Florida Cyber Charter Academy At Osceola

2022-23 Schoolwide Improvement Plan

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Florida Cyber Charter Academy At Osceola

9143 PHILLIPS HWY SUITE 590, Jacksonville, FL 32256

https://flcca.k12.com/

Demographics

Principal: Jerry Hulshult

Start Date for this Principal: 8/25/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	53%
2021-22 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	2021-22: C (41%) 2018-19: C (41%) 2017-18: D (33%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-12	No	53%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	68%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

N/A

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Ensuring all 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.

Provide the school's vision statement.

Celebrating diversity and building community through inspiration while ensuring our students are productive citizens today for success in their future endeavors of tomorrow.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
D'Esposito, Kerrie	Principal	+ Middle School Principal + 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 overseas implementation of the school's academic improvement plan + Directly supervisors 20 to 30 full-time equivalent regular employees and or contractors + Establishes and promotes high standards and expectations for all students and staff for academic performance responsibility of 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 + Supervisors the instructional programs of the school evaluating lesson plans and observing classes on a regular basis to encourage use 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 + Carries out supervisory responsibilities in accordance with organizational policies and applicable laws
O'Quinn, Nicole	Principal	+ Kinder through Fifth grade Principal + 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 schools mission and vision with the aim of ensuring all

Name	Position Title	Job Duties and Responsibilities
		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 overseas implementation of the school's academic improvement plan + Directly supervisors 20 to 30 full-time equivalent regular employees and or contractors + Establishes and promotes high standards and expectations for all students and staff for academic performance responsibility of 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 program,s 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 schools philosophy, mission statemen,t and instructional goals + Supervisors the instructional programs of the school evaluating lesson plans and observing classes on a regular basis to encourage use 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 + Carries out supervisory responsibilities in accordance with organizational policies and applicable laws

Demographic Information

Principal start date
Thursday 8/25/2022, Jerry Hulshult

Number of teachers with a 2022 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.*

Number of teachers with a 2022 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.*

Total number of teacher positions allocated to the school
35

Total number of students enrolled at the school

972

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

31

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

13

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	46	83	83	107	98	95	117	109	78	0	0	0	0	816
Attendance below 90 percent	4	9	4	8	4	5	1	1	1	0	0	0	0	37
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	0	0	0	1	2	1	0	0	0	0	5
Course failure in Math	0	0	0	1	1	0	2	2	2	0	0	0	0	8
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	5	29	26	31	21	32	0	0	0	0	144
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	42	38	58	45	39	0	0	0	0	228
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	

Using the table above, complete the table below with the number of students by current grade level who have 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	1	0	3	2	3	3	3	0	0	0	0	15

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Wednesday 8/24/2022

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	101	93	140	127	133	123	117	109	114	0	0	0	0	1057
Attendance below 90 percent	8	12	15	11	14	14	10	15	9	0	0	0	0	108
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	4	2	23	34	55	44	14	38	40	0	0	0	0	254
Course failure in Math	1	3	15	26	33	41	10	22	36	0	0	0	0	187
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	3	14	12	0	0	0	0	32
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	8	22	36	0	0	0	0	68
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	1	9	4	9	5	1	5	4	0	0	0	0	38

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	1	0	1	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	1	2	1	1	2	1	0	0	0	0	0	8

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	101	93	140	127	133	123	117	109	114	0	0	0	0	1057
Attendance below 90 percent	8	12	15	11	14	14	10	15	9	0	0	0	0	108
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	4	2	23	34	55	44	14	38	40	0	0	0	0	254
Course failure in Math	1	3	15	26	33	41	10	22	36	0	0	0	0	187
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	3	14	12	0	0	0	0	32
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	8	22	36	0	0	0	0	68
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	1	9	4	9	5	1	5	4	0	0	0	0	38

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	1	0	1	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	1	2	1	1	2	1	0	0	0	0	0	8

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	41%	50%	55%				42%	56%	61%
ELA Learning Gains	49%						48%	57%	59%
ELA Lowest 25th Percentile	44%						41%	55%	54%
Math Achievement	23%	42%	42%				24%	52%	62%
Math Learning Gains	39%						34%	55%	59%
Math Lowest 25th Percentile	44%						36%	49%	52%
Science Achievement	37%	45%	54%				36%	49%	56%
Social Studies Achievement	40%	53%	59%				44%	75%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	50%	51%	-1%	58%	-8%
Cohort Comparison		0%				
04	2022					
	2019	29%	51%	-22%	58%	-29%
Cohort Comparison		-50%				
05	2022					
	2019	42%	48%	-6%	56%	-14%
Cohort Comparison		-29%				
06	2022					
	2019	39%	48%	-9%	54%	-15%
Cohort Comparison		-42%				
07	2022					
	2019	41%	47%	-6%	52%	-11%
Cohort Comparison		-39%				
08	2022					
	2019	40%	49%	-9%	56%	-16%
Cohort Comparison		-41%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	27%	54%	-27%	62%	-35%
Cohort Comparison		0%				
04	2022					
	2019	14%	53%	-39%	64%	-50%
Cohort Comparison		-27%				
05	2022					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	14%	48%	-34%	60%	-46%
Cohort Comparison		-14%				
06	2022					
	2019	18%	45%	-27%	55%	-37%
Cohort Comparison		-14%				
07	2022					
	2019	32%	30%	2%	54%	-22%
Cohort Comparison		-18%				
08	2022					
	2019	16%	47%	-31%	46%	-30%
Cohort Comparison		-32%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	25%	45%	-20%	53%	-28%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-25%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	34%	42%	-8%	48%	-14%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	47%	62%	-15%	67%	-20%
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	43%	73%	-30%	71%	-28%
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	47%	62%	-15%	70%	-23%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	33%	49%	-16%	61%	-28%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	24%	44%	-20%	57%	-33%

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
SWD	13	31	41	9	38	44	13	13			
ELL	22	33	33	16	31	42	14	33			
BLK	35	47	53	12	40	48	17	35			
HSP	39	47	40	22	36	33	33	42	36		
MUL	49	64		35	40			36			
WHT	45	50	42	28	43	44	46	42	59		
FRL	37	47	51	19	38	46	36	34	54		
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
SWD	11	26	32	4	28	48	13			60	
ELL	10	27		10	33						
BLK	34	40	38	10	31	44	27	40		81	8
HSP	39	39	39	23	35	52	32	44		74	7
MUL	60	33		47	42						
WHT	45	34	39	28	29	40	47	47		86	14
FRL	33	35	35	18	32	46	33	37		88	14
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	14	31	42	2	45	50		28			
ELL	20	25		20	25						
BLK	39	49	50	23	33	26	31	43			
HSP	39	42	33	20	30	36	21	38		70	
MUL	61	67		29	33		71	27			

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
WHT	41	49	41	25	36	42	41	49	32	79	55
FRL	38	46	42	22	34	36	31	41	50		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	27
Total Points Earned for the Federal Index	387
Total Components for the Federal Index	10
Percent Tested	91%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	28
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	3
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

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	36
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	36
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	45
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	44
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	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

Overall, Math proficiency is the lowest component of our school grade. However, our ELA proficiency was also below the state and district average.

Our lowest performing ESSA Subgroup is our Black/African American Subgroup with 32% in ELA and 36% in LGs and a 17% in Math with a positive increase to 54% in Learning Gains, and 27% in Science. We saw a large increase in our Math Learning Gains in our Hispanic Subgroup which was 70%.

There continues to be a need for overall mathematics improvement, and for professional development in specific grade levels on high-impact strategies in small group instruction in core content areas. Teacher training on content pedagogy combined with focused data driven instruction will reflect increased achievement and learning gains across all grade levels.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

In comparison to the 2021 FSA data, our student showed the greatest need for improvement in mathematics. While proficiency only decreased in 4th and 5th, proficiency across grade levels is still far below district and state averages. Additionally, our middle school acceleration rate also shows room for improvement, and a focus in 7th Grade ELA.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Due to the interruption of learning that COVID has caused with increased absences continual changes with students' modality, the students experienced learning gaps in their instruction. In order to combat the learning loss, we will refine MTSS eligibility criteria to proactively target student learning gaps, increase rigor of core instruction, and progress monitor regularly. Additionally, we were not fully staffed for a majority of the year. In terms of MS Acceleration, we did only offered any accelerated courses to few students. This has been remedied by expanding our course offerings and enrollment in these courses.

Last year, we were not fully staffed in ELA 7 until Q4 due to vacancies and then a leave. This year, we are fully staffed in ELA 7.

With acceleration rate, we had minimum amount of middle school students enrolled in HS and/or certificate granting classes. This year we enrolled more students into HS classes and certificate granting classes. We also created a feeder program with Acc/Adv ELA/Math courses and an additional CTE certificate granting class.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our ESSA Subgroup: Hispanic, saw the largest increase in Math Learning Gains at 70% and our Black population saw Learning Gains at 54%. Sixth grade as a whole.

What were the contributing factors to this improvement? What new actions did your school take in this area?

FLCCA placed a heavy focus on mathematics instructions which included a fact fluency program for students to master basic operations which allowed for more time to be spent on conceptual mathematics thinking and application. Additionally, teachers and instructional leadership worked closely with a mathematics consultant to build teacher pedagogy and targeting high impact instructional strategies. We moved our HS math interventionist down to sixth grade and hired new ELA 6 and Sci 6 teachers. They worked together as a team, and planned cross curricular to improve student achievement.

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

To continue accelerating learning, high impact strategies will need to be consistently implemented in all core subject areas. Accelerated learning strategies will include: Scaffolding Intentionally; Building vocabulary; Targeted small group; Prioritizing standards; Incorporating Text Sets. Also, teachers will need to build a deep nderstanding of the new BEST Standards and align instruction to these new standards.
We have now implemented advanced and accelerated courses in ELA and Math for grades 6-8, including HS level courses. We have also added HS-level science courses for grades 7-8. We are working in developing new advanced/accelerated courses for social studies and science.

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.

Professional development opportunities will be provided to teachers via differentiation based on current student outcomes and teacher pedagogy. Teachers will receive ongoing support on instructional strategies and data from progress monitoring programs to drive instructional decisions. In addition, peer observations will be conducted to enhance their teaching strategies and content knowledge. Teachers have access to PD modules offered by Osceola and Stride/K12. Our teachers have already participated in BEST Training this year. We currently have our teachers meeting weekly in subject area and grade level teams. In those meetings they do best practice share-out, along with accountable student talk. Our teachers have already participated in BEST Training this year. We currently have our teachers meeting weekly in subject area and grade level teams. In those meetings they do best practice share-out, along with accountable student talk.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Ongoing progress monitoring by the leadership team will be conducted monthly to assess current performance, needs analysis, and action plan for continued improvement. We are currently working with our management corporation to create new advanced/accelerated courses in our learning management system. Our teachers are working with them to be able to have input on how the course will both look and feel.
We are currently working with our management corporation to create new advanced/accelerated courses in our learning management system. Our teachers are working with them to be able to have input on how the course will both look and feel.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Increase the opportunity for leaders to complete bi-weekly walkthroughs in all classrooms providing feedback in building relationships, student engagement, instructional strategies, and standards-aligned instruction.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Increase the Leadership Walkthroughs with specific feedback to 100% of our core teachers monitored bi-weekly.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This area of focus will be monitored and documented in the Standards for Success (SFS) evaluation platform used by Stride/K12.
Person responsible for monitoring outcome:	Kerrie D'Esposito (kdesposito@k12.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Research shows that targeted, specific feedback increases teacher effectiveness which in turn increases student achievement.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	We have about 50% new teachers to the virtual platform. The teachers have requested specific feedback in ways to increase their virtual teaching effectiveness. WE also provide a Welcome to the Pod program for our new virtual teachers that meets once a month to discuss this feedback and ways to increase teacher effectiveness in the virtual program.

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.

Academic Administrators and Master Teachers will each complete 1 walk-through each month and document in SFS.

Person Responsible	Kerrie D'Esposito (kdesposito@k12.com)

Academic Administrators and Master Teachers will meet with the teachers to provide specific feedback from the walkthrough.

Person Responsible	Kerrie D'Esposito (kdesposito@k12.com)

#2. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The Florida State Standards have updated to the B.E.S.T Standards, Teachers must teach to mastery of these new standards and students will be assessed throughout the year to monitor mastery of these standards.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Students will demonstrate 50% ELA and 45% Math Proficiency of the B.E.S.T. Standards by the end of the school year as indicated by the FAST Testing.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	In PLCs teachers will review the data from the FAST Testing from the BoY, MoY. and EoY assessments.
Person responsible for monitoring outcome:	Nicole O'Quinn (noquinn@k12.com)
Evidence-based Strategy: Describe the evidence-based strategy being	Teachers will receive training through professional development on the BEST Standards for ELA and Math. They will work together with the Academic Coaches/Master Teachers to align their lessons to teaching to the rigor of the standards. They will be observed and coached on the use of standards based instruction.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	"Coaching is one model of professional development that has shown potential to improve the knowledge, skill, and practice of teachers, thus, enhancing student achievement. In a 2004 study by the University of Kansas Center for Research on Learning, instructional coaching was found to significantly increase the implementation rate of newly learned practices. This study indicated that without support and follow-up, teacher implementation of new instructional methods is about 10%, but with coaching the percentage increases to 85% (Knight, 2004). Coaching as a professional development activity involves a highly skilled professional (the coach) working with other professionals (the teachers) in a collegial manner to raise instructional practice to the highest level possible. Coaching promotes teacher growth and problem solving. It is on-going, classroom based, and personalized for each teacher." Penn Department of Education.

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. Plan Whole School and Grade Band Professional Development on the ELA and Math BEST Standards in Preplanning.

Person Responsible	Jerry Hulshult (jhulshult@k12.com)

2. Provide training/PD on aligning curriculum to the standards in Curriculum Mapping training by Stride/ K12 and with our academic coaches.

Person Responsible	Nicole O'Quinn (noquinn@k12.com)

3. Povide agendas in PLC to review the planning of summatives/formatives aligned to standard mastery.

Person Responsible	Nicole O'Quinn (noquinn@k12.com)

4. Academic Coaches will use a rubric in walkthrough observations to provide feedback and coaching on aligning instruction to the rigor of the standards.

Person Responsible	Angie Canter (acanter@k12.com)

#3. ESSA Subgroup specifically relating to Students with Disabilities	
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 2022 FSA data, Students with Disabilities are scoring well below state, district, and school level in ELA and Math, with math being the lowest.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	SWD will increase their % proficiency in math on the FAST testing to 15% from the previous year's 9% on the FSA.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Students will participate in the FAST Testing at the BoY, MoY, and EoY, teachers will review this data and their Tier 3 progress monitoring to adjust instruction and monitor mastery of standards.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Through targeted small group instruction students will receive intervention in order to remediate foundational skills and math fluency.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Research from Rice University, 'Small group instruction provides opportunities for flexible and differentiated learning. With smaller number of students, students have more chance to participate. Teachers are able to monitor students better, thus providing better and more individualized feedback and support.'

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. SWD will be scheduled into Tier 2 and Tier 3 small groups in addition to their core whole group classes to begin at the begiining of the school year.

Person Responsible	Nicole O'Quinn (noquinn@k12.com)

2. After BoY FAST Progress Monitoring, through PLCs teachers will review data and use the data to drive targeted small group skills and instruction for remediation on low achieving standards.

Person Responsible	Nicole O'Quinn (noquinn@k12.com)

3. Mid year, in PLCs review the MoY FAST Progress Monitoring and establish projections to plan for remediation in targeted standards and math fluency.

Person Responsible	Nicole O'Quinn (noquinn@k12.com)

#4. -- Select below -- specifically relating to

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

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

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

Person responsible for monitoring outcome:

[no one identified]

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

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

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.

No action steps were entered for this area of focus

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

K: 38% Proficient
1st:40% Proficient
2nd:45% Proficient
There is definitely a need to focus on foundational skills: specifically Phonemic Awareness and Phonics. We plan to incorporate direct instruction Phonics lessons in whole group and small group and provide Tier 2 and Tier 3 students with Heggerty Phonemic Awaress and SIPPs Phonics small group support.

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

3rd: 38% Proficient
4th: 42%: Proficient
5th: 50%: Proficient
Teachers will be teaching targeted small group lessons focused on comprehension and vocabulary with all students and those in Tier 2 and Tier 3 will be provided additional direct instruction small group intervention support on Phonics and Fluency with Heggerty Bridge the Gap, SIPPs, and MindPlay.

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)

Based on the previous year's data, K-2 students will increase their % proficient by the end of the year FAST testing to 50% proficient.

Grades 3-5: Measureable Outcome(s)

Based on the previous year's NWEA Data, 45% proficient, FLCCA 3rd Grade students will increase their ELA achievement on the FAST to 55% proficient.
Based on the previous year's FSA data, 38% proficient, FLCCA 4th Grade students will increase their ELA achievement on the FAST to 45% proficient.
Based on the previous year's FSA data, 42% proficient, FLCCA 5th Grade students will increase their ELA achievement on the FAST to 50% proficient.

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.

The Florida FAST will be given 3 times during the school year. We will analzye the data and determine areas of focus at each assessment. Students will also be monitored through DIBELS and formative assessments throughout the year for progress monitoring.

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

O'Quinn, Nicole, noquinn@k12.com

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. §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?

Small group targeted instruction
Leadership walkthroughs providing feedback and coaching on standards aligned instruction and targeted small group instruction after Professional Development on BEST Standards and Curriculum Mapping Training.

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?

Based on Hattie's Visible Learning Research, Targeted Small group intervention, response to intervention, has an effect size of 1.07, with a focus on Phonemic Awareness and Phonics with an effect size of .54 will reduce the achievement gap for our lower performing students and the comprehensive interventions for students with learning disabilities has an effect size of .77

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
Literacy Leadership: Leadership will provide professional development on a deeper understanding of the BEST Standards, provide Heggerty Bridge the Gap training, provide Mindplay training, and a SIPPS training after we acquire the new curriculum. Literacy Coaching will happen through informal observations, walkthroughs and coaching on the small group instruction and phonics programs implemented. Coaches will observe and provide feedback monthly to all teachers.	O'Quinn, Nicole, noquinn@k12.com
Assessment: Students will be assessed and Tiered through the FAST testing, DIBELS, and formative data. Ongoing Progress monitoring will take place 3 times a year using these same assessments, and students will also have ongoing progress monitoring through mastery of the programs, Mindplay, Heggerty Bridge the Gap, and we plan to purchase and use SIPPs with grant money.	Myers, Catherine, camyers@k12.com
Professional Learning: Teachers will work in PLCs to plan instruction and remediation, they will participate in the beginning of the year trainings as mentioned in Step 1, then attend MTSS meetings to discuss the progress of each student recieving the tiered supports in place and discuss response to intervention and make adjustments as needed.	O'Quinn, Nicole, noquinn@k12.com

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

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 belongness 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.

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

FLCCA develops activities to involve parents, families and other community stakeholders in the education of their children and to increase academic success. Our assistant principal will be focused on relationship building, restorative justice, and maintaining positive morale.

FLCCA also has a Special Programs Manager that helps to support student needs and school-wide PBIS initiatives. Additionally, Multi-tiered System of Supports (MTSS) process provides additional support for students needing assistance with academics or behaviors.

Additionally, FLCCA has a strong student support team which consists of school leaders, counselor, engagement specialist, and school social worker. This team comes together bi-weekly to discuss schoolwide
engagement opportunities (virtual social hours, field days, and field trips).