

School District of Osceola County, FL

# Ucp Osceola Charter School



2017-18 Schoolwide Improvement Plan

## Ucp Osceola Charter School

1820 ARMSTRONG BLVD, Kissimmee, FL 34741

[www.ucpcharter.org](http://www.ucpcharter.org)

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	Yes	86%

### School Grades History

Year  
Grade

### School Board Approval

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

### SIP Authority and Template

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>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Ucp Osceola Charter School

DA Region and RED	DA Category and Turnaround Status
Central - <a href="#">Lucinda Thompson</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

THE MISSION OF UCP OSCEOLA CHARTER SCHOOL IS TO CREATE A FULLY INCLUSIVE LEARNING COMMUNITY WHERE ALL STUDENTS, PARENTS, AND PROFESSIONALS APPRECIATE AND VALUE DIVERSITY IN ALL FORMS. STUDENTS ARE EDUCATED TO BECOME CONSCIENTIOUS, RESPONSIBLE CITIZENS, WHEREBY THEY ASSUME THE ROLE OF LIFE-LONG LEARNERS AS THEY REFLECT UPON AND CONTRIBUTE TO THE CULTURAL AND CIVIC LIFE OF THE COMMUNITY. ALL STUDENTS ARE SUPPORTED TO ACHIEVE HIGH STANDARDS IN BOTH THEIR ACADEMIC AND PERSONAL DEVELOPMENT THROUGH A RESEARCH-BASED EDUCATIONAL PROGRAM UTILIZING A PROJECT BASED ART AND TECHNOLOGY INTEGRATION APPROACH.

##### b. Provide the school's vision statement.

UCP OSCEOLA IS A PLACE WHERE BARRIERS ARE BROKEN AND MIRACLES HAPPEN. WE ARE CREATING A COMMUNITY WHERE EVERYONE TOUCHED BY A DISABILITY CAN EXCEL, WITHOUT LIMITATIONS.

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The staff at UCP Osceola strives to provide an atmosphere conducive to learning by building relationships with students. The culture of the school is built on idea of mutual respect. Through project based learning and curriculum the school is able to explore various cultures represented in our school and empower students to gain knowledge of different backgrounds. Through this knowledge the teachers and students build relationships. As a result of providing a strong instructional culture and excellent instruction the students can then reach their full potential in the future.

##### b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

UCP Osceola charter school maintains a warm and welcoming inclusive environment where all participants are valued. The school also provides a safe before-care, after-school, and summer enrichment program. Conscious Discipline, Positive Behavior Supports, and classroom expectations are at the forefront of our Social Emotional environment.

UCP Osceola charter school utilizes a positive behavior support model that emphasizes three core values - SAFETY, RESPECT and RESPONSIBILITY. These core values are posted in classrooms and throughout the school, and teachers incorporate these values into their classroom management plans. Each teacher is required to complete a classroom management plan that takes into account student safety and contingencies. Discipline procedures support the school's goals of maintaining a safe environment for all students.

##### c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The schoolwide behavioral system is based on Conscious Discipline and Skill-streaming. Based on age/grade, students participate in a token economy system that rewards positive behaviors and minimizes negative behaviors. All students are taught the common school rules that provide a clear understanding and universal behavior system infused throughout the school and campus. UCP Osceola utilizes an incident report to document occurrences that must be communicated to families and others as well as a referral system that documents occurrences and consequences of specific behaviors.

UCP Osceola staff are trained in behavioral expectations. The agency's behavior team provides support to teachers who have students with Tier 3 behavior plans as well as students that are not to that point, but are showing difficulty with behavior. The behavior team provides guidance regarding the creating of a classroom management plan and appropriate Tier 1 classroom management techniques. Professional development regarding the creation of a structured learning environment is also provided throughout the year.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

UCP of Central Florida provides support for all students through mental health/counseling services that are provided for students identified through child study and/or MTSS. Students who are identified through Child Study or MTSS may be referred to the Licensed Mental Health Counselor, social skill groups, and/or play therapy project in order to support the needs.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

The school will analyze and document the following

- Attendance below 90% quarterly. A child find committee will address attendance issues.
- Suspensions monthly. MTSS behavior is utilized and behavior intervention plans are written as needed.
- Course failure in ELA/Mathematics quarterly. MTSS academic interventions are implemented for all students. Tier 2 and Tier 3 interventions are required for students who are at risk of failure.
- ESE student progression on IEP goals/benchmarks quarterly

**b. Provide the following data related to the school's early warning system**

**1. 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		
Attendance below 90 percent	5	6	5	2	0	0	0	0	0	0	0	0	0	18	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.**

UCP Osceola charter school participates in MTSS for all students. It is important to note that about 60% of the UCP Osceola charter school students are identified as ESE students. UCP, early intervention strategies include smaller group size, extended academic times, specific strategies and interventions based on each student's area of deficit, and accommodations provided for students on IEPs. UCP Osceola has a much lower student to teacher ratio then traditional public schools. In addition to determining the most appropriate academic strategies, a child find committee addresses attendance issues which should reduce the amount of students who exhibit early warning signs. Specific strategies that administration and staff at UCP Osceola are implementing include:

1. Utilizing assistants in each classroom to implement instructional and non-instructional supports, as well as assisting students with activities will also support the students.
2. Students will receive additional intervention times based on district, and state assessments as well as classroom and campus wide progress monitoring.
3. The school has identified a staff member and administrator that will lead the child study team related to attendance in order to document and support attendance for more than 90 percent of the school year.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

**1. PFEP Link**

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

**2. Description**

UCP Osceola continuously works to build and improve upon the relationships we have with our families. Monthly Parent Teacher Organization meetings are held on campus. The focus of this group is to provide education for parents, a support network for our families, and engaging activities, as well. Classrooms produce newsletters for families, giving specific information regarding the academics and goals of the class. Teachers provide comments and marks on quarterly report cards, but are always available to meet with parents regarding any questions or concerns. Scheduled parent/teacher conferences are held as per the district calendar. UCP hosts regular family engagement events centered around activities that promote parent and students needs.

**2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.**



UCP has a large network of volunteers and donors that support our mission and our students. Events such as, "Book Buds," invites local people into our classrooms to read to and connect with our students. UCP hosts an annual Gala in spring that acts as a fundraiser, but also showcases our students. Whether the event is large, or small, it builds our partnerships to help our students learn and grow.

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Morris, Beth	Principal

#### b. Duties

##### ***1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.***

The School Leadership Team consists of a School Administrator and Lead Teacher. We meet once per week reviewing school-wide data to determine on-going needs of our school. The School Administrator monitors overall student achievement and determines if there are students in danger of not making learning gains that are predicted Level 1 and 2 students. The School Administrator, ensuring their enrichment needs are appropriate, as well as developing Professional Development courses that align with the school-wide Professional Development plan.

##### ***2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.***

This team meets on a weekly basis. We meet to discuss the needs of all students, disseminate information and materials, discuss programs that will be implemented, and address feedback from teachers. The team provides administrative support to ensure commitment, resources and teacher support to share in the common goal of improving instruction and overall to build staff support, sustainability over time. All teachers and instructional para-professionals utilize their time working with students during student time on campus, for teachers, that is devoted to instructional grade level and content specific planning. Instructional para-professionals have had training this year with research based reading interventions that are being implemented on a daily basis.

#### Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

#### Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement

data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

#### Title I, Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

#### Title II

Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

#### Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second and third grade students.

#### Title IX

To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Beth Morris	Principal
Gianna Sangster	Parent
Stephanie Di Francesco	Teacher
Jamie Schaper	Parent
Troy Techau	Parent
	Student

### b. Duties

**1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

SAC was able to approve last years school improvement plan.

*b. Development of this school improvement plan*

SAC will be asked for input during the development of the school improvement plan. The draft of the plan will be approved before submission.

*c. Preparation of the school's annual budget and plan*

SAC is kept up to date on the usage of school funds during monthly meetings.

**2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.**

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.*

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Morris, Beth	Principal

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

This team meets on a weekly basis. We meet to discuss the needs of all students, disseminate information and materials, discuss programs that will be implemented, and address feedback from teachers. The team provides administrative support to ensure commitment, resources and teacher support to share in the common goal of improving instruction to build staff support and sustainability over time. Team members meet weekly with classroom teachers to discuss literacy development and how teachers can incorporated literacy across the content.

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

**1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.**

During these planned and structured sessions the teachers will be involved in professional development sessions learning how to unwrap new FL Standards; begin using collaborative and cooperative learning structures; utilize and facilitate close readings, cumulative and performance writing activities; as well as effectively design and plan for meaningful instruction. Teachers will also plan and write lessons together and as the year progresses we will begin to plan with mastery in mind to create the most effective engagement strategies for students.

**2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.**

In collaboration with UCP's Human Resources Department there are multiple strategies utilized in order to recruit and retain highly qualified effective teachers for Osceola Charter School. There are also marketing tools used to support the recruitment aspects of highly qualified employment needs. Job openings are posted; candidates are screened, and then interviewed by a panel of UCP teachers/employees. All teaching staff are required to be dual certified in ESE and the grade level in which they teach. In addition to being dual certified, all teachers are also ESOL endorsed or in the process of becoming ESOL endorsed. Credentials are verified and all state/district policies are utilized. Once a highly qualified candidate has been identified there are supports provided through a rigorous New Education Academy, held each summer by the agency, new team members are provided a mentor within the Osceola learning community and school administrators meet bi monthly with grade level teams in order to support the retention of all teachers. The person responsible is the School Administrator, although it is a collaborative effort across the campus and agency. Professional development opportunities are provided throughout the school year. New teachers are provided a UCP mentor. Directors of Education and other teachers provide support to new teachers as needed. Observations and walk throughs are also provided, and performance evaluations are based on student success and teacher effectiveness.

### **3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.**

All brand new teachers receive a mentor in their grade level or area to try and give them someone to go to in the area they teach. We also pair teachers that may not be brand new, but new to our school with a mentor. These groups met at the beginning of the school year and participated in an orientation and getting to know each other activities. They also meet on a monthly basis to discuss upcoming events as well as planning for instruction.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

##### ***1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.***

UCP Osceola Charter ensures that students are receiving curriculum that is aligned to the Florida Standards by administrators attending weekly collaboration meetings and attending monthly collaboration planning. All teachers have been or will be trained on the Florida Standards and how to unwrap the standards. All teachers have received training on the curriculum maps that are aligned to the standards. Administrative walk-throughs and formal observations ensure the standards are being followed. We also utilize resources that were created and vetted by the State of Florida, such as CPLAMS and the FSA Portal.

#### **b. Instructional Strategies**

##### ***1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.***

Teachers meet collaboratively to discuss the most current data on students. The students may then be regrouped into fluid small groups to address an academic skill that was not proficient. These groups may be facilitated by a teacher or paraprofessional. Our ELA block has a portion of time dedicated to differentiated instruction of the students. The students receive instruction that is focused toward their specific needs both directly from an instructor and via review of skills in centers. This

gives the exposure to grade level material during whole group instruction while adapting instruction and tailoring it to raise proficiency levels within the small groups. Data from state assessments is our initial identifier for students that are not at a proficient level. We also use data from GoMath and Achieve 3000, and local district assessments to determine the needs of our students.

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** After School Program

**Minutes added to school year:** 0

Increased the amount of actual time on task by extending the instructional day.

**Strategy Rationale**

Time on task is a major indicator of academic achievement. Studies have shown that when students are given more time in school, academic achievement increases.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Morris, Beth, bmmorris@ucpcf.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Reading data is collected weekly from reading intervention programs and students who are displaying mastery will be moved to next levels. Reading skills will be measured through Achieve 3000 and progress towards grade level will be an indicator of reading improvement and the effectiveness of reading program.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

Achieve 3000 and FLKRS are assessment tools used to determine the readiness needs of these Kindergarten students. Students who need intensive interventions will receive additional assistance from trained teachers and paraprofessionals. Parent workshops which provides specific strategies for improving children's reading achievement. During the spring and summer kindergarten enrollment periods, information is shared with parents regarding the state funded Voluntary Pre-K opportunities. UCP Osceola Charter is offering a Pre-K Program to ensure students have a successful transition to Kindergarten.

**b. College and Career Readiness**

**1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

UCP Charter Schools implement standards provided by the state that are set to prepare for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers and life.

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**

The Florida Standards supports the implementation of the skills and knowledge necessary for success in STEM related experiences. UCP Charter Schools implement the Florida Standards which consist of:

- \* A curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.
- \* Innovative instruction allows students to explore greater depths of all of the subjects by utilizing the skills learned.
- \* Independent and collaborative research projects embedded in the curricula.
- \* Collaboration, communication, critical thinking, and creativity is threaded throughout the curricula.
- \* Real-world, problem-based applications.

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**

N/A

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

N/A

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## C. Strategic Goals



## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step    S123456 = Quick Key

## Strategic Goals Summary

- G1.** If students attended school regularly then their academic performance would increase. By May 2017, the UCP Osceola Charter average attendance rate will increase to 90% or higher as reported to FLDOE.
- G2.** If students and teachers are provided appropriate resources and supports with a focus on Tier 1 standards based instruction (academic and behavioral) foundations for sustainability, then student performance will increase.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*



**G1.** If students attended school regularly then their academic performance would increase. By May 2017, the UCP Osceola Charter average attendance rate will increase to 90% or higher as reported to FLDOE.

1a

G095480

### Targets Supported 1b

Indicator	Annual Target
Attendance Below 90% Kindergarten	90.0
Attendance Below 90% Grade 01	90.0
Attendance Below 90% Grade 02	90.0
Attendance Below 90% Grade 03	90.0

### Targeted Barriers to Achieving the Goal 3

- Lack of accountability for attendance procedures.

### Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers willingness to implement new attendance strategies.
- Target specific students with attendance plans, awards, mentoring, etc

### Plan to Monitor Progress Toward G1. 8

Track student attendance to determine students who have at-risk attendance behavior.

#### Person Responsible

Beth Morris

#### Schedule

Monthly, from 8/10/2017 to 5/25/2018

#### Evidence of Completion

Monthly student attendance reports

### Plan to Monitor Progress Toward G1. 8

School Administrator will monitor for decreases in absenteeism and an increase in student days present

#### Person Responsible

Beth Morris

#### Schedule

Weekly, from 8/10/2017 to 5/25/2018

#### Evidence of Completion

Data indicating a reduction in daily student absences

**G2.** If students and teachers are provided appropriate resources and supports with a focus on Tier 1 standards based instruction (academic and behavioral) foundations for sustainability, then student performance will increase. 1a

G095481

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	55.0
FSA Mathematics Achievement	55.0

**Targeted Barriers to Achieving the Goal** 3

- Staff and community culture that is not supportive of rigorous, standards based planning and teaching with the belief that all students can master grade level standards if provided the right resources and supports.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Provide additional time throughout each month for teachers to plan collaboratively focusing on Standards Based Instruction. •UCP Director of Curriculum/Instruction support •UCP Curriculum website •Student after school tutoring time

**Plan to Monitor Progress Toward G2.** 8

School Administrator will monitor for implementation and use school wide attendance procedures and incentives

**Person Responsible**

Beth Morris

**Schedule**

Weekly, from 8/10/2017 to 5/25/2018

**Evidence of Completion**

Increase percentage of school wide daily attendance

**Plan to Monitor Progress Toward G2.** 8

55% of UCP of Osceola 3rd graders will achieve a level 2 or above score on FSA Reading.

**Person Responsible**

Beth Morris

**Schedule**

On 5/25/2018

**Evidence of Completion**

Benchmarks, standardized assessments FSA Reading

**Plan to Monitor Progress Toward G2.** 8

55 % of UCP of Osceola 3rd graders will achieve a level 2 or above score on FSA Math.

**Person Responsible**

Beth Morris

**Schedule**

On 5/25/2018

***Evidence of Completion***

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If students attended school regularly then their academic performance would increase. By May 2017, the UCP Osceola Charter average attendance rate will increase to 90% or higher as reported to FLDOE. **1**

 G095480

**G1.B1** Lack of accountability for attendance procedures. **2**

 B257078

**G1.B1.S1** UCP Osceola will design an attendance plan to increase student attendance. **4**

 S272005

### Strategy Rationale

Teacher buy in to school wide attendance plans and procedures is necessary for consistency and accountability. Further, these plans and procedures will increasing student academic time and academic student performance.

### Action Step 1 **5**

Track student attendance to determine students who have at-risk attendance behavior.

#### Person Responsible

Beth Morris

#### Schedule

Weekly, from 8/10/2017 to 5/25/2018

#### Evidence of Completion

Monthly student attendance reports

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

School Administrator will monitor for decreases in absenteeism and an increase in student days present

**Person Responsible**

Beth Morris

**Schedule**

Weekly, from 8/10/2017 to 5/25/2018

***Evidence of Completion***

Data indicating a reduction in daily student absences

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

School Administrator will monitor for implementation and use school wide attendance procedures and incentives

**Person Responsible**

Beth Morris

**Schedule**

Weekly, from 8/10/2017 to 5/25/2018

***Evidence of Completion***

Increase percentage of school wide daily attendance

**G2.** If students and teachers are provided appropriate resources and supports with a focus on Tier 1 standards based instruction (academic and behavioral) foundations for sustainability, then student performance will increase. 1

G095481

**G2.B1** Staff and community culture that is not supportive of rigorous, standards based planning and teaching with the belief that all students can master grade level standards if provided the right resources and supports. 2

B257079

**G2.B1.S1** Provide a clearly communicated school vision with a theme and incentives to support positive change throughout the school year. 4

S272006

### Strategy Rationale

Based on the school data, demographics, and research regarding other turn around schools across the state, staff will learn that all students can achieve at high levels.

### Action Step 1 5

Creation of vision and theme that is clearly communicated with all staff.

#### Person Responsible

Beth Morris

#### Schedule

Weekly, from 8/10/2017 to 5/25/2018

#### Evidence of Completion

Lesson Plans, Classroom Walk Throughs

### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The vision and theme are embedded in all that is done.

#### Person Responsible

Beth Morris

#### Schedule

Weekly, from 8/10/2017 to 5/25/2018

#### Evidence of Completion

Student work, student data, and teacher understanding of how the vision will support schoolwide goals.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Review of lesson plans to determine if lessons and activities focus for standards based instruction.

**Person Responsible**

Beth Morris












**Schedule**

Weekly, from 8/14/2017 to 5/21/2018

***Evidence of Completion***

Planning that includes activities and lessons with the Fish Philosophy embedded.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G2.B1.S1.MA1  M390491	Review of lesson plans to determine if lessons and activities focus for standards based instruction.	Morris, Beth	8/14/2017	Planning that includes activities and lessons with the Fish Philosophy embedded.	5/21/2018 weekly
G1.MA1  M390489	Track student attendance to determine students who have at-risk attendance behavior.	Morris, Beth	8/10/2017	Monthly student attendance reports	5/25/2018 monthly
G1.MA2  M390490	School Administrator will monitor for decreases in absenteeism and an increase in student days...	Morris, Beth	8/10/2017	Data indicating a reduction in daily student absences	5/25/2018 weekly
G2.MA1  M390493	School Administrator will monitor for implementation and use school wide attendance procedures and...	Morris, Beth	8/10/2017	Increase percentage of school wide daily attendance	5/25/2018 weekly
G2.MA2  M390494	55% of UCP of Osceola 3rd graders will achieve a level 2 or above score on FSA Reading.	Morris, Beth	5/25/2018	Benchmarks, standardized assessments FSA Reading	5/25/2018 one-time
G2.MA3  M390495	55 % of UCP of Osceola 3rd graders will achieve a level 2 or above score on FSA Math.	Morris, Beth	5/25/2018		5/25/2018 one-time
G1.B1.S1.MA1  M390487	School Administrator will monitor for implementation and use school wide attendance procedures and...	Morris, Beth	8/10/2017	Increase percentage of school wide daily attendance	5/25/2018 weekly
G1.B1.S1.MA1  M390488	School Administrator will monitor for decreases in absenteeism and an increase in student days...	Morris, Beth	8/10/2017	Data indicating a reduction in daily student absences	5/25/2018 weekly
G1.B1.S1.A1  A364776	Track student attendance to determine students who have at-risk attendance behavior.	Morris, Beth	8/10/2017	Monthly student attendance reports	5/25/2018 weekly
G2.B1.S1.MA1  M390492	The vision and theme are embedded in all that is done.	Morris, Beth	8/10/2017	Student work, student data, and teacher understanding of how the vision will support schoolwide goals.	5/25/2018 weekly
G2.B1.S1.A1  A364777	Creation of vision and theme that is clearly communicated with all staff.	Morris, Beth	8/10/2017	Lesson Plans, Classroom Walk Throughs	5/25/2018 weekly



## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G2.** If students and teachers are provided appropriate resources and supports with a focus on Tier 1 standards based instruction (academic and behavioral) foundations for sustainability, then student performance will increase.

**G2.B1** Staff and community culture that is not supportive of rigorous, standards based planning and teaching with the belief that all students can master grade level standards if provided the right resources and supports.

**G2.B1.S1** Provide a clearly communicated school vision with a theme and incentives to support positive change throughout the school year.

### PD Opportunity 1

Creation of vision and theme that is clearly communicated with all staff.

#### Facilitator

Beth Morris

#### Participants

Faculty, Staff

#### Schedule

Weekly, from 8/10/2017 to 5/25/2018

## VI. Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## VII. Budget

1	G1.B1.S1.A1	Track student attendance to determine students who have at-risk attendance behavior.	\$0.00
2	G2.B1.S1.A1	Creation of vision and theme that is clearly communicated with all staff.	\$0.00
Total:			\$0.00