Oasis Residential Center

2022-23 Ungraded Schoolwide Improvement Plan

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Oasis Residential Center

5970 S ORANGE BLOSSOM TRAIL, Intercession City, FL 33848

www.osceolaschools.net

Demographics

Principal: Karen Combs

Start Date for this Principal: 10/10/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	8%
2021-22 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 residential center is a short term drug and alcohol program for middle school and high school students that can be court ordered or parent placed. The goal of education at this facility is simply to maintain the student's educational progress until they are released back to their home zoned school. The average length of stay is anywhere between 3 to 10 days at this location.

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.
Gettel Capone, Denise	Graduation Coach	Responsible for communication with students, transcripts and career planning.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date
Monday 10/10/2022, Karen Combs

Total number of students enrolled at the school.
23

Total number of teacher positions allocated to the school.
2

Number of teachers with professional teaching certificates?
2

Number of teachers with temporary teaching certificates?
0

Number of teachers with ESE certification?
1

Identify the number of instructional staff who left the school during the 2021-22 school year.
0

Identify the number of instructional staff who joined the school during the 2022-23 school year.
0

Demographic Data

Early Warning Systems

2022-23

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	1	1	3	5	6	6	1	23
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	0	2	2	1	0	5
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	1	0	1	1	1	0	4
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	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	0	1

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

Monday 10/10/2022

2021-22 - 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	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 2019 statewide FSA ELA assessment	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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		45%	52%					57%	56%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Learning Gains		48%	52%					48%	51%
ELA Lowest 25th Percentile		40%	41%					43%	42%
Math Achievement		32%	41%					46%	51%
Math Learning Gains		39%	48%					41%	48%
Math Lowest 25th Percentile		44%	49%					46%	45%
Science Achievement		54%	61%					69%	68%
Social Studies Achievement		61%	68%					70%	73%

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	2022					
	2019	0%	47%	-47%	52%	-52%
Cohort Comparison						
08	2022					
	2019	0%	49%	-49%	56%	-56%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019					
Cohort Comparison						
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019					
Cohort Comparison						
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	62%	-62%	67%	-67%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	62%	-62%	70%	-70%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	49%	-49%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	44%	-44%	57%	-57%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
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

ESSA Data Review

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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

Part III: Planning for Improvement

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 related to the Areas of Focus?

Oasis is a small transient school program that endeavors to maintain students academic performance in subject areas while students are receiving treatment for substance-abuse. Many of our students struggle maintaining credits comparable to their peers. Our focus is on encouraging progress and credit retrieval or accrual so students can re-integrate successfully in their home zone school. we monitored students credit accrual weekly during the previous school year to ensure our students continue to make progress and have access to robust curriculum.

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

Our credit accrual showed the most improvement. We worked hard to ensure students had complete and correct credit checks and access to student guidance counselor so they could understand the requirements for high school graduation.

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?

The area we would like to improve on is working with post secondary school plans. Because our students have a transient nature, many of them miss out on planning at their home zone school or establishing relationships with guidance counselors in order to ensure that they complete interest inventories and create a post secondary plan.

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

Because their students are transient, many times they have unfinished classes or lack of high school credits in core content areas.

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

Regular meetings with a guidance counselor and credit checks along with student incentives for progress and classes will allow our students to leave us with additional credits and possibly credit retrieval should they have the need to recoup credit.

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

Teachers have a robust menu of professional development along with specific support in computer based instruction that is used at Oasis.

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Many students come to the program with gaps in credit accrual based on mental or physical health circumstances. This is a need for our students in order to allow for progress towards graduation with minimal disruption to the educational process during their stay at the residential facility.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	100% of students will retrieve credit, gain credit or make significant progress in classes towards graduation requirements. Students will be discussed weekly during PLCs to ensure progress our student outcomes allowing for quick corrective action.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Notes from PLCs will be shared with guidance and administration, progress towards credit retrieval will be checked weekly by administration and guidance ensuring student progress.
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.	Teachers will collaborate weekly discussing student progress towards credit retrieval, credit gain, and class percentage of completion.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	According to an article by Gabhart, Maura-Romano, in the Frontiers In Education Journal published in 2019, the study conducted found a significant positive direct correlation with student achievement and teachers who participated in collaborative meetings on student progress compared to teachers who did not participate.

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.

Staff commitments and norms will be established and agreed to by all team members.

Person Responsible	Michelle Overstreet (michelle.overstreet@osceolaschools.net)

Team members will meet per the school schedule to analyze data and discuss the progress of each student in achieving credits or making progress towards the credits.

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.	

#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.	Students at the Oasis residential center often struggle with academic skills including foundational mathematics skills as evidenced by their algebra 1EOC passing rates.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Based on attendance of 120 days or more, Oasis will improve eligible student scoring at a level three or higher on the algebra one EOC or district math assessment by 10%, or a measurable improvement, from 21-22 to 22-23
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Student mathematical progress and classes will be monitored by administrators and guidance counselor, and discussed during PLCs 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 in the International Journal of Educational Technology and Higher Education in 2017, an effective blended learning model combines both learning management system and face-to-face instruction along with academic engagement at the 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.

Students will receive credit checks and academic counseling from the guidance counselor upon entry, and after every semester or more frequently as classes are completed. Administration will review the credit checks as well as the progress of each student academically.

Person Responsible	Michelle Overstreet (michelle.overstreet@osceolaschools.net)

Students will be placed an appropriate classes by the guidance counselor each semester based on the transcript review. An administrator will review these each semester to ensure students are placed appropriately and can move forward in their academic progression of classes.

Person Responsible	Michelle Overstreet (michelle.overstreet@osceolaschools.net)

Progress in Edgenuity classes will be monitored daily by the teacher, weekly by the guidance counselor, and monthly by the assistant principal.

Person Responsible   Michelle Overstreet (michelle.overstreet@osceolaschools.net)

Students will be given a personalized review by the classroom teachers prior to district required or state required mathematics assessments. Students participate in progress monitoring and reviewing standards previously taught at the beginning window of each assessment Friday

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.

#3. 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.	Students at the Oasis Residential Center often struggle with academic skills including language art skills as evidenced by FSA passing rates.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Based on attendance of 120 days or more, Oasis will improve students scoring at a level three or higher on the FSA or district ELA assessment by 10% from 21-22 to 22- 23 by 10 percent or a measurable increase.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Student language arts progress in classes will be monitored by administrators and guidance counselors and discussed during PLCs 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 one to one 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 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 with 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.

Students will receive credit checks and academic counseling from the guidance counselor upon entry,after every semester, or more frequently as classes are completed. Administration will review the credit checks as well as the progress of each student academically.

Person Responsible	Michelle Overstreet (michelle.overstreet@osceolaschools.net)

Students will be placed in appropriate classes by the guidance counselor each semester based on review of the transcript. An administrator will review these each semester. This is to ensure that students are being placed appropriately and can move forward and their academic progression of classes.

Person Responsible	Michelle Overstreet (michelle.overstreet@osceolaschools.net)

Progress in the Edgenuity classes will be monitored daily by the teacher, weekly by the guidance counselor, and monthly by the assistant principal.

Person Responsible   Michelle Overstreet (michelle.overstreet@osceolaschools.net)

Students will be given personalized review by the classroom teachers prior to district required or state required assessments by 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.

#4. 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 student scientific habits of mind, develop their capacity to engage in scientific inquiry, and teach students had a reason in scientific context. Science allows our students to explore their world, learn new things, and complete graduation requirements.
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 credit recovery course per their transcript and 100% of students who are assigned a science class 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 transcript 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:	Michelle Overstreet (michelle.overstreet@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 tech sharing test results with students. They engage in intentional processes 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 complete weekly data chats with individual students regarding course completion and progress towards their science course assigned.

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.	

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

n/a

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

n/a

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

n/a

Grades 3-5: Measureable Outcome(s)

n/a

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

n/a

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

m/a

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

m/a

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

n/a

Positive Culture & Environment
A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Other

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Using daily point sheets, treatment team notes, and student progress, teachers will analyze behavior trends and tailor student and group awards in order to encourage positive behavior and extinguish negative behavior. In addition a yearly survey for school climate for residential programs is reviewed annually by staff to determine changes that need to be made to help students have a positive learning environment.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

Students are provided daily information on behavior, and in addition, stakeholders are given this information every during Staff-student-family team meetings and goals are set for each student during that time. Staff will use this information in order to tailor student behavior incentives so that positive behavior is encouraged and negative behavior is extinguished.In addition a yearly survey for school climate for is reviewed annually by staff to determine changes that need to be made to help students have a positive learning environment.

Describe how implementation will be progress monitored.

Daily point sheets and weekly and monthly incentives are monitored by administration for positive or negative trends.

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.

Action Step	Person Responsible for Monitoring
Daily point sheets and weekly and monthly incentives are monitored by administration for positive or negative trends.	Combs, Karen, karen.combs@osceolaschools.net