment
- 2) Supplemental programs: Reflex Math, MindPlay, iXL, Reading A-Z
- 3) Implement individualized literacy program using Big Universe
- 3) Implement PLCs on cultural diversity
- 4) Ensure fidelity to MTSS Plan : a) Identify (root cause) b) Deliver (remediated instruction and support) c) Address (non-academic issues) d) Measure (success) e) Tier to Next Level (for more intensive instruction)
- 5) Encourage open-access to advanced courses
- 6) Implement PBIS program.

Person Responsible

Samantha Sheffield (samantha.sheffield@osceolaschools.net)

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	Data shows that FLCCA students will benefit from higher DOK levels of instruction in Science for all students The science curriculum extend learning to out-of-school classroom settings which include are high interese and include rigor and relevance for students by framing activities in contexts that give facts meaning, teach concepts that matter in students' lives, and provide opportunities for solving complex problems.
Measurable Outcome:	Science achievement measured on state assessments will increase by 5%.
Person responsible for monitoring outcome:	Samantha Sheffield (sasheffield@flccacademy.org)
Evidence-based Strategy:	Driven by curoosity, science is the way students understand and interpret the natural systems of the world around them and encourages problem solving and collaboration. The strategies are: to teach students to use and interpret science to explain the world around them; evaluate and understand scientific theories and evidence; Investigate and generate scientific explanations; participate in scientific debates, ask questions, and adopt a critical stance; and acquire Knowledge and evidence to promote creative solutions
Rationale for Evidence-based Strategy:	Elementary students can and should engage in science within the broader community of science. There are numerous possibilities to support students' science engagement in the community and this can occur both in and out of the classroom. Tapping into the broader scientific community allows children to become active participants within diverse cultures of practicing scientists and engineers. Out-of-school settings can provide additional learning experiences for students within the context of their daily lives, as outlined in the NSTA position statement, Learning Science in Informal Environments (NSTA 2012).

Action Steps to Implement

1. Teachers will mine achievement data from assessments during PLCs.
2. Science teachers will cooperatively design a Get Out and Science program to include project-based learning opportunities in the students' communities.
3. Design a virtual Science Fair 2021.

Person Responsible Angie Canter (acanter@k12.com)

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

Area of Focus Description and Rationale:	FLCCA's SEL program will cultivate a caring, participatory, and equitable learning environment with evidence-based practices that actively involve all students in their social, emotional, and academic growth. SEL will infuse social and emotional learning into every part of students' daily lives—across all of their classrooms, during all times of the school day, and when they are in their homes and communities.
Measurable Outcome:	To increase school persistence YoY and school satisfaction YoY by supporting a student's intrinsic motivation, critical thinking skills, relational skills, motional self-regulation, and self-concept. Administer pre-survey to assess students mindset at a point in time.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	FLCCA will implement with fidelity the 7 Mindsets Children who understand that the brain can get smarter—who have a growth mindset—do better in school because they have an empowering perspective on learning. They focus on improvement and see effort as a way to build their abilities. They see failure as a natural part of the learning process. People with a growth mindset chose to learn from people who had done better than them. But people with a fixed mindset seemed more interested in making themselves feel better. They looked at the tests of people who had done worse. Nussbaum & Dweck (2008)
Rationale for Evidence-based Strategy:	Students with a growth mindset earned higher math grades over time compared to students with a fixed mindset. Blackwell, Trzesniewski, & Dweck (2007)

Action Steps to Implement

FLCCA will implement 7 Mindsets:

- ~ Establish an SEL team: Meet monthly, Reflect on data, Plan for improvements, Includes stakeholders in the decision-making process
- ~ Annual SEL learning opportunities are provided as part of continuous improvement and offered to new school staff and families.
- ~ All members can discuss SEL importance & impact on student outcomes, and their role in helping student develop the 5 SEL competencies
- Daily Mindset emails, Books, Personalize newsletters by leveraging templates in 7 Mindsets, Allocate staff time for SEL activities and professional learning, 7 Mindsets Resource Hub and Educators Zone
- Ongoing training and professional learning based on data, staff feedback (survey) and continuous improvement
- Incorporate SEL into personal professional learning plans
- Integrate SEL into staff meetings
- Continue to build repository of shared practices
- Highlight staff that demonstrate SEL skills and competencies
- Highlight staff that integrate SEL into their lessons

Person Responsible Samantha Sheffield (sasheffield@flccacademy.org)

Additional Schoolwide Improvement Priorities

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

N/A

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.

The FLCCA community values the role of our stakeholders in our learning community as they provide a formidable component connected to the welfare and success of our school community. At our school, we strive to develop an environment of inclusivity and belongingness that encourages participation by all families and our partnerships. Together we value the benefits of a virtual education as we have built a school centered upon trust, respect and high expectations. Parents serves as learning coaches who support and extend the implementation of the curriculum by monitoring daily lessons, homework and communications through video conferences, phone calls, and our on-line platforms. Surveys and feedback are solicited in efforts to shape school policy and drive learning success. School Advisory Council meetings offer formal opportunities for parents to provide feedback and shape policy and procedures.

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: Math				\$80,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	3374		0153 - Florida Cyber Charter Academy At Osceola	General Fund		\$80,000.00
			<i>Notes: NWEA, Reflex, Dreambox, GoFormative</i>			
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$60,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

	3374	300-Purchased Services	0153 - Florida Cyber Charter Academy At Osceola	General Fund		\$60,000.00
			Notes: NWEA, Mindplay, GoFormative, Nearpod, Zoom			
3	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
5	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$0.00
Total:						\$140,000.00