

Orange County Public Schools

Union Park Elementary



8-Step problem solving step zero school students strategic goals college and career mission vision and public and collaborative teaching increased achievement and family community involvement planning building relationships needs assessment resources effective leadership strategies ambitious supportive environment instruction improvement

2015-16 School Improvement Plan

Union Park Elementary

1600 N DEAN RD, Orlando, FL 32825

www.ocps.net/lc/east/eup

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	100%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	85%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	C	B

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

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

Union Park Elementary uses CHAMPS as the school wide behavior support system. Through weekly character education lessons from the guidance counselor, students are able to learn about appropriate and acceptable behaviors for learning. We also provide student mentors through Read2Succeed, Big Brothers/Big Sisters, and ADDitions volunteers. Our student code of conduct is reviewed to include acceptable behaviors at Union Park Elementary each nine weeks.

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

Union Park Elementary recently received upgrades to the campus with the installation of perimeter fencing, locked gates and video surveillance cameras. School patrols assist key staff during morning and afternoon dismissal to ensure all students enter campus and travel to class safely. During arrival, students move to morning activities at predetermined areas. This year, we created grade level specific holding areas at the front of the school so students have a safe place to learn before classrooms open.

CHAMPS campus-wide behavior system that includes Guidelines for Success, is used throughout the campus and in all classrooms. Using a common language among all staff to communicate expectations to students has created consistency in positive behavior choices.

Staff is held accountable for accepting duty times during morning, afternoon and transitions of students.

The cafeteria procedures and expectations were refined and explicitly taught to students. To lessen negative behaviors, all students now sit facing the same direction. Also, assigned seating for the dismissal area was put into place and a monthly Silver Spoon Award was created as an incentive to follow CHAMPS guidelines in the cafeteria.

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

Our School wide behavior system includes School-wide Behavior Expectations Training for all personnel. The training included information about reinforcing CHAMPS across campus, the referral process, reviews and support of code of conduct, the new framework for processing behavior concerns and implementing support systems, and new behavior expectations lesson plans for students. Other items in place include a Master schedule to minimize distractions, Management and discipline form (posted) and 3rd-5th grade departmentalization.

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

The social-emotional needs of all students are met through various support groups and activities including weekly Character Education lessons with the support of the school guidance counselor. Additional mentor services are obtained through Big Brothers/Big Sisters, SEDNET Counselors, Social Stories with ESE Teacher, Good News Club, and a Community partnership with faith-based organizations.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Early warning indicators monitored at the school site include five or more tardies or absences, students with frequent behavior support calls, referrals or suspension from school, benchmark or state assessment failure and negative progress in any course or intervention. Systems in place to support include registrar and administration conducting meetings with families, implementation of individual behavior plans, Behavior/Academic leadership teams, MTSS meetings, Behavior coach support for teachers/students, fluid scheduling for intervention, frequent monitoring of intervention data, ongoing communication with families, and scheduling below grade-level students for after-school tutoring and special area pull-out tutoring.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	9	15	12	6	10	1	53
One or more suspensions	0	0	1	0	1	5	7
Course failure in ELA or Math	0	0	0	0	0	0	0
Level 1 on statewide assessment	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
Students exhibiting two or more indicators		

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

Intervention strategies employed include a Behavior/Academic MTSS Process, implementation of individual behavior plans, creation of a Behavior/Academic leadership team to include MTSS meetings, a Behavior coach to support both teachers and students, fluid scheduling for intervention, frequent monitoring of intervention data, ongoing communication with families, and scheduling below grade-level students for after-school tutoring.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/59369>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

In order to build and sustain partnerships with the community, all communication is provided in Spanish and English. We also offer individual phone calls made by administration, direct communication with community partners, a UPE Partners in Education Team, and a Teach-In Coordinator who invites local community businesses to speak to students about college and careers in the work force. We also open up school on weekends to partner with the community for events, provide volunteer orientation to our newest volunteers, and seek partnerships with local higher education organizations for classroom volunteers. SAC and PTA committees also include community members and partnerships.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Kluber, Amy	Principal
Baez, Wilma	Assistant Principal
Sampayo, Sandra	Instructional Coach
Summers, Jennifer	Instructional Coach

Duties

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

The following is the MTSS process at Union Park ES:

The Principal and Assistant Principal will provide a common vision for the use of data-based decision-making and ensure that the school-based team is implementing the MTSS plan. The MTSS Coordinator will conduct training and review of the MTSS process with instructional staff. Instructional Coaches will meet with classroom teachers to work on academic concerns and best practices for intervention. MTSS meeting request forms will be completed with recommendations made for intervention. Follow-up process will be implemented to ensure students are meeting academic progress. If the student is not making noticeable progress, then the student will be brought to the MTSS team for review of MTSS form and data.

Instructional Support and MTSS Coordinator will provide service and expertise on interventions for individual students.

Instructional staff, primary and intermediate, will deliver Tier 1 instruction/intervention, collaborate with Instructional Coaches to implement Tier 2 interventions as well as integrate Tier 1 materials and instruction with Tier 2 and/or Tier 3 activities.

ESE teachers will participate in student data collection and integrate core instructional activities and/or materials into Tier 3 instruction. They will collaborate with general education teachers through such activities as co-teaching and pushing into the regular education classroom.

Instructional coaches will provide guidance in K-12 reading and math plans as well as research-based intervention materials. The reading coach will facilitate and support the data collection and analysis of the interventions put in place for students struggling in reading. Both coaches support teams in common planning to include data analysis, deconstructing standards, and using the instructional framework to design lessons that are aligned to the depth of the Florida Standards.

Instructional coaches also provide professional development on Marzano's elements that will direct and enhance instruction. They will support the implementation of Tier 1,2 and 3 intervention plans.

The School Psychologist will participate in collection, interpretation, and analysis of data. She will facilitate in the development of intervention plans while providing support for intervention fidelity and documentation. The school psychologist will coordinate with the MTSS Coordinator the problem-solving activities including data collection needed to complete the MTSS process.

Guidance Counselor and staffing specialist will provide background information on children and inform the team on services the child is receiving.

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

Identify the school-based MTSS leadership team.

The following school based personnel are part of the MTSS process:

- 1) Principal: Amy Klaber
- 2) Assistant Principal: Wilma Baez
- 3) MTSS Coordinator: Dayanara Soto
- 4) School Psychologist: Temp
- 5) Classroom Teachers
- 6) Speech and Language: Mary Hazlinsky
- 7) Math & Science Coach: Sandra Sampayo
- 8) Reading Coach: Jennifer Summers
- 9) ESE Teacher: Danielle Walter

The following is the MTSS process at Union Park ES:

If a teacher has a concern about a student's academic progress in reading and math, the teacher will complete a Multi Tier System of Support (MTSS) meeting request form to establish a Kid Watch meeting. The teacher will collaborate with the instructional coaches on best practice interventions for the student. The teacher will implement and document the progress of the student (Tier II). If the strategies or best practices do not help the student make adequate progress, then the team will discuss Tier III interventions.

Every resource available will be directed toward student achievement. Title I funds as well as any other funding will be spent on the tutoring of our most vulnerable and struggling third, fourth, and fifth graders. Coaches will spend their time helping teachers become more effective and helping them convert data into effective instruction.

Every moment of the school day will be accounted for in making learning time maximized.

Parent education in the form of meetings, newsletters, mass phone calls, etc., will be directed to assisting in academic progress of their children.

ADDITIONS volunteers will be used to support maximal gains with students. Any Partner in Education also will help us in continual motivation of teachers and students for the task at hand.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Nikki Covington	Parent
Gabriella Downs	Parent
Birvany Adames	Parent
Silvana Romero	Student
Robinta Calixte	Parent
Ingrid Santana	Parent
Lorena Perez	Parent
Adrienne Thompson	Parent
Michael Downs	Parent
Jennifer Velasquez	Business/Community
Elizabeth Doolittle	Business/Community
Wilma Baez	Principal
Charity Roberts	Teacher
Julie Dickerson	Teacher
Megan Rosenberg	Teacher
Myrna Veyna	Teacher
Melissa Hollon	Teacher
Cynara Gilreath	Teacher
Kristin DeSanctis	Teacher
Erica Kmak	Teacher
Danielle Walter	Teacher
Colleen Adkins	Teacher
	Student

Duties

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

Evaluation of last year's school improvement plan

The SAC committee met to evaluate the 2014-2015 School Improvement Plan. Sub-committees were created to look at each individual goal and to provide feedback on success and areas of improvement. Information gleaned from the sub-committees was brought to the SAC Retreat to assist in the development of the new SIP in May 2015.

Development of this school improvement plan

In May, 2015, a SAC Retreat was held to focus on SIP goals for 2015-2016 school year. Areas in need of revision based on progress monitoring were shared with parents, business/community members and instructional staff to obtain input.

Preparation of the school's annual budget and plan

A Budget Advisory Committee provided a proposed budget to the SAC committee for feedback and input.

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

School improvement funds were not allocated to Union Park Elementary last school year.

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

Yes

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

An open SAC meeting was held on September 9, 2014 to build a SAC Board. SAC is now partnering with our MPLC (Multi-lingual Parent Leadership Committee) to build a larger membership.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Kluber, Amy	Principal
Summers, Jennifer	Instructional Coach
Sampayo, Sandra	Instructional Coach
Baez, Wilma	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team (LLT) this year include incorporating independent reading, literature circles, and guided reading into classrooms on a consistent basis. The LLT is also increasing the involvement with AR at Union Park by developing a more specific incentive plan to promote curriculum nights so that the evenings are directly impacting Union Park Elementary students' learning outside of the classroom. Curriculum nights will provide parents with ideas and suggestions about how to incorporate literacy at home. During common planning with coaching support, the reading coach will work to ensure literacy instruction is aligned with the new Florida Standards and use the Literacy Instructional Framework developed by the district. New computer programs are also being implemented to help with reading achievement, such as, IStation, Achieve 3000, STAR/AR in English and Spanish. Computer labs and the media center will be open before school (early morning media hours - 7am) to allow for students to get extra computer-based support. An after-school book club (Battle of the Books) with incentives is also in place to promote literacy among 4th and 5th graders.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

The school's strategies include common planning with teams and subject area teachers, TDY planning days, instructional rounds, staff field trips, professional development infused with team building activities and shared leadership (with staff input).

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

The school's strategies include mentoring new teachers (CRT establishes and pairs new teachers with qualified veteran teachers), bi-weekly meetings between CRT and new teachers to discuss current status and current educational needs, instructional coaches will visit classrooms to provide coaching feedback, and instructional coaches will provide planning and assessment disaggregation support. Union Park will also seek partnerships from local universities of education to recruit and retain quality, highly effective teachers. The Leadership Team was created to support in all areas (Reading Coach, Math/ Science/STEM coach, Behavior Coach, MTSS Coach, Technology Coach, Compliance Support).

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

The Curriculum Resource Teacher (CRT) will have monthly meetings with beginning teachers and mentors, as well as with 2nd year teachers to discuss areas of need and progress in completing the components of the Teacher Induction Program. Mentors are experienced teachers on a grade level that are paired with new teachers on that grade level. They are to meet weekly and log the outcomes of their meetings (to be submitted to the CRT). Mentors are also to observe their proteges every quin, as well as be observed by the beginning teacher. Beginning teachers will also observe experienced teachers on campus on a monthly basis.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

During common planning, teams will deconstruct new Florida Standards, use item specifications for new Florida Standards Assessments, and use district resources (Scope and Sequence, Instructional Guides, MTPs, Safari Montage, ThinkCentral) to help plan instruction. The planning process will also use school resources that are housed on SharePoint to help teachers align instruction to standards and Marzano Instructional Framework as well as use backwards-planning to create/modify assessments that are aligned to the standards.

Instructional Strategies

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

Through use of data, teams plan formative assessments for lessons to modify instruction during a unit. The teachers create common assessments and then individually analyze data (item analysis) before meeting as a team and inviting support team members. Teams decide what instruction needs to be changed/modified according to data. Then teachers re-teach students that did not meet the mastery threshold through small group instruction or partnering with team teachers to group students

for individual lessons.

The MTSS Coach monitors progress monitoring data and meets with teachers to make necessary changes to interventions. The ELA Coach monitors intervention and enrichment data to ensure all students are placed appropriately, making modifications as necessary. The support team meets with grade-level teams to analyze school-wide and district data, starting with an essential question and determining root causes.

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

Strategy: Before School Program

Minutes added to school year: 4,320

Opening the media center before school will provide students open access to multiple forms of text (books, computers, etc).

Strategy Rationale

This program will allow students to access a variety of text with support from a classroom teacher. It will also give students opportunities to take AR quizzes.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Summers, Jennifer, jennifer.summers2@ocps.net

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

We will use AR and STAR data to monitor its effectiveness.

Strategy: After School Program

Minutes added to school year: 54

After-school tutoring is offered to the lowest 30% percent of 3rd-5th graders. Teachers work with students on homework, individualized instruction, and students have an opportunity to work through a research-based computer reading program.

Strategy Rationale

This program allows students an extra opportunity to get individualized instruction by a certified teacher in order to meet their specific needs.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Baez, Wilma, wilma.baez@ocps.net

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

Common assessment data on students in tutoring will be grouped so we can analyze and ensure progress.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Pre-kindergarten students will have the opportunity to visit kindergarten classrooms near the end of the year. The Pre-K teacher collaborates with kindergarten teachers to enhance her instruction in support of the kindergarten curriculum. She also plans excursions with kindergarten to provide school based activities and programs for her students. The Pre-K teacher attends all professional development to enhance instruction for her preschool students. All our home based Pre-K students were identified and STAR tested. Our DD students also were identified to ensure supports were in place for the new school year.

Fifth grade students are planning to visit Union Park Middle school twice during the school year to prepare for the transition. Third through fifth grade students are also on block schedule to prepare them for the middle school schedule.

College and Career Readiness

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

In order to help our students become college and career ready we are promoting the idea of college with a weekly college spirit day and using Destination College Strategies. We participate in Teach-in where we invite local community members to talk about their careers. Our school-wide STEM initiative includes STEM for enrichment and for our intervention students, STEM activities during after-school tutoring for our lowest 30%, and at least one STEM activity per 9 weeks in every classroom. During Engineers Week, local engineers are invited to share what they do and why they love their work. Our 5th grade students are also grouped into four major Florida universities - UCF,

UF, FSU, UM and compete against other teams by earning points for mature, self-motivated behavior and learning habits.

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

This year, 3rd through 5th grade students are given the opportunity to earn a Digital Tools Certificate in word processing, spreadsheet, and presentation software.

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

Through planned STEM lessons, students are learning the skills needed to problem solve in any field. Daily math and science lessons also afford students the opportunity to apply what they have learned in a real-world context through the use of Model Eliciting Activities (CPALMS resource). In ELA courses, students are using technology to research topics and read for information then write about topics related to what they are learning. Students are afforded the opportunity to use word processing and presentation software to demonstrate their knowledge on a topic.

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

Union Park Elementary utilizes tutoring to scaffold the learning for students who are not on grade level in reading and math.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

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

The following documents were submitted as evidence for this section:

Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase use of standards-based instruction that fully addresses the intent of the grade level Florida Standards, through collaborative and reflective PLCs, leading to an increase in student achievement (Division Priority: Invest in Human Capital)
- G2.** Increase implementation of school-wide STEM initiatives, which will lead to an increase in student achievement (Division Priority: Accelerate student performance)
- G3.** Refine the school-wide positive behavior support system where procedures are clearly communicated and all stakeholders are respected and heard, which will lead to an increase in student academic attendance and achievement (Division Priority: Provide empowering environments)

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase use of standards-based instruction that fully addresses the intent of the grade level Florida Standards, through collaborative and reflective PLCs, leading to an increase in student achievement (Division Priority: Invest in Human Capital) 1a

 G072729

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Achievement	70.0
FSA - Mathematics - Achievement	70.0
FCAT 2.0 Science Proficiency	55.0

Resources Available to Support the Goal 2

- Reading and Math Coaches
- Professional Development
- PDS Online
- GO Math Podcasts
- IMS - Scope and Sequence and Deconstructed Standards
- Performance Matters
- Data transparency (SharePoint)
- Flexible scheduling
- Funding for co-planning half days with coaches
- Marzano's "Becoming a Reflective Teacher" book
- Teacher evaluation trained evaluators
- Marzano's "Processing New Content" Book
- Hess's Cognitive Rigor Matrix and Guide

Targeted Barriers to Achieving the Goal 3

- Teachers' lack of skills in how to create student tasks at appropriate depth of knowledge levels

Plan to Monitor Progress Toward G1. 8

Progress will be monitored for student improvement in reading and math by analyzing data collected, including OCPS Benchmark and Mini-benchmark (Performance Matters), FAIR, Moby Max, Intervention data, STAR, and classroom assessments. Classroom visitations will provide instructional practice input.

Person Responsible

Jennifer Summers

Schedule

On 8/29/2014

Evidence of Completion

Student achievement data will be uploaded on SharePoint.

G2. Increase implementation of school-wide STEM initiatives, which will lead to an increase in student achievement (Division Priority: Accelerate student performance) **1a**



Targets Supported **1b**

Indicator	Annual Target
FSA - Mathematics - Achievement	70.0
FCAT 2.0 Science Proficiency	55.0

Resources Available to Support the Goal **2**

- Collaborative team planning
- Safari Montage
- Science/Math coach
- Scope and Sequence
- Professional Development focusing on STEM
- District Resources
- Gifted/enrichment focusing on STEM

Targeted Barriers to Achieving the Goal **3**

- Students' lack of regular experience in STEM activities

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

Students will demonstrate increased proficiency of the science and math standards for their grade level.

Person Responsible

Sandra Sampayo

Schedule

Quarterly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Student grades, Science BM and mini-benchmark data will show student improvement.

G3. Refine the school-wide positive behavior support system where procedures are clearly communicated and all stakeholders are respected and heard, which will lead to an increase in student academic attendance and achievement (Division Priority: Provide empowering environments) **1a**



Targets Supported **1b**

Indicator	Annual Target
2+ Behavior Referrals	12.0

Resources Available to Support the Goal **2**

- School-wide behavior framework
- CHAMPs

Targeted Barriers to Achieving the Goal **3**

- Staff's focus on consequences rather than teaching students appropriate expectations and helping change behaviors

Plan to Monitor Progress Toward G3. **8**

Students academic attendance will not decrease due to behavior challenges.

Person Responsible

Wilma Baez

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Reports from EDW will be generated to look at a decrease in the out of school suspensions and the in school suspensions.

Action Plan for Improvement

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

Problem Solving Key

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

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

G1. Increase use of standards-based instruction that fully addresses the intent of the grade level Florida Standards, through collaborative and reflective PLCs, leading to an increase in student achievement (Division Priority: Invest in Human Capital) **1**

 G072729

G1.B5 Teachers' lack of skills in how to create student tasks at appropriate depth of knowledge levels **2**

 B189766

G1.B5.S1 Training and coaching support on using Hess's Cognitive Rigor Matrix to plan tasks at the appropriate DOK level will occur. **4**

 S201133

Strategy Rationale

Teachers' lack the knowledge and skills in how to plan tasks at the appropriate DOK level; therefore, providing the knowledge and modeling the skills (in co-planning with coaches) will fill that gap.

Action Step 1 **5**

Schedule PD training on Cognitive Rigor Matrix

Person Responsible

Amy Klaber

Schedule

On 8/26/2015

Evidence of Completion

Master Calendar

Action Step 2 5

Create training for teachers

Person Responsible

Sandra Sampayo

Schedule

On 9/1/2015

Evidence of Completion

PowerPoint presentation and handouts

Action Step 3 5

Professional Development training on Cognitive Rigor Matrix

Person Responsible

Sandra Sampayo

Schedule

On 9/2/2015

Evidence of Completion

Sign-in Sheet, teacher exit slip

Action Step 4 5

Co-Planning (Follow-up) with K-5 Teachers (modeling task creation at appropriate DOK levels)

Person Responsible

Sandra Sampayo

Schedule

Weekly, from 9/3/2015 to 5/27/2016

Evidence of Completion

Lesson Plans (tasks)

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Reviewing Exit Slip and Lesson Plans

Person Responsible

Amy Klaber

Schedule

Weekly, from 9/9/2015 to 5/27/2016

Evidence of Completion

Principal will review plans for depth of knowledge tasks and provide feedback to coaches and/or teachers.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Administrators will observe classes for effectiveness of tasks created at appropriate DOK levels by looking for desired effects and evidence of learning and application.

Person Responsible

Amy Klaber

Schedule

Weekly, from 9/9/2015 to 5/27/2016

Evidence of Completion

Feedback in the Marzano Evaluation system

G2. Increase implementation of school-wide STEM initiatives, which will lead to an increase in student achievement (Division Priority: Accelerate student performance) 1

 G072730

G2.B5 Students' lack of regular experience in STEM activities 2

 B189772

G2.B5.S1 Provide students with multiple STEM experiences during and outside the school day. 4

 S201140

Strategy Rationale

The more students engage in STEM learning experiences, the more proficient they will become in the various content areas that make up STEM.

Action Step 1 5

Start an after-school STEM club

Person Responsible

Wilma Baez

Schedule

Weekly, from 10/1/2015 to 3/31/2016

Evidence of Completion

Student attendance rosters in after-school club

Action Step 2 5

Host a school-based STEM Expo

Person Responsible

Sandra Sampayo

Schedule

On 5/19/2016

Evidence of Completion

Parent sign-in sheet

Action Step 3 5

STEM Family Night

Person Responsible

Sandra Sampayo

Schedule

On 3/8/2016

Evidence of Completion

Sign-in sheet

Action Step 4 5

STEM Enrichment for low performing students

Person Responsible

Amy Klaber

Schedule

Weekly, from 9/30/2015 to 5/25/2016

Evidence of Completion

Class roster

Action Step 5 5

Teachers will implement STEM lessons once per 9 weeks.

Person Responsible

Amy Klaber

Schedule

Every 2 Months, from 9/1/2015 to 6/3/2016

Evidence of Completion

Student artifacts

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Collection of sign-in sheets, rosters, and lesson plans

Person Responsible

Sandra Sampayo

Schedule

Quarterly, from 10/19/2015 to 5/27/2016

Evidence of Completion

Folders on SP will house sign-in sheets, rosters, and lesson plans.

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

End of year science and math assessment data

Person Responsible

Amy Klaber

Schedule

On 5/2/2016

Evidence of Completion

End of year assessment data will be scanned into Performance Matters and end of year data meetings held to analyze effectiveness of instruction.

G3. Refine the school-wide positive behavior support system where procedures are clearly communicated and all stakeholders are respected and heard, which will lead to an increase in student academic attendance and achievement (Division Priority: Provide empowering environments) 1

 G072731

G3.B8 Staff's focus on consequences rather than teaching students appropriate expectations and helping change behaviors 2

 B189780

G3.B8.S1 Collaboratively create behavior expectation lesson plans for common procedures school-wide.

4

 S201144

Strategy Rationale

Creating lesson plans will allow for teachers to explicitly teach students expectations.

Action Step 1 5

Administrators attend behavior training.

Person Responsible

Amy Klaber

Schedule

On 6/15/2015

Evidence of Completion

FASA Conference Agenda

Action Step 2 5

Administrators and behavior coach meet to determine expectations and create a plan.

Person Responsible

Amy Klaber

Schedule

On 6/23/2015

Evidence of Completion

Notes from meeting

Action Step 3 5

Behavior coach creates lesson plan template and the MTSS behavior support form.

Person Responsible

Wilma Baez

Schedule

On 8/14/2015

Evidence of Completion

MTSS Behavior form, cafeteria expectations lesson plan and template

Action Step 4 5

Behavior coach develops PD for staff on creating behavior expectations within the school-wide lesson plan.

Person Responsible

Wilma Baez

Schedule

On 8/14/2015

Evidence of Completion

PowerPoint for PD

Action Step 5 5

Professional development for staff will occur on collaboratively creating behavior expectations school-wide lesson plans.

Person Responsible

Wilma Baez

Schedule

On 8/21/2015

Evidence of Completion

PowerPoint and model lesson plan

Action Step 6 5

Teams collaboratively create behavior expectations school-wide lesson plans.

Person Responsible

Wilma Baez

Schedule

On 8/19/2015

Evidence of Completion

School-wide behavior expectation lesson plans

Action Step 7 5

Teachers teach behavior expectations school-wide lesson plans to students.

Person Responsible

Wilma Baez

Schedule

Daily, from 8/24/2015 to 9/4/2015

Evidence of Completion

Appropriate student behaviors in common areas

Plan to Monitor Fidelity of Implementation of G3.B8.S1 6

Lesson plans are uploaded to SharePoint before students first day of school.

Person Responsible

Wilma Baez

Schedule

On 8/21/2015

Evidence of Completion

Lesson plans on SharePoint

Plan to Monitor Effectiveness of Implementation of G3.B8.S1 7

Decrease in staff calls for behavior concerns

Person Responsible

Wilma Baez

Schedule

On 6/8/2016

Evidence of Completion

Notebook in office will keep record of behavior calls (behavior log).

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B5.S1.A1	Schedule PD training on Cognitive Rigor Matrix	Kluber, Amy	8/26/2015	Master Calendar	8/26/2015 one-time
G2.B5.S1.A1	Start an after-school STEM club	Baez, Wilma	10/1/2015	Student attendance rosters in after-school club	3/31/2016 weekly
G3.B8.S1.A1	Administrators attend behavior training.	Kluber, Amy	6/15/2015	FASA Conference Agenda	6/15/2015 one-time
G1.B5.S1.A2	Create training for teachers	Sampayo, Sandra	8/26/2015	PowerPoint presentation and handouts	9/1/2015 one-time
G2.B5.S1.A2	Host a school-based STEM Expo	Sampayo, Sandra	5/19/2016	Parent sign-in sheet	5/19/2016 one-time
G3.B8.S1.A2	Administrators and behavior coach meet to determine expectations and create a plan.	Kluber, Amy	6/23/2015	Notes from meeting	6/23/2015 one-time
G1.B5.S1.A3	Professional Development training on Cognitive Rigor Matrix	Sampayo, Sandra	9/2/2015	Sign-in Sheet, teacher exit slip	9/2/2015 one-time
G2.B5.S1.A3	STEM Family Night	Sampayo, Sandra	3/8/2016	Sign-in sheet	3/8/2016 one-time
G3.B8.S1.A3	Behavior coach creates lesson plan template and the MTSS behavior support form.	Baez, Wilma	6/24/2015	MTSS Behavior form, cafeteria expectations lesson plan and template	8/14/2015 one-time
G1.B5.S1.A4	Co-Planning (Follow-up) with K-5 Teachers (modeling task creation at appropriate DOK levels)	Sampayo, Sandra	9/3/2015	Lesson Plans (tasks)	5/27/2016 weekly
G2.B5.S1.A4	STEM Enrichment for low performing students	Kluber, Amy	9/30/2015	Class roster	5/25/2016 weekly
G3.B8.S1.A4	Behavior coach develops PD for staff on creating behavior expectations within the school-wide lesson plan.	Baez, Wilma	8/10/2015	PowerPoint for PD	8/14/2015 one-time
G2.B5.S1.A5	Teachers will implement STEM lessons once per 9 weeks.	Kluber, Amy	9/1/2015	Student artifacts	6/3/2016 every-2-months
G3.B8.S1.A5	Professional development for staff will occur on collaboratively creating behavior expectations school-wide lesson plans.	Baez, Wilma	8/19/2015	PowerPoint and model lesson plan	8/21/2015 one-time

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Union Park Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B8.S1.A6	Teams collaboratively create behavior expectations school-wide lesson plans.	Baez, Wilma	8/19/2015	School-wide behavior expectation lesson plans	8/19/2015 one-time
G3.B8.S1.A7	Teachers teach behavior expectations school-wide lesson plans to students.	Baez, Wilma	8/24/2015	Appropriate student behaviors in common areas	9/4/2015 daily
G1.MA1	Progress will be monitored for student improvement in reading and math by analyzing data collected, including OCPS Benchmark and Mini-benchmark (Performance Matters), FAIR, Moby Max, Intervention data, STAR, and classroom assessments. Classroom visitations will provide instructional practice input.	Summers, Jennifer	8/25/2014	Student achievement data will be uploaded on SharePoint.	8/29/2014 one-time
G1.B5.S1.MA1	Administrators will observe classes for effectiveness of tasks created at appropriate DOK levels by looking for desired effects and evidence of learning and application.	Klager, Amy	9/9/2015	Feedback in the Marzano Evaluation system	5/27/2016 weekly
G1.B5.S1.MA1	Reviewing Exit Slip and Lesson Plans	Klager, Amy	9/9/2015	Principal will review plans for depth of knowledge tasks and provide feedback to coaches and/or teachers.	5/27/2016 weekly
G2.MA1	Students will demonstrate increased proficiency of the science and math standards for their grade level.	Sampayo, Sandra	8/25/2014	Student grades, Science BM and mini-benchmark data will show student improvement.	5/29/2015 quarterly
G2.B5.S1.MA1	End of year science and math assessment data	Klager, Amy	5/2/2016	End of year assessment data will be scanned into Performance Matters and end of year data meetings held to analyze effectiveness of instruction.	5/2/2016 one-time
G2.B5.S1.MA1	Collection of sign-in sheets, rosters, and lesson plans	Sampayo, Sandra	10/19/2015	Folders on SP will house sign-in sheets, rosters, and lesson plans.	5/27/2016 quarterly
G3.MA1	Students academic attendance will not decrease due to behavior challenges.	Baez, Wilma	8/18/2014	Reports from EDW will be generated to look at a decrease in the out of school suspensions and the in school suspensions.	6/5/2015 quarterly
G3.B8.S1.MA1	Decrease in staff calls for behavior concerns	Baez, Wilma	8/24/2015	Notebook in office will keep record of behavior calls (behavior log).	6/8/2016 one-time
G3.B8.S1.MA1	Lesson plans are uploaded to SharePoint before students first day of school.	Baez, Wilma	8/19/2015	Lesson plans on SharePoint	8/21/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

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

G1. Increase use of standards-based instruction that fully addresses the intent of the grade level Florida Standards, through collaborative and reflective PLCs, leading to an increase in student achievement (Division Priority: Invest in Human Capital)

G1.B5 Teachers' lack of skills in how to create student tasks at appropriate depth of knowledge levels

G1.B5.S1 Training and coaching support on using Hess's Cognitive Rigor Matrix to plan tasks at the appropriate DOK level will occur.

PD Opportunity 1

Professional Development training on Cognitive Rigor Matrix

Facilitator

Sandra Sampayo

Participants

K-5 teachers

Schedule

On 9/2/2015

PD Opportunity 2

Co-Planning (Follow-up) with K-5 Teachers (modeling task creation at appropriate DOK levels)

Facilitator

Sandra Sampayo and Jennifer Summers

Participants

K-5 Teachers

Schedule

Weekly, from 9/3/2015 to 5/27/2016

G3. Refine the school-wide positive behavior support system where procedures are clearly communicated and all stakeholders are respected and heard, which will lead to an increase in student academic attendance and achievement (Division Priority: Provide empowering environments)

G3.B8 Staff's focus on consequences rather than teaching students appropriate expectations and helping change behaviors

G3.B8.S1 Collaboratively create behavior expectation lesson plans for common procedures school-wide.

PD Opportunity 1

Professional development for staff will occur on collaboratively creating behavior expectations school-wide lesson plans.

Facilitator

Kristin DeSantis

Participants

K-5 teachers, leadership team, support/classified staff

Schedule

On 8/21/2015

PD Opportunity 2

Teams collaboratively create behavior expectations school-wide lesson plans.

Facilitator

Kristin DeSanctis

Participants

K-5 teachers, leadership team

Schedule

On 8/19/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B5.S1.A1	Schedule PD training on Cognitive Rigor Matrix				\$0.00
2	G1.B5.S1.A2	Create training for teachers				\$150.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	100-Salaries	0431 - Union Park Elementary	Title I Part A		\$150.00
3	G1.B5.S1.A3	Professional Development training on Cognitive Rigor Matrix				\$50.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	100-Salaries	0431 - Union Park Elementary	Title I Part A		\$50.00
4	G1.B5.S1.A4	Co-Planning (Follow-up) with K-5 Teachers (modeling task creation at appropriate DOK levels)				\$120,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0431 - Union Park Elementary			\$120,000.00
5	G2.B5.S1.A1	Start an after-school STEM club				\$920.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5900	100-Salaries	0431 - Union Park Elementary	Title I Part A		\$920.00
6	G2.B5.S1.A2	Host a school-based STEM Expo				\$0.00
7	G2.B5.S1.A3	STEM Family Night				\$0.00
8	G2.B5.S1.A4	STEM Enrichment for low performing students				\$3,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000	100-Salaries	0431 - Union Park Elementary			\$3,600.00
9	G2.B5.S1.A5	Teachers will implement STEM lessons once per 9 weeks.				\$0.00
10	G3.B8.S1.A1	Administrators attend behavior training.				\$0.00
11	G3.B8.S1.A2	Administrators and behavior coach meet to determine expectations and create a plan.				\$350.00

Budget Data

	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
	6400	100-Salaries	0431 - Union Park Elementary	General Fund		\$350.00	
12	G3.B8.S1.A3	Behavior coach creates lesson plan template and the MTSS behavior support form.					\$175.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
	6400	100-Salaries	0431 - Union Park Elementary	General Fund		\$175.00	
13	G3.B8.S1.A4	Behavior coach develops PD for staff on creating behavior expectations within the school-wide lesson plan.					\$175.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
	6400	100-Salaries	0431 - Union Park Elementary	General Fund		\$175.00	
14	G3.B8.S1.A5	Professional development for staff will occur on collaboratively creating behavior expectations school-wide lesson plans.					\$2,900.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
	6400	100-Salaries	0431 - Union Park Elementary	General Fund		\$2,900.00	
15	G3.B8.S1.A6	Teams collaboratively create behavior expectations school-wide lesson plans.					\$2,900.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
	6400	100-Salaries	0431 - Union Park Elementary	General Fund		\$2,900.00	
16	G3.B8.S1.A7	Teachers teach behavior expectations school-wide lesson plans to students.					\$0.00
						Total: \$131,220.00	