

School District of Osceola County, FL

Oasis Residential Center



2021-22 Ungraded Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the Ungraded SIP	4
School Information	5
Needs Assessment	7
Planning for Improvement	12
R.A.I.S.E	0
Positive Culture & Environment	0

Oasis Residential Center

5970 S ORANGE BLOSSOM TRAIL, Intercession City, FL 33848

www.osceolaschools.net

Demographics

Principal: Karen Combs

Start Date for this Principal: 1/4/2019

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	
School Type and Grades Served (per MSID File)	High School 7-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	8%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Improvement Rating History	
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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.

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

Oasis is a residential facility that houses students from various counties. Students can be placed at this facility by the court/legal system, DCF, parents and/or guardians and are placed at the facility for behavioral health disorders. The student population is diverse and transient, as students can be placed at the facility for a minimum of 2 days up to 180 days. The treatment center provides services for male and female students 13-17 years of age. The educational team on campus consists of 2 teachers, 1 para, an office staff member, and a transition coordinator. The school also has access to a guidance counselor, career counselor, an ESE RCS and a testing coordinator.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Combs, Karen	Principal	Responsible for the overall development and implementation of the school improvement plan. Accountable for the overall performance of students while in our care.
Overstreet, Michelle	Assistant Principal	Provide day to day support to teachers to ensure the improvement of goals of the School Improvement Plan are being executed with fidelity. Accountable for monthly communication and analyzation 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.
Varney, Karen	School Counselor	Responsible for communication with students involving classes and credits, college and career, and ensuring students are assigned to correct classes, have a full and complete transcript, communication with home school and returning school.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information**Principal start date**

Friday 1/4/2019, Karen Combs

Number of teachers with professional teaching certificates?

2

Number of teachers with temporary teaching certificates?

0

Total number of teacher positions allocated to the school.

2

Total number of students enrolled at the school.

25

Identify the number of instructional staff who left the school during the 2020-21 school year.

0

Identify the number of instructional staff who joined the school during the 2021-22 school year.

0

Demographic Data**Early Warning Systems****2021-22****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	4	0	6	1	6	17	
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	2	0	1	0	2	5	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	2	0	2	4	
Number of students with a substantial reading deficiency	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	1	0	2	3

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

Tuesday 8/10/2021

2020-21 - 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	0	6	1	6	17
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	0	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	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	2	0	1	0	2	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	2	0	2	4

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	1	0	2	3

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 Review**

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					57%	56%		56%	56%
ELA Learning Gains					48%	51%		54%	53%
ELA Lowest 25th Percentile					43%	42%		47%	44%
Math Achievement					46%	51%		39%	51%
Math Learning Gains					41%	48%		40%	48%
Math Lowest 25th Percentile					46%	45%		46%	45%
Science Achievement					69%	68%		67%	67%
Social Studies Achievement					70%	73%		70%	71%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	0%	47%	-47%	52%	-52%
Cohort Comparison						
08	2021					
	2019	0%	49%	-49%	56%	-56%
Cohort Comparison		0%				
09	2021					
	2019	0%	47%	-47%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	0%	47%	-47%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019					
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	62%	-62%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	62%	-62%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	49%	-49%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	44%	-44%	57%	-57%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or 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	
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 Analysis

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

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

Due to the nature of our education program at Oasis, our focus was on graduation rates. This year we focused on working with the facility to help students transition back to the proper school in order for students to graduate within their cohort. We helped students fill gaps in their educational transcripts and had students leave with a more complete transcript than when they arrived.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

Our data showed that we consistently worked with our students' home school to work on a smooth transition to return to graduate with their cohort.

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

Graduation rates and participation in FSA and EOC testing are the two most problematic concerns and requires the greatest need of continued monitoring of progress for improvement. One of the main factors is the lack of control on the amount of time that a students spends in the program as it is based on treatment from the facility. Therefore we have focused our efforts in how we assist students with transition back to their home zone schools.

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

Our students struggle with passing EOCs, often from interrupted learning due to their program treatment.

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

Teachers must ensure relationships are built and an environment of belonging is established. Teachers will increase student input and voice in the classroom and encourage shared decision making. Teachers will use active learning strategies to teach content and work on SEL skills such as self management.

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

Teachers and staff will participate in AVID, Florida Shines and Edgenuity training.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Language Arts Student Performance

Students at the Oasis Residential Center often struggle with academic skills including language arts skills as evidenced by FSA passage rates.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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 2021-2022 by 10% or a measurable increase.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Student language arts I progress in classes will be monitored by administrators and guidance counselors, and discussed during PLC to ensure maximum learning from students.

Person responsible for monitoring outcome:

Karen Combs (karen.combs@osceolaschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

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 the end of each nine weeks, after classes are completed and when they leave the program. Data chats and graduation plans will be discussed and reviewed with individual students, guidance, and administration to ensure that students are making adequate progress each term towards graduation.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Oasis is a small and transient campus, it is limited by the confines of a restricted facility, however, our supportive district has ensured robust online learning resources through Edgenuity and technology in order for teachers to provide a blended model for students instruction. 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:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Students will receive credit checks 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 licensed teachers, 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 Edgenuity classes 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

Michelle Overstrett (overstrm@osceola.k12.fl.us)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

This area of focus is related to our ESSA subgroups, but we are cognizant that the multigrade approach at Oasis can be challenging for all our subgroups to learn, and our teachers to teach. Consequently, all students will receive support in order to achieve learning goals during their stay.

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.

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Mathematics Student Performance

Students at the Oasis Residential Center often struggle with academic skills including foundational level mathematics skills as evidenced by their Algebra I EOC passing rates.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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 2021-2022 by 10% or a measurable increase.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Student mathematical progress in classes will be monitored by administrators and guidance counselors, and discussed during PLC to ensure maximum learning from students.

Person responsible for monitoring outcome:

Michelle Overstreet (michelle.overstreet@osceolaschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

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 the end of each nine weeks, after classes are completed and when they leave the program. Data chats and graduation plans will be discussed and reviewed with individual students, guidance, and administration to ensure that students are making adequate progress each term towards graduation.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Oasis is a small and transient campus, it is limited by the confines of a restricted facility, however, our supportive district has ensured robust online learning resources through Edgenuity and technology in order for teachers to provide a blended model for students instruction. 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:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Students will receive credit checks 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 licensed teachers, 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 Edgenuity classes 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 Algebra I EOC assessment, reviewing standards previously taught prior to the beginning of the window of each assessment.

Person Responsible

Michelle Overstreet (michelle.overstreet@osceolaschools.net)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

This area of focus is related to our ESSA subgroups, but we are cognizant that the multigrade approach at Oasis can be challenging for all our subgroups to learn, and our teachers to teach. Consequently, all students will receive support in order to achieve learning goals during their stay.

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.

#3. Instructional Practice specifically relating to Graduation**Area of Focus Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on 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 2021-2022 by 10% or a measurable increase.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students will use Florida Shines and meet with a career counselor every semester encouraging student to explore career fields, research degrees, Technical Centers, Florida public colleges and university; create educational plans, goals and action steps. Students will have credit check conferences to show progression towards graduation and future educational goals.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Progress, by student, will be shared monthly during leadership team meetings to ensure student progress toward this goal.

Person responsible for monitoring outcome:

Michelle Overstreet (michelle.overstreet@osceolaschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Students will use Florida Shines as well as meet with a career counselor encouraging students to explore career fields; research Career and Technical centers, Florida public colleges and universities; complete interest assessments; create education plans, goals and action plans. Students will have credit check conferences to show progression towards graduation and educational plans and goals.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Career Counselor and teachers will take part in training on Florida Shines as part of the all campus professional development plan, as well as training on post secondary AVID strategies that allow students ownership, accountability, and critical thinking in terms of their education.
2. Students will work with the Career Counselor and teachers to complete activities within Florida Shines. This will be reviewed by the career counselor, and guidance counselor to ensure that students are able to access this valuable post-secondary resource, and they are making the appropriate progress towards graduation.
3. Students will receive both career guidance and information regarding credits and credits earned from the career counselor and guidance counselor to go over their 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

Michelle Overstreet (michelle.overstreet@osceolaschools.net)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

This area of focus is related to our ESSA subgroups, but we are cognizant that the multigrade approach at Oasis can be challenging for all our subgroups to learn, and our teachers to teach. Consequently, all students will receive support in order to achieve learning goals during their stay.

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. In addition, every effort will be made to transition students returning to their campus with care to receive the maximum school credit to count for graduation requirements.

#4. Leadership specifically relating to Instructional Leadership Team**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The leadership team maintains the school climate that enables 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. Effective instructional leadership teams are powerful levers for making change in schools. These teams typically include the principal, assistant principal, guidance counselor, and teachers. It was found through the Insight survey from the district that there was a need for growth in instructional leadership within this program.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

PLC's will be held with teachers specifically designed around the unique needs of the campus focusing on strategies needed to assist students. 100% of staff will identify areas of growth on a year end assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

monitoring of PLC's and weekly feedback will assist administration in tailoring strategies and professional development for the student and staff needs.

Person responsible for monitoring outcome:

Karen Combs (karen.combs@osceolaschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Increase teacher leadership roles within the school. Creating and growing leaders within our school can improve teacher ownership, motivation and confidence leading to 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:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Identify teacher leader and roles; 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

Michelle Overstrett (overstrm@osceola.k12.fl.us)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not

Teacher leadership and improvement strategies will allow the staff to improve teacher leadership as well as ensure that students are making positive educational gains or strategies will be quickly readjusted in a timely manner.

meeting the 41% threshold
according to the Federal Index.

#5. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

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 students.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

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

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The guidance counselor will meet with students and evaluate their transcripts for gaps in course progression. The counselor will place students in the appropriate course based on the correct course progression for the student's cohort.

Person responsible for monitoring outcome:

Karen Varney (karen.varney@osceolaschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

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:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will have weekly data chats with individual students regarding their course progression and completion in the science course assigned.

Person Responsible

Michelle Overstrett (overstrm@osceola.k12.fl.us)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

This area of focus is related to our ESSA subgroups, but we are cognizant that the multigrade approach at Oasis can be challenging for all our subgroups to learn, and our teachers to teach. Consequently, all students will receive support in order to achieve learning goals during their stay.

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.

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.

This is not a Title I school, however, this school plans to build positive relationships with all stakeholders. Students who attend here are placed in a variety of ways, and depending on therapy students are receiving, families receive communication from the school in the form of conferences, grade progress, treatment team, and credit progress reports and report cards. Parents participate in IEP conferences and treatment team meetings and are encouraged to communicate with the school if they have questions or concerns. Community partnerships allow our students increased access to a variety of learning opportunities, and the teachers work diligently to conduct bimonthly awards focused on improvement on skills and progress toward goals. A partnership with the facility includes the SAC council. The teaching staff participates with the facility during treatment team meetings allowing for robust family communication and student communication in both school progress academically and in student behavior. Students receive daily points for positive behavior and positive behavior is rewarded with added privileges. Teachers are provided training on social emotional skills and cultural competencies as well as classroom management.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The teachers, during collaborative planning and PLC's engage with administration, the facility, and guidance counselors to ensure that evidenced based strategies for student engagement and instruction are used, and as well, students are making expected progress through curriculum. This allows high expectations and a shared understanding of academic and behavioral expectations. Feedback is shared with all stakeholders so that small corrections can be easily made when needed. We are continually working on business partners, such as Cirque de Solei, which has come to the facility for many years to conduct workshops for students.