

School District of Osceola County, FL

# Ucp Osceola Charter School



## 2019-20 Schoolwide Improvement Plan

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# Ucp Osceola Charter School

1820 ARMSTRONG BLVD, Kissimmee, FL 34741

www.ucpcharter.org

## Demographics

Principal: Alejandro Lozano

Start Date for this Principal: 8/25/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Hispanic Students* White Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: No Grade 2017-18: F (9%) 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## 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 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](http://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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## Ucp Osceola Charter School

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www.ucpcharter.org

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	Yes	%

### 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	Job Duties and Responsibilities
Morris, Beth	Principal	<p>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.</p> <p>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.</p> <p>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 safety, educational and therapeutic best practices and compliance requirements.</p>

## Early Warning Systems

### Current Year

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



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	32	17	31	15	16	4	0	0	0	0	0	0	0	115
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	6	2	1	0	0	0	0	0	0	0	9

**The number of students with two or more early warning indicators:**

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

**The number of students identified as retainees:**

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

**FTE units allocated to school (total number of teacher units)**

13

**Date this data was collected or last updated**

Sunday 8/25/2019

**Prior Year - 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	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 with two or more early warning indicators:**

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

**Prior Year - 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	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 with two or more early warning indicators:**

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

## Part II: Needs Assessment/Analysis

### 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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	53%	57%	0%	53%	55%
ELA Learning Gains	0%	56%	58%	0%	55%	57%
ELA Lowest 25th Percentile	0%	51%	53%	0%	53%	52%
Math Achievement	0%	55%	63%	0%	57%	61%
Math Learning Gains	0%	59%	62%	0%	58%	61%
Math Lowest 25th Percentile	0%	45%	51%	0%	49%	51%
Science Achievement	0%	49%	53%	0%	54%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	32 (0)	17 (0)	31 (0)	15 (0)	16 (0)	4 (0)	115 (0)
Attendance below 90 percent	0 (16)	0 (10)	0 (9)	0 (6)	0 (0)	0 (0)	0 (41)
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)	6 (8)	2 (0)	1 (0)	9 (8)

### Grade Level Data

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	51%	-51%	58%	-58%
	2018	0%	51%	-51%	57%	-57%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	51%	-51%	58%	-58%
	2018					
Cohort Comparison		0%				
05	2019	0%	48%	-48%	56%	-56%
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	54%	-54%	62%	-62%
	2018	0%	51%	-51%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	53%	-53%	64%	-64%
	2018					
Cohort Comparison		0%				
05	2019	0%	48%	-48%	60%	-60%
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	0%	45%	-45%	53%	-53%
	2018					
Cohort Comparison						

### Subgroup Data

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	40			45							
HSP	30			40							

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

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	74
Total Components for the Federal Index	2
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

We scored below 41% for all students and Hispanic students. We are now an Alternative school, so we now receive a School Improvement Rating (SIR) from the state rather than a School Grade. This is a better way to score our students because the majority of our students have special needs and are multiple grades below grade level. Even if our students show significant progress, they are still behind, and an achievement score will always be low. We also had very few students last year, not making the group size for a SIR.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Our achievement level did not go down from the previous year.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

NA

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

NA

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

The area of concern identified is the number of students scoring at a level 1 on FSA.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Increase percentage of students achieving learning gains in reading
2. Increase percentage of students achieving learning gains in math
- 3.
- 4.
- 5.

## Part III: Planning for Improvement

**Areas of Focus:**

#1	
<b>Title</b>	Ensure high levels of Literacy achievement for all students, including ESE, ELL, Black, Hispanic and FRL, students, as well as All Students, will show measurable learning gains in Literacy as measured by FDOE standards.
<b>Rationale</b>	Using a student-centered strategy requires a great deal of planning to create engaging and rigorous standards-based activities. It is the process of identifying students' learning profile to modify student instruction to meet their diverse needs. Students enter a classroom with a wide range of skills, and this approach allows an educator to find alternative paths for students to reach their goals. In order for students that are significantly behind academically achieve mastery on grade level standards, they must gain more than one grade level of learning each year.
<b>State the measurable outcome the school plans to achieve</b>	A minimum of 50% of FSA and FSAA student assessments, including assessments for ESE, ELL, Black, Hispanic and FRL, as well as All Students, will show learning gains in literacy, as measured by FDOE standards.
<b>Person responsible for monitoring outcome</b>	Beth Morris (bmorris@ucpcf.org)
<b>Evidence-based Strategy</b>	Research indicates that utilizing data to guide next steps in instruction positively impacts both the students and teachers. Additionally, it strengthens collaboration within the Professional Learning Community. UCP will implement intentional strategies to target specific deficits in reading, based on iReady scores, portfolios and benchmarks and previous FSA/FSAA scores.
<b>Rationale for Evidence-based Strategy</b>	Interpreting and desegregating student data allows the teacher to identify needs of their class, as well as individual student needs. Students also learn to take account of their own learning, set measurable goals, and identify their strengths and weaknesses.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teacher teams will track every student by standard using a tracker, on the spot formative assessments, common formative assessments, and summative assessments to track the progression of standards mastery.</li> <li>2. Teachers will provide individual student data chats, while working with students to set goals for themselves, which will be monitored with subsequent data chats.</li> <li>3. Teachers will provide Tier 2 instruction based on grade level standards and content using data, student by standard tracking, collaborative planning, and data analysis.</li> <li>4. Teachers will provide Tier 3 instruction based on gaps in literacy foundations: phonics, phonemic awareness and fluency.</li> <li>5. The administration team will develop a professional development/training calendar that will focus on ensuring a shift in teacher instruction that will increase math achievement in ESE, ELL, and lowest 25%. Teachers will participate in a minimum of two professional development workshops a month. These workshops will be led by model teachers, instructional coaches, district coaches, and administrators.</li> <li>6. Once an assessment has been taken, teachers will determine individual student needs based on deficient content. Students will then receive additional resources and support to sharpen their comprehension.</li> </ol>

7. The Administration will provide professional development sessions to teachers as they request it and the need arises. The Leadership Team will determine areas of need through observation and data. Development sessions are data driven based off of data collected through Leadership Walks.

**Person Responsible** Beth Morris (bmorris@ucpcf.org)

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#2	
<b>Title</b>	Ensure high levels of math achievement for all students, including ESE, ELL, Black, Hispanic and FRL, students, as well as All Students, will show measurable learning gains in Math as measured by FDOE standards.
<b>Rationale</b>	Interpreting and desegregating student data allows the teacher to identify needs of their class, as well as individual student needs. Students also learn to take account of their own learning, set measurable goals, and identify their strengths and weaknesses.
<b>State the measurable outcome the school plans to achieve</b>	A minimum of 50% of FSA and FSAA student assessments, including assessments for ESE, ELL, Black, Hispanic and FRL, as well as All Students, will show learning gains in Math as measured by FDOE standards.
<b>Person responsible for monitoring outcome</b>	Beth Morris (bmorris@ucpcfl.org)
<b>Evidence-based Strategy</b>	Research indicates that utilizing data to guide next steps in instruction positively impacts both the students and teachers. Additionally, it strengthens collaboration within the Professional Learning Community. UCP will implement intentional strategies to target specific deficits in math, based on iReady scores, curriculum based assessments and benchmarks and previous FSA/FSAA scores.
<b>Rationale for Evidence-based Strategy</b>	Interpreting and desegregating student data allows the teacher to identify needs of their class, as well as individual student needs. Students also learn to take account of their own learning, set measurable goals, and identify their strengths and weaknesses.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. School administration will identify students that scored a 1 on the FSA/FSAA Math test and will provide those students with individualized tutoring targeted to close academic deficits.</li> <li>2. Grades 3, 4 and 5 teachers will discuss progress monitoring data using the iReady and Ready Math formative and summative assessments and will establish instructional strategies during ongoing professional learning community meetings</li> <li>3. School-wide and classroom incentives will be in effect to recognize individual achievement and reinforce academic growth</li> <li>4. 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.</li> <li>5. Once an assessment has been taken, teachers will determine individual student needs based on errors made. Students will then receive interventions based on those errors to clarify any misconceptions about a particular strategy used.</li> <li>6. Teachers will track student data by Standard - After a standard has been assessed, teachers will place student scores in the tracker. Teachers will provide interventions as needed and reassess students to monitor their learning.</li> <li>7. Monitor and Support - During PLC's teachers will continue to view student data and determine appropriate next steps based on individual student needs.</li> <li>8. Student Self-Tracking - Students will track their own learning through teacher provided success criteria.</li> <li>9. Teachers will provide individual student data chats, while working with students to set</li> </ol>

goals for themselves, which will be monitored with subsequent data chats.

10. The Administration will provide professional development sessions to teachers as they request it and the need arises. The Leadership Team will determine areas of need through observation and data. Development sessions are data driven based off of data collected through Leadership Walks, Stocktake Meetings, Coaching for Implementation and Rigor Walks.

11. Teachers will provide Tier 2 instruction based on grade level standards and content using data, student by standard tracking, collaborative planning, and data analysis.

12. Teachers will provide Tier 3 instruction based on gaps in mathematics contents.

**Person  
Responsible**

Beth Morris (bmorris@ucpcf.org)

### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

## 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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 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.

## Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Ensure high levels of Literacy achievement for all students, including ESE, ELL, Black, Hispanic and FRL, students, as well as All Students, will show measurable learning gains in Literacy as measured by FDOE standards.	\$0.00
2	III.A.	Areas of Focus: Ensure high levels of math achievement for all students, including ESE, ELL, Black, Hispanic and FRL, students, as well as All Students, will show measurable learning gains in Math as measured by FDOE standards.	\$0.00
Total:			\$0.00