

School District of Osceola County, FL

Ucp Osceola Charter School



2021-22 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: 8/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: F (9%) 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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.

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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www.ucpcharter.org

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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

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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. 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Lozano, Alejandro	Principal	<ul style="list-style-type: none"> • Exercise proactive leadership in promoting the vision and mission of UCP's strategic plan. • Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with UCP's mission and goals through active participation of stakeholders' involvement in the school improvement process • Achieve expected results on the school's student learning goals. • Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. • Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. • Recruit, retain, develop and evaluate an effective and diverse faculty and staff. • Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. • Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. • Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment • Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance. • Develop and maintain positive school/community relations by promoting/marketing the school and its priorities to the community served. <p>Communicate school information, goals, student learning and behavior expectations to all stakeholder groups by using effective communication techniques with students, teachers, parents and community stakeholders</p>
Music, Morgan	Instructional Coach	<p>Instructional Coach & Data/Assessment Coordinator</p> <ul style="list-style-type: none"> • Engage in instructional coaching, oversee data collection, assist in developing intervention plans, provide technical assistance to teachers/other faculty and identify/coordinate professional development. • Provides direct instruction in small group intervention-instruction • Maintains an ESE IEP caseload of students based on grade level assignment • Ensures Implementation of evidence-based practices occurs. • Ensures Integrity (fidelity) of the instructional practice is monitored; coaches and provides feedback that informs action toward implementation integrity. • Model demonstration lessons, facilitate co-teaching, and engage in curriculum development focused on evidence-based literacy instruction. • Keep abreast of best practices/developments in curriculum, instruction,

Name	Position Title	Job Duties and Responsibilities
		<p>and assessment, and provide leadership in determining their appropriateness (and implementing if appropriate) for inclusion in UCP's educational program.</p> <ul style="list-style-type: none"> • Planning and conducting staff development activities that focus on the use of reading instruction/intervention to enhance learning • Facilitate collaborative instructional planning. • Collaborate with teachers to integrate research-based methodologies into the classroom. • Identifies and disaggregates critical data, such as grades, test scores, attendance, and enrollment and serves as a critical • Assist in the coordination of district, state, and progress monitoring assessments; manage all facets of achievement testing to include storage, security, inventory, ordering, scheduling, delivery/pickup, scanning, scoring, pre-coding, test disposal, test modifications, printing of scoring reports, and distribution of reports to necessary stakeholders • Performs other duties as assigned.
Brown, Dyette	Instructional Coach	<p>Instructional Coach/ MTSS Coordinator</p> <ul style="list-style-type: none"> • Coordinate and lead the MTSS Team (i.e. instructional data meetings), oversee data collection, assist in developing intervention plans, provide technical assistance to teachers/other faculty and identify/coordinate professional development. • Provides direct instruction in small group intervention-instruction • Maintains an ESE IEP caseload of students based on grade level assignment • Ensures Implementation of evidence-based practices occurs. • Ensures Integrity (fidelity) of the instructional practice is monitored; coaches and provides feedback that informs action toward implementation integrity. • Model demonstration lessons, facilitate co-teaching, and engage in curriculum development focused on standards-based instruction. • Keep abreast of best practices/developments in curriculum, instruction, and assessment, and provide leadership in determining their appropriateness (and implementing if appropriate) for inclusion in UCP's educational program. • Planning and conducting staff development activities that focus on the use of reading instruction/intervention to enhance learning • Facilitate collaborative instructional planning. • Collaborate with teachers to integrate research-based methodologies into the classroom. • Performs other duties as assigned.
Cosme, Evelyn	Other	<ul style="list-style-type: none"> • Assess family needs including gathering social-emotional information on the child and family/provide recommendations for families in acquiring needed resources for their children in the program. • Facilitate and ensure implementation of regular Parent Engagement activities including coordinating Title I (documentation, meetings, etc.).

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Assist other staff members in problem solving on family issues/concerns. • Serve as the head of the Child Study team for campus/follow up/document any attendance issues. • Provide on-going support for families in the program, in collaboration with the Director of Child and Family Services • Work with Early Steps Family Care Coordinator and other referral sources to facilitate referrals for needed services. • Assist with community awareness/education programs to enhance accessibility to community resources • Provides additional support to campus as needed (i.e. ESE compliance assistance, scheduling, etc.). • Consult with a variety of school based teams to facilitate appropriate placement decisions to enhance student achievement, which includes but is not limited to exceptional student staffing's, 504 determination meetings, and Child Study team meetings.
Grice, Toni	Administrative Support	<ul style="list-style-type: none"> • Requisition supplies, textbooks, and equipment; check inventory, maintain records, and verify receipts for materials • Compile information, review budgets, prepare and maintain appropriate records, logs, and reports related to Title I to ensure compliance with federal and state regulations • Provide direct support to teachers and administrators in the monitoring and collection of compliance documentation • Oversee, implement and monitor school-wide behavioral expectations and policies including monitoring attendance trends and overseeing truancy interventions; address safety and welfare issues by holding meetings with parents, investigating incidents, documenting findings, contacting proper authorities and conforming to legal requirements and regulations. • Encourage and support development of innovative instructional programs, helping teachers pilot such efforts when appropriate • Implement instructional and assessment strategies by attending meetings, facilitating discussions amongst teachers and staff and working with the Principal, Instructional Coaches, and the senior UCP admin team to plan professional development. • Promote a positive, caring climate for learning • Address building management concerns by working with the custodial staff, office staff, teachers and support staff including implementing school-wide safety and emergency protocols. • Plan, schedule, and coordinate school projects • Participate in the development of campus improvement plans with staff, parents, and community members • Observe employee performance, record observations, and conduct evaluation conferences for coaching and improvement purposes • Assist/coordinate daily school activities that include, but are not limited to, class schedules, leveling classes, extra-curricular activity schedules, etc. • Other duties as assigned
Rose, Suzanne	Staffing Specialist	<ul style="list-style-type: none"> • Serve as local educational agency representative in all placement conferences (initial, re-staffing, dismissal). This includes reviewing referral

Name	Position Title	Job Duties and Responsibilities
		<p>and evaluation date; securing and disseminating additional information; planning, scheduling, and conducting conferences; providing follow-up work on committee recommendations; providing all documentation as required by district and state regulations.</p> <ul style="list-style-type: none"> • Facilitate the development and implementation of appropriate curriculum in Exceptional Student Programs. • Serve as resource to teacher in ESE Programs for the selection of appropriate instructional materials and equipment; effective instructional techniques for behavior management in ESE classrooms; staff development; implementation of district procedures policy (pupil progression, discipline, etc.); facilitate the inclusionary model for appropriate exceptional students. • Coordinate educational placement and appropriate services for students with disabilities. • Other duties as assigned

Demographic Information

Principal start date

Sunday 8/1/2021, Alejandro Lozano

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

Identify the number of instructional staff who left the school during the 2020-21 school year.

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

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	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	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Date this data was collected or last updated

Friday 9/10/2021

2020-21 - 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		
Number of students enrolled	26	23	19	26	12	17	0	0	0	0	0	0	0	123	
Attendance below 90 percent	12	7	9	7	2	8	0	0	0	0	0	0	0	45	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

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

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	26	23	19	26	12	17	0	0	0	0	0	0	0	123
Attendance below 90 percent	12	7	9	7	2	8	0	0	0	0	0	0	0	45
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Part II: Needs Assessment/Analysis**School Data Review**

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					53%	57%	9%	51%	56%
ELA Learning Gains					56%	58%		54%	55%
ELA Lowest 25th Percentile					51%	53%		46%	48%
Math Achievement					55%	63%	9%	54%	62%
Math Learning Gains					59%	62%		56%	59%
Math Lowest 25th Percentile					45%	51%		42%	47%
Science Achievement					49%	53%		51%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	51%	-51%	58%	-58%
Cohort Comparison						
04	2021					
	2019	0%	51%	-51%	58%	-58%
Cohort Comparison		0%				
05	2021					
	2019	0%	48%	-48%	56%	-56%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	54%	-54%	62%	-62%
Cohort Comparison						
04	2021					
	2019	0%	53%	-53%	64%	-64%
Cohort Comparison		0%				
05	2021					
	2019	0%	48%	-48%	60%	-60%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	0%	45%	-45%	53%	-53%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15/13%	14/7%	16/19%
	Economically Disadvantaged			
	Students With Disabilities			18
	English Language Learners			3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15/0%	12/8%	16/25%
	Economically Disadvantaged			
	Students With Disabilities			18
	English Language Learners			3
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	13/0%	12/17%	13/28%
	Economically Disadvantaged			
	Students With Disabilities			17
	English Language Learners			1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12/0%	11/9%	13/23%
	Economically Disadvantaged			
	Students With Disabilities			17
	English Language Learners			1

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11/18%	11/27%	12/50%
	Economically Disadvantaged			
	Students With Disabilities			25
	English Language Learners			1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11/9%	12/17%	12/50%
	Economically Disadvantaged			
	Students With Disabilities			25
	English Language Learners			1
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	3/0%	3/0%	3/0%
	Economically Disadvantaged			
	Students With Disabilities			12
	English Language Learners			0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2/0%	2/0%	3/0%
	Economically Disadvantaged			
	Students With Disabilities			12
	English Language Learners			0

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	7/0%	7/14%	8/51%
	Economically Disadvantaged			
	Students With Disabilities			16
	English Language Learners			0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	7/14%	7/14%	8/51%
	Economically Disadvantaged			
	Students With Disabilities			16
	English Language Learners			0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			16
	English Language Learners			0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	21	29		30	50		33				
ELL	9			36							
HSP	26	21		33	50		38				
FRL	26	30		26	40		40				
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							

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	31
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	155
Total Components for the Federal Index	5
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	23
English Language Learners Subgroup Below 41% in the Current Year?	YES
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

Asian Students	
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	34
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	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

After reviewing and analyzing the data, it appears students in grades 3-5 had the lowest performance in both Reading and Math proficiency, as evidenced by progress monitoring assessments and the FSA. Students in grades 3, 4, and 5 scored 22%, 0%, and 14% proficiency in Reading, respectively. Similarly, students in grades 3, 4, and 5 scored 8%, 0%, and 14%, in Math, respectively. It's important to note that there are various confounding variables that help explain why our student's are performing at this level. We have a high percentage of students who presently struggle with phonemic awareness, phonics, fluency, and comprehension. Further, a large population of the students we serve are ESE and there are various conditions that may delay the expeditious acquisition of literacy skills that are grade level appropriate.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Though all grade levels are in great need of improvement, the 4th and 5th graders appear to have the lowest levels of proficiency campus-wide in Reading and Math , as evidenced by progress monitoring assessments and the FSA. 0% of 4th grade students and 14% of 5th grade students achieved proficiency in Reading. Similarly, 0% of 4th grade students achieved proficiency in Math and 14% of 5th grade students achieved proficiency in Math.

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

There are various contributing factors to this need for improvement. These includes, but are not limited to, class and curriculum structure, teaching methods, professional development, and inherent gaps that have resulted from the transition to remote learning amid the COVID pandemic.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The percentage of students with end-of-year gains in iReady Reading Typical Growth was 67% for 3rd grade students. Further, 75% of 5th grade students exhibited end-of-year gains in Math, as evidenced by progress monitoring assessments.

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

Teachers felt more comfortable with virtual learning and began using additional programs and engagement strategies to best serve and meet the needs of their students. Further, some students came on campus, which allowed us to provide more intensive, targeted interventions in a personalized setting.

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

Please review our Planning for Improvement section.

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

Please review our Planning for Improvement section.

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

Please review our Planning for Improvement section.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus
Description
and
Rationale:**

Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. "English Language Arts (ELA)" and "Literacy" are broader terms, which typically consist of a combination of reading, writing, speaking, and listening. According to Inis (2018), literacy skills are recognized as one of the strongest predictors of academic success, so we find great importance strategically addressing ELA as one of our areas of focus this year.

Based on review of the 2020-2021 test scores (iReady, FSA, FSAA, FLKRS, Get Set for School, VPK Assessment), it appears our students are showing great deficiency in the area of English Language Arts (speaking, listening, reading and writing) as well as the areas of Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension. Specifically, 22%, 0%, and 14% of 3rd, 4th, and 5th graders, respectively, scored "proficient" or better in Reading. On average, about 12% of students campus-wide scored "proficient" or better in Reading.

By the end of the 2021-2022 school year, at least 32% of 3rd grade students will achieve "proficiency" in Reading/ELA, as evidenced by progress monitoring assessments.

Measurable Outcome:

By the end of the 2021-2022 school year, at least 25% of 4th grade students will achieve "proficiency" in Reading/ELA, as evidenced by progress monitoring assessments.

By the end of the 2021-2022 school year, at least 25% of 5th grade students will achieve "proficiency" in Reading/ELA, as evidenced by progress monitoring assessments.

Monitoring:

Progress monitoring assessments will be given out 3 times a year to determine to what extent, if any, student achievement is impacted in ELA. Additionally, meetings with instructional staff members will be held three times a year to discuss the students progress and plan for interventions. Bi-weekly meetings are held to discuss Tier 3 students. I-Ready data from the beginning of the year, middle of the year and end of the year will be used as a progress monitoring tool. DRA will be used to track progression of fluency.

Person responsible for monitoring outcome:

Alejandro Lozano (alejandro.lozano@ucpcfl.org)

Evidence-based Strategy:

Leadership Team members will coordinate data analysis with grade level PLCs, Tier 1 interventionists, and members of the school's leadership support team. Instructional staff members will use the information from this meeting, as well as regularly collected data from their classroom, to drive instructional decisions.

Emphasis will be placed on strengthening Tier 1 instruction, as initial coaching observations have revealed several opportunities for growth. Teachers will be observed weekly and will be provided with feedback containing "glows" and "grows," areas of success and areas of growth, respectively.

Teachers will further receive multiple PD throughout the school year, which will primarily focus on phonemic awareness, phonics, vocabulary, fluency, and comprehension.

In addition, differentiated instruction, technology support, direct teaching, small group instructions, modeling, support staff assistance, and the use of instructional grouping from iReady will be leveraged to further support academic gain/progress throughout the school

year.

Rationale for Evidence-based Strategy: This strategy was selected as, based on initial coaching observations data, there appears to be an evident need for improvement of Tier 1 standards-based instruction. Strengthening instruction as well as increasing teacher capacity in order to effectively respond to data and make informed instructional decisions that will positively impact student achievement.

Action Steps to Implement

The addition of a dedicated Instructional Coach will help support teachers through modeling lessons/strategies/skills, reviewing data and providing feedback to teachers to improve upon the skills and strategies necessary to drive small group instruction. The coaching cycle will be used with fidelity to identify areas of focus, analyze and collect data, provide actionable feedback and time for reflection. Classroom walk-throughs will be utilized and data analysis will help monitor the effectiveness of the instructional practice.

Person Responsible Alejandro Lozano (alejandro.lozano@ucpcf.org)

Conduct Professional Development in Frog Street in order to have students reach academic proficiency in ELA. Pre-kindergarten teachers will receive ELA training to help address pre-reading skills in ELA. This will allow teachers and coaches to collaborate and address the students needs with early intervention.

Person Responsible Morgan Music (mmusic@ucpcf.org)

The addition of grade level "Tier I Interventionists" will allow for additional small group support for students who fall within our low performing ESSA sub-groups. Tier 1 interventionists will provide differentiated reading instruction, skills remediation and pre-teaching that aligns with the standards to increase student achievement.

Person Responsible Morgan Music (mmusic@ucpcf.org)

#2. Instructional Practice specifically relating to Professional Learning**Area of Focus Description and Rationale:**

Professional Development can best be defined as the set of tools, resources, and training sessions for educators to improve their teaching quality and effectiveness. At the beginning of the 2021-2022 school year, teachers/staff conducted a survey, which partly addressed the professional development needs of the campus. Many reported a desire for professional development opportunities on-site; they shared they had a desire to pick up "useable" skills and strategies, which they felt could positively impact student achievement. The survey asked respondents to indicate the type of professional development opportunities they were interested in and to share which they felt would be most beneficial to their practice. Presently, 35% of faculty/staff report that they receive enough "purposeful" professional development. Further, 55% of faculty/staff report that they feel unprepared to address the current needs of their students.

By the end of the 2021-2022 school year, 75% of faculty/staff will report that they receive sufficient, "purposeful" professional development, as evidenced by their responses to a survey.

By the end of the 2021-2022 school year, 75% of faculty/staff will report they feel prepared to address the needs of their students, as evidenced by their responses to a survey.

Measurable Outcome:

By the end of the 2021-2022 school year, 75% of faculty/staff will indicate that their professional development lead to gains in student achievement, as evidenced by their responses to a survey.

By the end of the 2021-2022 school year, as a result of continued professional development, students will make +10% and +12% learning gains in Reading and Math, respectively, as evidenced by progress monitoring assessments.

Monitoring:

Quarterly staff surveys will be sent out to faculty/staff to fill out. Additionally, progress monitoring assessments will be given out 3 times a year to determine to what extent, if any, student achievement is impacted.

Person responsible for monitoring outcome:

Alejandro Lozano (alejandro.lozano@ucpcfl.org)

Evidence-based Strategy:

Leadership team members will coordinate targeted professional development opportunities to teachers and support staff to strengthen core instruction. Research has consistently reaffirmed the tremendous benefits professional development has on student achievement (Fischer et al., 2018; Jacob, 2017; Kutaka, 2017).

Rationale for Evidence-based Strategy:

This strategy was selected as, based on existing student achievement data and teacher report, there is an evident need for improvement of Tier 1 instruction. There is also a need to increase teacher capacity in order to effectively respond to data and make informed instructional decisions that will positively impact student achievement.

Action Steps to Implement

Leadership team members will coordinate targeted professional development opportunities to teachers and support staff to strengthen core instruction. Research has consistently reaffirmed the tremendous benefits professional development has on student achievement (Fischer et al., 2018; Jacob, 2017; Kutaka, 2017).

Person Responsible Alejandro Lozano (alejandro.lozano@ucpcf.org)

#3. Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale:**

Differentiated instruction is a collection of strategies involving tailoring instruction to meet the needs of all students to increase student achievement and engagement. Research suggests that, when implemented with fidelity, there are significant differences in student academic outcomes for those who receive effective differentiated instruction versus those who do not (Klette & Blikstad, 2017).

Upon reviewing iReady data, it is evident that students within classrooms are on varying levels of achievement. In order to reach every child where they are, we strive to better individualize teaching learning by equipping our teachers with the skills and strategies to more effectively differentiate in their classrooms.

Measurable Outcome:

By the end of the 2021-2022 school year, as a result of continued evidence-based differentiated instructional practices being implemented, students will make +12% and +10% learning gains in Reading and Math, respectively, as evidenced by progress monitoring assessments.

Monitoring:

iReady progress monitoring assessments will be given out 3 times a year to determine to what extent, if any, student achievement is impacted. Beginning of the year, middle of the year and end of the year assessment will show student improvement and growth.

Person responsible for monitoring outcome:

Dyette Brown (dyette.brown@ucpcf.org)

Evidence-based Strategy:

We intend to support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. Emphasis will be placed on the four main areas of differentiated instruction strategies, as identified in research: content, process, product, and environment.

Rationale for Evidence-based Strategy:

Although differentiated instruction has garnered increased attention over the past decade, the basic premise is not new (Olenchak, 2001; Tomlinson, 2005a). In fact, a sizable body of research has accumulated in support of differentiated instruction.

Differentiated instruction is beneficial because it helps educators connect with all students, despite the present level they may be performing at. Giving student choices about how they learn also enables them to meet learning objectives in the best way for them. Interestingly, researchers Lipowski, and Rush used differentiated approaches that included flexible grouping, student choice of various tasks, increased self-selected reading time, and access to various reading materials. In their study, they found significant improvements in students' instructional reading levels and number of comprehension strategies used, mastery of phonemic and decoding skills, and attitudes toward reading.

Action Steps to Implement

- Teachers will regularly assess (formally and informally) and utilize data to modify and adjust instruction
- Teachers will conduct regular team meetings inclusive of "data chats" to review student responses to tasks and plan for instruction based on data
- Teachers will use data to plan instruction that ensure differentiation, intervention, and enrichment while scaffolding learning to increase student performance
- Staff will a variety of modalities when presenting concepts and instruction to meet the needs of each student

- Instructional staff will strategically and intentionally plan and deliver instruction that is responsible and engaging while allowing appropriate time for students to apply their learning
- All instructional staff will utilize adaptive, computer-based programs as one way to differentiate instruction and monitor student progress
- All teachers will monitor and provide feedback to students to support learning
- Administrators monitor teacher practice and provide feedback to support teacher growth

Person Responsible Alejandro Lozano (alejandro.lozano@ucpcf.org)

#4. Culture & Environment specifically relating to Social Emotional Learning**Area of Focus
Description
and
Rationale:**

Social Emotional Learning (SEL) is the set of skills, knowledge, and behaviors involved in understanding and managing emotions, setting positive goals, feeling empathy for others, engaging in positive relationships, and solving problems effectively. Through explicit instruction, social and emotional skills can be taught, modeled, and practiced, so that children can successfully handle daily tasks, interactions, and challenges associated with both school in life (Weissberg, 2019). Major findings from efficacy and effectiveness trials included the following: (a) compared with control students, students who participated in SEL programs showed significantly more positive outcomes in all six areas, including an 11-percentage-point gain in achievement, and (b) SEL programs that were well-implemented and adhered to a combination of recommended practices—specifically sequenced, active, focused, and explicit instruction—were more likely to promote positive outcomes (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Taylor, Oberle, Durlak, & Weissberg, 2017).

Measurable Outcome:

By the end of the 2021-2022 school year, as a result of socioemotional learning, students will have a 10% improvement in attendance, as evidenced by our quarterly attendance report.

By the end of the 2021-2022 school year, as a result of socioemotional learning, students will have a 10% decrease in disciplinary issues, as evidenced by office referrals and threat assessment documentation.

Monitoring:

Attendance reports will be ran quarterly to assess the extent at which students are showing up and engaging in learning on campus. Additionally, disciplinary referrals and threat assessment paper work will be used to monitor and evaluate our progress.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

All instructional staff members will be trained in Conscious Discipline, a comprehensive emotional intelligence and classroom management system that integrates all domains of learning (social, emotional, physical, cultural, and cognitive) into one seamless curriculum.

Rationale for Evidence-based Strategy:

Conscious Discipline is an evidence-based, trauma-informed approach. It is recognized by the Substance Abuse and Mental Health Administration's (SAMHSA's) National Registry of Evidence-based Programs and Practices (NREPP), and received high ratings in 8 of 10 categories in a Harvard analysis of the nation's top 25 social-emotional learning programs. The Harvard study's authors say, "Conscious Discipline provides an array of behavior management strategies and classroom structures that teachers can use to turn everyday situations into learning opportunities."

Action Steps to Implement

All instructional staff members will be trained in Conscious Discipline, a comprehensive emotional intelligence and classroom management system that integrates all domains of learning (social, emotional, physical, cultural, and cognitive) into one seamless curriculum.

Person Responsible

Alejandro Lozano (alejandro.lozano@ucpcfl.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

See Positive Culture & Environment section

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

UCP Osceola Charter School provides a positive and warm culture where families and community stakeholders feel welcomed, valued, and respected by all staff. Two-way communication and relationship building with families are a part of our regular practice to ensure all stakeholders are regularly engaged with. The leadership support team sends out weekly newsletters sharing important updates, reminders, events, and more. The newsletter is translatable in Spanish, Haitian Creole, and in other languages as requested. Parents/families are regularly sent information about things relevant to PTA and SAC and have been encouraged to volunteer/get involved on campus and with events.

To ensure we establish and maintain a positive school culture, all team members have also been trained in the four component of Conscious Discipline, a social-emotional learning program that teaches children and adults self-control, conflict resolution, character development, and social skills. Our team members are able to use what they've learned to better connect with students and to address their needs in a way that fosters healthy and purposeful relationship building.

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

Dr. Alejandro Lozano, Principal -- Constructs weekly newsletter; encourages parents/families to participate and get involved; provides educational and operational campus-based leadership and prioritizes engagement with parents/families.

Evelyn Cosme, Family Services Case Manager -- Coordinates informational sessions, events, and other campus happenings involving parents/families; identifies and disseminates information pertaining to community resources to share with parents/families; meets with families to answer questions, resolve concerns, etc.