Ucp Osceola Charter School

2018-19 Schoolwide Improvement Plan

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Ucp Osceola Charter School

1820 ARMSTRONG BLVD, Kissimmee, FL 34741

www.ucpcharter.org

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 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	2017-18
Grade	F

School Board Approval

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

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.

The mission of UCP is to empower children with and without disabilities to achieve their potential by providing individualized support, education, and therapy services in an inclusive environment.

Provide the school's vision statement.

Providing enriching, individualized, quality academic experiences through rigorous yet differentiated instruction, project-based learning, and the integration of educational technology and the arts.

School Leadership Team

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

Name	Title
Morris, Beth	Principal

Duties

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

The primary role of the school principal is oversight of campus-based instructional programs . This includes a participatory role in the selection and implementation of English Language Arts, mathematics, science and social studies programs; training of staff in the use of these programs; oversight of data collection and MTSS processes; development of the campus tutoring program; formation and oversight of professional learning communities; implementation of agency teacher mentorship programs; and oversight of preparation for state standards-based assessments.

Another vital role of the school principal is oversight of compliance with the Individuals with Disabilities Act (IDEA). A large percentage of students with disabilities at UCP Osceola (approximately 66%) are supported by an Individualized Education Program, or IEP; the school administrator works closely with staff to ensure that IEP plans are carried out, that IEP timelines are fulfilled with fidelity, and that IEP goals, benchmarks, services, and accommodations are met to the greatest extent possible.

A third role of the school administrator is to work with all school stakeholders, including students, parents, teachers, and UCP administration to ensure that the school fulfills all applicable health, safety, educational and therapeutic best practices and compliance requirements.

Early Warning Systems

Year 2017-18

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	16	10	9	6	0	0	0	0	0	0	0	0	0	41
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	8	0	0	0	0	0	0	0	0	0	8

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	1	0	0	0	0	0	0	0	0	0	1

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected
Thursday 7/19/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The area of lowest performance based on the indicators in this School Improvement Plan is that of student achievement on the Florida Standards Assessment. Seven third graders obtained a Level 1 on the ELA assessment and five third graders obtained a Level 1 on the mathematics assessment.

This school year, UCP Osceola achieved a School Grade of F. The 2017-2018 school year was the first year that UCP Osceola received a School Grade, so there is insufficient data to describe SG trends at the current time.

Which data component showed the greatest decline from prior year?

N/A

Which data component had the biggest gap when compared to the state average?

The data component with the biggest gap when compared to the state average is the percentage of third and fifth grade students achieving a level 2 or higher on the FSA English Language Arts assessment. The 2018 state average of grade 3 students achieving a level 2 or higher on the ELA assessment was 80%; the UCP Osceola average of grade 3 students achieving a level 2 or higher on the ELA assessment was 36%.

Which data component showed the most improvement? Is this a trend?

N/A

Describe the actions or changes that led to the improvement in this area.

N/A

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	9%	51%	56%	0%	52%	52%
ELA Learning Gains	0%	54%	55%	0%	55%	52%
ELA Lowest 25th Percentile	0%	46%	48%	0%	50%	46%
Math Achievement	9%	54%	62%	0%	53%	58%
Math Learning Gains	0%	56%	59%	0%	56%	58%
Math Lowest 25th Percentile	0%	42%	47%	0%	49%	46%
Science Achievement	0%	51%	55%	0%	54%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	16 (5)	10 (6)	9 (5)	6 (2)	0 (0)	0 (0)	41 (18)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	8 (0)	0 (0)	0 (0)	8 (0)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	0%	51%	-51%	57%	-57%
	2017					
Cohort Comparison						
04	2018					
	2017					
Cohort Comparison		0%				
05	2018					
	2017					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	0%	51%	-51%	62%	-62%
	2017					
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018					
	2017					
Cohort Comparison		0%				
05	2018					
	2017					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018					
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	9			9							
HSP	10			10							
FRL	10			10							
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Attendance
Rationale	One of the greatest predictors of present and future student academic success is a high rate of attendance. Because our school does not offer school-based transportation, parents are required to transport their children to school daily. Some students are unable to consistently arrive on time due to the distance from children's homes to the school. Some families need to regularly transport their children to outside therapies or doctor appointments. Some families are impacted by other factors. Nevertheless, the school needs to ensure that a high rate of daily attendance is maintained for the sake of its student body. During the 2017-2018 school year, the school consistently recognized and rewarded students with a high rate of attendance. During the coming year, the school needs to change strategies to enhance the attendance rate.
Intended Outcome	The average daily attendance across all elementary school classrooms will be at least 90%.
Point Person	Beth Morris (bmorris@ucpcfl.org)
Action Step	
Description	1. Teachers will communicate student attendance concerns (excessive tardies or absences) to School Administrator and Family Services Case Manager on a weekly basis; concerns will be logged and addressed immediately. 2. School administrator and Family Services Case Manager will used a tiered system of communications to contact parents and communicate attendance concerns (phone, informal meetings, truancy meetings) 3. School administration will design and send home flyers in English and Spanish that discuss the positive correlation between academic performance and attendance. 4. School administration will offer parent workshops that discuss interventions parents can implement to increase student attendance.
Person Responsible	Beth Morris (bmorris@ucpcfl.org)
Plan to Monitor Effectiveness	
Description	1. School Administrator and Family Services Case Manager will discuss student attendance and possible candidates for truancy proceedings during weekly attendance meetings 2. School Administrator, Family Services Case Manager and Agency Registrar will discuss the need for attendance letters as well as possible candidates for truancy proceedings during monthly attendance meetings 3. School Administrator monitor attendance weekly through Focus system.
Person Responsible	Beth Morris (bmorris@ucpcfl.org)

Activity #2	
Title	Ensuring high levels of learning for all students in literacy
Rationale	UCP Osceola has recently been approved by Osceola County to be changed to alternative status. This would mean that UCP Osceola would not receive a School Grade for 2019, but rather a School Improvement Rating. The goal for the 2018-2019 school year is for grade 3, 4 and 5 student performance on FSA and FSAA assessments to average at least 50 points in ELA. The school intends to obtain a School Improvement Rating of 'commendable' on the 2019 standardized tests.
Intended Outcome	Grades 3, 4 and 5 student performance on FSA and FSAA assessments to average at least 50 points gain in ELA.
Point Person	Beth Morris (bmorris@ucpcfl.org)

Action Step	
Description	1. School administration will identify students that scored a 1 on the FSA ELA test and will provide those students with individualized tutoring targeted to close academic deficits. 2. Grades 3, 4 and 5 teachers will discuss progress monitoring data using the iReady and campus designed formative and summative assessments and will establish instructional strategies during ongoing professional learning community meetings. 3. School-wide and classroom incentives will be in effect to recognize individual achievement and reinforce academic growth. 4. A mandatory homework program to reinforce core and recently taught skills will be implemented. 5. iReady will be implemented across grades 3, 4, and 5, and benchmark tests will be regularly used for instructional, assessment, groupings and differentiation purposes. 6. Students that are identified as struggling readers in the iReady program will be provided additional small group instruction in the designation interventions block during the school day.
Person Responsible	Beth Morris (bmorris@ucpcfl.org)

Plan to Monitor Effectiveness	
Description	1. iReady data will be monitored by teachers and the school administrator on a weekly basis. 2. MTSS meetings will be used to monitor progress in Tier 2 and Tier 3 interventions. 3. Teacher teams will monitor student progress in regularly scheduled PLC meetings.
Person Responsible	Beth Morris (bmorris@ucpcfl.org)

Activity #3	
Title	Strengthen collaborative processes to ensure that the learning needs of all students are met
Rationale	Research states that if teachers participate in authentic collaborative teams, that produce engaging lessons using high yield strategies and best practices and are monitoring the progress to guide the instruction, then student achievement will increase.
Intended Outcome	Grades 3, 4 and 5 student performance on FSA and FSAA assessments to average at least 50 points gain in ELA and 50 points gain in math.
Point Person	Beth Morris (bmorris@ucpcfl.org)
Action Step	
Description	1. UCP's PLC's teams will meet each month during early release and on two individual planning periods a month for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a collaborative team. 2. Members of the UCP Education Leadership Team will participate in PLCs with each team in at least one meeting per month to assist in building shared knowledge of PLC processes. 3. UCP formative assessments will be given every 4.5 weeks in all accountability areas.
Person Responsible	Beth Morris (bmorris@ucpcfl.org)
Plan to Monitor Effectiveness	
Description	1. Administration and Education Leadership Team will monitor all accountability area collaborative teams, to ensure time is being used effectively and to evaluate the level of each PLC team weekly 2. Principal will meet with Education Leadership Team monthly to update team of progress toward goals. 3. Education Leadership Team will meet with CEO monthly to update campuses individual progress toward goals. 4. CEO will update Agency and Charter Board quarterly on campuses individual progress toward goals.
Person Responsible	Beth Morris (bmorris@ucpcfl.org)

Activity #4	
Title	Ensure high levels of math achievement for all students
Rationale	UCP Osceola has recently been approved by Osceola County to be changed to alternative status. This would mean that UCP Osceola would not receive a School Grade for 2019, but rather a School Improvement Rating. The goal for the 2018-2019 school year is for grade 3, 4 and 5 student performance on FSA and FSAA assessments to average at least 50 points in mathematics. The school intends to obtain a School Improvement Rating of 'commendable' on the 2019 standardized tests.
Intended Outcome	Grade 3, 4 and 5 student performance on FSA and FSAA assessments to average at least 50 points in mathematics.
Point Person	Beth Morris (bmorris@ucpcfl.org)

Action Step	
Description	1. School administration will identify students that scored a 1 on the FSA Math test and will provide those students with individualized tutoring targeted to close academic deficits. 2. Grades 3, 4 and 5 teachers will discuss progress monitoring data using the iReady and Go Math formative and summative assessments and will establish instructional strategies during ongoing professional learning community meetings. 3. School-wide and classroom incentives will be in effect to recognize individual achievement and reinforce academic growth. 4. A mandatory homework program to reinforce core and recently taught skills will be implemented. 5. iReady will be implemented across grades 3, 4, and 5, and benchmark tests will be regularly used for instructional, assessment, groupings and differentiation purposes. 6. Students that are identified as struggling readers in the iReady program will be provided additional small group instruction in the designation interventions block during the school day.
Person Responsible	Beth Morris (bmorris@ucpcfl.org)

Plan to Monitor Effectiveness	
Description	1. iReady data will be monitored by teachers and the school administrator on a weekly basis. 2. MTSS meetings will be used to monitor progress in Tier 2 and Tier 3 interventions. 3. Teacher teams will monitor student progress in regularly scheduled PLC meetings.
Person Responsible	Beth Morris (bmorris@ucpcfl.org)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

PFEP Link

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

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 Osceola Charter ensures that the social-emotional needs of all students are being met in a multitude of ways. UCP Osceola staff include a staffing specialist, a behavior technician, and a behavior specialist. A large number of UCP Osceola students are supported by services such as Individual Education Plans, individual and group counseling, 504 accommodations, and Functional Behavior Assessments/Behavior Intervention Plans.. Each student's cumulative folder is thoroughly reviewed so that staff can determine the best academic and/or behavior path for that student. UCP has a strong relationship with Breakthrough Behavior, an outside behavior agency that provides support to some of our students. A multi-tiered system of interventions, psycho-educational testing, and observations by occupational, speech, or physical therapists are also implemented, ensuring that all students are receiving the services they need to succeed in the classroom.

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

Voluntary Prekindergarten Assessments and FLKRS are assessment tools used to determine the readiness needs of kindergarten students. UCP Osceola offers an 8 hour, two month VPK Summer Class that prepares prekindergarten students for the rigor and schedule of kindergarten classes. This program implements a wide variety of recognized resources, such as the Nemours Brightstart Curriculum, Zoophonics, Handwriting without Tears, and Conscious Discipline. Students in need of intensive intervention will receive additional assistance from trained teachers and paraprofessionals. The school offers parent workshops that provide specific strategies for improving children's reading skills.

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.

UCP Osceola is supported by an experienced, highly qualified team of educational leaders and professionals who design the curricular, instructional, and human resource programs to be implemented in the school. Federal, state and local funds are allocated based on student enrollment and need; A wide array of resources are allocated for diverse learners within the UCP school community. Resources are allocated for students requiring instruction in regular standards and alternative standards. Resources are also allocated based on students' IEP needs. Resources are inventoried and maintained by campus leaders and staff.

The campus administration team meets on a weekly basis 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.

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

UCP Osceola has a partnership with the University of Central Florida Education Department. College students from UCF intern with professionals from different departments in the agency and school. Our school also benefits from multiple partnerships established with community agencies such as UCF CARD, the Early Learning Coalition of Osceola County, and Osceola County Public Schools. Additionally, some college and career awareness activities are conducted as part of the regular social studies curriculum.