

Unity Charter School Of Fort Myers



2016-17 Schoolwide Improvement Plan

Unity Charter School Of Fort Myers

4740 S CLEVELAND AVE, Ft Myers, FL 33907

<http://www.unitycsfm.org/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	89%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	F*	F	F

**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 Lee 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Unity Charter School Of Fort Myers

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To prepare students in grades K-8 for success in high school, college, and beyond.

b. Provide the school's vision statement.

To be one of the most desirable elementary/middle school in the region, recognized both locally and nationally, for developing outstanding youth who achieve academic and athletic excellence.

2. School Environment

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

Unity Charter School values students' cultures and builds relationships between teachers and students. Our professional development focuses on culturally responsive and relevant pedagogy and provides teachers with strategies for building student relationships. Examples of these strategies include initial positive interactions prior to the start of the school year during the school "Meet and Greet" as well as positive calls home for student behavior and academic performance during the school year. Also, teachers receive professional development regarding specific relationship building activities for the crucial first days of school. We incorporate culture building into daily lessons and leadership provides feedback to teachers to help improve classroom culture and ensure mutual respect. In addition, research based professional development professional development such as "Love and Logic", Harry Wong Strategies and utilizing Ruby Payne's "A Framework for Understanding Poverty" focuses on positive teacher and student relationships as the foundation of creating a positive school environment. For example, teachers take time at the at the beginning of the year to gain a better understanding of their students' background both academically, culturally, and socially. This investigation bonds the teacher and student relationship and provides data the instructor is able to use to increase student achievement. The bond is maintained throughout the school year through systematic check ins and additional inquiries on an ongoing basis.

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

Unity Charter School of Fort Myers creates an environment where students take ownership of their learning and responsibility for their actions. With high expectations, students are positively reinforced via teacher-student relationships and held accountable for their actions with a conflict-resolution model, called The Peace Tree. Through the Peace Tree Process, students are guided through owning and solving their own problems. Parents, staff and students are in communication and involved in positive reinforcement and problem solving where students know they are cared for and respected. In addition, staff greets students multiple times as they arrive on campus as well as when the depart at the end of the day. We also have Positive Behavior Support Personnel that work to maintain the safe and respectful school environment for students during class time as well as transition time. Lastly, UCSFM maintains an updated safety plan and routinely practices procedures for crisis situations which is housed at the school site and is available to parents.

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

UCSFM ensures the student handbook is followed in accordance with school wide expectations for student conduct. In addition to enforcing the student handbook, we follow a systematic process, Love and Logic, that teaches students to solve their own problems and take responsibility for their actions. Teachers and school leaders are trained to coach students through self-problem solving using this model:

1. Lead with Empathy.
2. Follow with a question.
3. Suggest options to resolve problem.
4. Have child analyze consequences.
5. Follow up with "check-ins" to hold child accountable for problem solving.

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

School staff takes on an active role in helping students with social-emotional needs by building a school culture where students feel safe to talk to adults about current issues. Pupil services program offers school counseling for students as needed as well as Positive Behavior Support Personnel who are trained in specific strategies to support students behavioral success. The Pupil Services are monitored daily and based on individual student needs. Parents and school staff work as partners to ensure student social-emotional needs and services are provided as needed. UCSFM also implements a Positive Behavior Support System with school wide expectations to support all students and provide positive recognition for appropriate behaviors.

3. Early Warning Systems

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

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	2	0	0	0	0	2
One or more suspensions	0	0	0	0	0	0	1	2	1	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	7	6	7	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	0	0	0	7	6	7	0	0	0	0	20

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	7	6	7	0	0	0	0	20	

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

Struggling learners are provided with interventions to accelerate their depth and rate of learning. These services are provided by classroom teachers, intervention specialists, or other qualified school personnel. For example, teachers receive professional development in regards to classroom center rotation which provides teachers the time to work with these students in small groups. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Students are also trained in the use of rubrics to evaluate and assess their learning. School staff, parents, and students meet frequently to discuss student progress and make a plan to make sure students meet or exceed their learning targets from the start of early warning indicators.

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/315106>.

2. Description

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

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

Project-based learning is one of the core frameworks for our instructional program. Through hands-on project based learning, students participate in real-world investigations that involve collaborating and researching to find solutions to real-world problems. Local community members and local issues are often incorporated into the project-based learning tasks. The school builds partnerships and involves the Fort Myers community in contributing to student learning and student success. Examples of such partnerships include 5th Third Bank and Metro PCS, who conduct monthly workshops for parents as well as Hoops on Mission which is a Mentoring Program combining the importance of both physical and academic education.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Terebeniec, Stephan	Principal
Roche, Pilar	Teacher, K-12
Maldonado, Daisy	SAC Member
Niblick, Joyce	SAC Member
Potts, Elizabeth	Instructional Coach
Doltz , Francisco	Teacher, K-12

b. Duties

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

The members of the school leadership team collaborate to review multiple data points, including: student performance in the areas of academics, behavior, attendance, professional development surveys and parent feedback. The teams role is to analyze student data (academics, behavior and attendance) and create action plans with specific growth targets for based on the current school data. The team will also use data as the foundation of professional development plans and teacher mentoring. Specific roles of the team members are as follows:

Principal

- *Provide leadership and organization to the school leadership team
- *Facilitate implementation for the MTSS problem solving process
- *Ensure staff support of MTSS goals and PBS process
- *Monitor all academic, behavioral, and parental programs for efficiency and results and make changes when necessary

Title One Professional Development and Parent Engagement Facilitator (Instructional Coach)

- *Develops teachers on data driven decision making as well as successful targeted intervention strategies

- *Models lessons for targeted students (Low-performing, ESOL, ESE)

- *Attend MTSS meetings

Classroom Teacher

- *Plan and teach for small groups of identified students based on student achievement data
- *Discuss the student's progress at the current MTSS tier and with the interventions in place, move students into higher rates of academic and behavioral proficiency

SAC Members

- *Provide input regarding the home to school connection
- *Review and approve the SIP at our annual Title 1 meeting and as needed throughout the school year
- *Vote to approve the goals, strategies and barriers of the SIP plan unanimously.

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

The school leadership team meets on a weekly basis to identify and align all resources using school data points (weekly, bi monthly, and yearly state assessments). The Educational Service Provider is responsible for providing budget updates to the school leader and facilitating problem-solving sessions to address academic and financial issues as they arise using budget information, student data, professional development needs and making sure the schools are compliant with state and

federal mandates.

Title One and other programs coordinate through the SIP process in order to maintain specific focus on focused measurable goals. UCSFM completes a comprehensive needs assessment based on data prior to writing goals for each year. School Improvement The SIP is reviewed at the district level. This collaboration ensures that all programs support schools.

The MTSS Team meets on a frequent basis to identify students in need as well as monitor students that are already identified. The team uses the five-step problem solving process as outlined in the districts MTSS manual.

The Nutrition Program at UCSFM offers healthy meals to all students. Our school is a direct certify school. This allows the school to provide free breakfast and lunch to all students.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Daisy Maldonado	Parent
Joyce Niblick	Parent
Stephan Terebieniec	Principal
Elizabeth Potts	Teacher
Francisco Doltz	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

At the beginning of the current year, all prior year SIP goals were evaluated to see whether they were met or not, and the reasons for meeting or barriers that prevented them from being met. This served as the starting point for the current (2016-2017) SIP. The SIP was presented to the SAC for approval, reasonableness, stretch and ability to achieve.

b. Development of this school improvement plan

The SAC committee met to discuss, review, and approve the SIP goals at our annual Title 1 meeting and does so as needed throughout the school year.

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

Liliana Leone, CEO of ESP, and Stephan Terebieniec, Principal, are responsible for the school's budget. Decisions are made to align with improvement goals in the SIP and support student learning. Principal Terebieniec shares with the committee any budgetary provisions that are made to aid in the progress toward reaching the SIP goals.

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

N/A

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

Yes

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

N/A

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Terebeniec, Stephan	Principal
Ford, Dominique	Teacher, K-12
Potts, Elizabeth	Instructional Coach
Roche, Pilar	Teacher, K-12

b. Duties

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

The LLT works with Educational Service Provider's (ESP) curriculum implementation specialist as well as instructional leaders to review current literacy curriculum and instructional practices being implemented and ways to improve or ensure appropriate implementation of best teaching practices. Based on qualitative and quantitative student and teacher data, they provide professional development and curricular resources to promote and improve language arts teaching and learning in the school. The LLT will discuss and plan ELA activities correlated to the Florida Standards that will increase the classroom teachers depth of knowledge as well as provide engaging activities for students including intervention and enrichment opportunities. The team also plans and ELA and Math night for the families.

D. Public and Collaborative Teaching

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

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

School leadership and staff will continue to collaborate on a daily basis. UCSFM's Title 1 Data Coach will mentor teachers, facilitate collaborative planning sessions and provides feedback to teachers daily in the areas of instruction, classroom management and data analysis of student achievement. Teachers will participate in professional development meetings as a school site, as well as weekly grade level meetings facilitated by their Curriculum Team. At these weekly meetings teachers will analyze data from the week from Study Island and ST Math and use it to plan their instruction for the following week. In each of the professional developments and meetings, instructional strategies, data analysis and best practices are areas of focus.

Working collaboratively, teachers will analyze how individual students, subgroups (ESOL, ESE, and Ethnicity), and their class as a whole performed on internal benchmarks that are based on the Florida Standards. They will track individual students' progress from benchmark to benchmark and in comparison to the Spring FCAT to ensure that students are progressing from the time they enter their class to the time they leave. Teachers and leadership will also use data reflection meetings to build positive working relationships and help one another to ensure student success across the school.

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

UCSFM will recruit teachers at local universities, via FLDOE online recruitment methods, and through local and national advertising. Teachers must pass state requirements to teach in Florida and UCSFM. Teaching requirements for UCSFM include paper screening, teacher interview, demonstration lesson, and reference check. Through the process, UCSFM is looking for teachers with alignment to our mission and vision. During the hiring process, all teachers undergo a rigorous multi-tiered interview process including paper screening, interview, demonstration lesson, and reference check. UCSFM provides site-based mentoring and/or professional development through weekly grade level meetings and site based meetings as well as a requirement for new teachers to participate in the Lee County APPLES program. In addition, we offer an internal pipeline of promotion to recruit and retain highly qualified teachers.

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

Our school's Title 1 Data Coach mentors teachers to meet their individual needs. The Title I Data Coach's role is to support teachers through goal setting and coaching strategies to maximize teacher professional growth, as well as to mentor teachers to meet their needs. The rationale for the pairing is based on the established support role that the Title One Data Coach plays each day with their assigned teacher. They model lessons, provide feedback based on observations and lead differentiated professional development sessions. At weekly grade level meetings, with the Curriculum Team, teachers examine results of weekly standards based assessments to reflect on classroom practices, identify struggling students, and plan re-teach lessons. Those best practices are planned for and implemented into future instruction to raise student achievement.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

UCSFM adopts curriculum programs that are aligned to the Florida Standards and then creates academic plans to identify the scope and sequence for each subject and grade level. The school instructional leadership team evaluates this materials on an annual basis to ensure alignment.

Formative and summative assessments are aligned to the standards and professional development is incorporating instructional strategies to meet the demand of the the Florida standards, especially incorporating critical thinking into daily instruction.

b. Instructional Strategies

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

Teachers participate in weekly grade level meetings facilitated by the Title I Data Coach who is uniquely qualified to mentor and support teachers due to their proven track record of increasing student achievement and leadership in professional development. At these weekly meetings they analyze weekly student data and student work using Standards Checkpoints and Benchmark data tools. Teachers complete data reflection forms and use it to plan their instruction for the following week. In each of professional developments and meetings, data analysis and its relevance to instruction is an area of focus. In addition, we analyze school and district-wide data at quarterly district-wide professional development sessions. This data is used to create individualized action

plans for each student that requires remediation. Students are made aware of this data on a daily basis and review and track their data to increase accountability.

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

Strategy: Extended School Day

Minutes added to school year: 10,800

Our school has an extended school day of approximately 1 hrs. per day compared to other schools in the Lee School District. This equates to approximately 10,800 additional minutes in the school year. This number includes the entire school day and includes lunch (20 min), fitness (50 min.), and recess (20 min.) breaks in instruction each day. This extra time is utilized for the approximate hour of physical education, academic instruction in a learning lab environment and academic small group intervention by the classroom teacher.

Strategy Rationale

By having an extended school day teachers and students can maximize instructional time and opportunities for extended learning.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Terebeniec, Stephan, stephant@leeschools.net

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

Standards based student achievement data is collected and analyzed to determine the effectiveness of this strategy through various weekly, bi-monthly, as well as annual assessments using Standards Checkpoints and Benchmark Assessment data. With this data, students are regrouped for remediation or enrichment depending on the needs identified for the group.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Our school assists students with making the transition to elementary programs by on-going discussions and activities that help students begin to take additional responsibilities for their education and make the transition to elementary tasks such as students begin taking a more active role in reviewing and tracking their progress through data review and collection and data chats with their teacher. Also, teachers talk to students about the current grade expectations and share expectations for the next year's grade and how student prepare for that transition. Our recruitment staff works with preschools and VPKs in the area to assist pre-school teachers with kindergarten

readiness. In addition, our recruitment staff works with local high schools to support families in their transition from eighth grade to high school.

b. College and Career Readiness

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

Our teachers look for ways to make real world connections and incorporate across subject area integration into their instructional lessons as well as through Project Based Learning. We also partner with Learning for Life and their Explorers program which provides college and career awareness to our students. Teachers also provide data chats with students to discuss where students are currently working and ways for them to reach their goals. Additionally, teachers make connections and have discussions about how what they are learning applies to real life and to being college and career ready. Through Project Based Learning, students are engaged in groups to solve real world problems in business, industry, and within their community.

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

Students are assigned coursework based on their test scores, academic performance, and Florida grade level required coursework. Students discuss their career and college aspirations with their teachers and learn how what they are learning can help them reach their goals. A Career Exploration Day is also held for all middle school students. Prior to this day, students research college entrance requirements as well as academic requirements for career interest.

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

UCSFM has integrated career and technical education within the academic courses to support student achievement through strategically utilizing online educational resources that demonstrate a variety of pathways for future employment and study.

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

The High School Feedback Report is evaluated by staff and discussed with students at all levels. This assists with long-term goal setting and helps realistically choose career paths and post secondary schools and courses of study.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

When comparing the 2014-2015 data, the overall proficiency in Reading, Math, and Science increased. All subjects continue to be an area of concern, with writing as the greatest area of concern due to the drop in proficiency.

B. Problem Analysis Summary

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

A comprehensive needs assessment was conducted to determine what worked to increase the overall proficiency in Reading, Math, and Science. The increase in proficiency in these areas was attributed to the following: Greater alignment of standards based instruction and assessment, increased professional development, teacher support, parental involvement, increased use of technology for assessment and instruction.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** For the 2015-2016 school year, all FMPFA Teachers will implement research-based differentiated instruction strategies to meet the AMO 55% goal in Reading with 90% accuracy.
- G2.** All teachers will integrate technology into the teaching, learning and assessment to increase student achievement to meet the AMO 55% goal in Reading with 90% accuracy.

Strategic Goals Detail

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

G1. For the 2015-2016 school year, all FMPFA Teachers will implement research-based differentiated instruction strategies to meet the AMO 55% goal in Reading with 90% accuracy. 1a

G083284

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	62.0

Targeted Barriers to Achieving the Goal 3

- Training for teachers on guided reading, including classroom management of differentiated instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading A-Z guided reading framework and instructional resources
- Study Island student data
- Data Analysis - Schoolnet benchmarks

Plan to Monitor Progress Toward G1. 8

Weekly assessments (Standards Checkpoints), Quarterly assessments (Benchmarks) Yearly assessments (FL state assessments)

Person Responsible

Stephan Terebeniec

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Based on technology assessments, quarterly assessments and summative assessments, each student's individualized data will be recorded in data reflection sheets, benchmark action plans and school-wide data goal setting meetings to determine and monitor student growth in reading performance

G2. All teachers will integrate technology into the teaching, learning and assessment to increase student achievement to meet the AMO 55% goal in Reading with 90% accuracy. 1a

G083285

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	62.0

Targeted Barriers to Achieving the Goal 3

- Teacher training on technology-integrated teaching and assessment

Resources Available to Help Reduce or Eliminate the Barriers 2

- Technology resources are used to support instruction. One assessment that teachers will use throughout the year will be a web-based standards aligned formative assessment and instructional program called Study Island™. ST Math is another web-based standards aligned formative assessment and instructional program that is used daily by all students to support and assess understanding of math content standards. Throughout the school year, teachers will use the assessments and instructional programs on a daily basis to monitor student mastery of grade-level content standards and practice skills that have not been mastered. Teachers also will also use the data collected from the program to evaluate which students need further support and which are equipped to move on. Additionally, all students will have a Study Island™ and ST Math practice account for home use so that parents and families can further support their child's academic advancement. At weekly grade level meetings, with the school's curriculum specialist, teachers examine results to reflect on classroom practices, identify struggling students, and plan re-teach lessons.

Plan to Monitor Progress Toward G2. 8

Weekly assessments (Study Island, ST math), quarterly assessments (benchmarks) yearly assessments (FL state assessments)

Person Responsible

Stephan Terebeniec

Schedule

Weekly, from 8/3/2015 to 6/10/2016

Evidence of Completion

Based on technology weekly assessments, quarterly assessments and summative assessments, each student's individualized data will be recorded in data reflection sheets, benchmark action plans and school-wide data goal setting meetings to determine and monitor student growth.

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. For the 2015-2016 school year, all FMPFA Teachers will implement research-based differentiated instruction strategies to meet the AMO 55% goal in Reading with 90% accuracy. **1**

 **G083284**

G1.B1 Training for teachers on guided reading, including classroom management of differentiated instruction **2**

 **B220705**

G1.B1.S1 Provide ongoing professional development for teachers on differentiated instruction, based on weekly formative assessment data **4**

 **S233036**

Strategy Rationale

With professional development, teachers may be more likely to incorporate differentiated reading instruction into their lessons and increase student access to text-based small group instruction

Action Step 1 **5**

Professional Development for Teachers regarding research based differentiated instruction.

Person Responsible

Stephan Terebeniec

Schedule

Weekly, from 8/1/2016 to 5/26/2017

Evidence of Completion

PD agendas and sign-in sheets

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

increased proficiency on reading, benchmarks and standards checkpoints

Person Responsible

Stephan Terebeniec

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

student data reports on Schoolnet and Study Island

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

in addition to standardized benchmarks, student reading levels will increase according to grade-level growth expectations

Person Responsible

Stephan Terebeniec

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

increased reading a-z reading levels according to standards-based grade-level expectations

G2. All teachers will integrate technology into the teaching, learning and assessment to increase student achievement to meet the AMO 55% goal in Reading with 90% accuracy. 1

G083285

G2.B1 Teacher training on technology-integrated teaching and assessment 2

B220706

G2.B1.S1 Provide ongoing professional development for teachers on technology-based teaching and learning 4

S233037

Strategy Rationale

With professional development, teachers may be more likely to incorporate technology into their lessons and increase student access and practice with technology-based programs

Action Step 1 5

Professional Development for teachers and parents on strategies to integrate technology into teaching, learning, and assessment.

Person Responsible

Stephan Terebeniec

Schedule

Weekly, from 8/3/2015 to 6/10/2016

Evidence of Completion

PD agendas and sign-in sheets

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

district-wide benchmark data analysis and data disaggregation

Person Responsible

Stephan Terebeniec

Schedule

Every 6 Weeks, from 10/20/2014 to 5/30/2015

Evidence of Completion

student data on standards-based benchmark assessments

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

student growth of proficiency bands on benchmark assessments

Person Responsible

Stephan Terebeniec

Schedule

On 5/29/2015

Evidence of Completion

student data from Schoolnet benchmark assessments

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.B1.S1.MA1 M302684	student growth of proficiency bands on benchmark assessments	Terebeniec, Stephan	10/20/2014	student data from Schoolnet benchmark assessments	5/29/2015 one-time
G2.B1.S1.MA1 M302685	district-wide benchmark data analysis and data disaggregation	Terebeniec, Stephan	10/20/2014	student data on standards-based benchmark assessments	5/30/2015 every-6-weeks
G2.MA1 M302686	Weekly assessments (Study Island, ST math), quarterly assessments (benchmarks) yearly assessments...	Terebeniec, Stephan	8/3/2015	Based on technology weekly assessments, quarterly assessments and summative assessments, each student's individualized data will be recorded in data reflection sheets, benchmark action plans and school-wide data goal setting meetings to determine and monitor student growth.	6/10/2016 weekly
G2.B1.S1.A1 A298550	Professional Development for teachers and parents on strategies to integrate technology into...	Terebeniec, Stephan	8/3/2015	PD agendas and sign-in sheets	6/10/2016 weekly
G1.MA1 M302683	Weekly assessments (Standards Checkpoints), Quarterly assessments (Benchmarks) Yearly assessments...	Terebeniec, Stephan	8/29/2016	Based on technology assessments, quarterly assessments and summative assessments, each student's individualized data will be recorded in data reflection sheets, benchmark action plans and school-wide data goal setting meetings to determine and monitor student growth in reading performance	5/26/2017 weekly
G1.B1.S1.MA1 M302681	in addition to standardized benchmarks, student reading levels will increase according to...	Terebeniec, Stephan	8/29/2016	increased reading a-z reading levels according to standards-based grade-level expectations	5/26/2017 weekly
G1.B1.S1.MA1 M302682	increased proficiency on reading, benchmarks and standards checkpoints	Terebeniec, Stephan	8/29/2016	student data reports on Schoolnet and Study Island	5/26/2017 weekly
G1.B1.S1.A1 A298549	Professional Development for Teachers regarding research based differentiated instruction.	Terebeniec, Stephan	8/1/2016	PD agendas and sign-in sheets	5/26/2017 weekly

V. Professional Development Opportunities

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

G1. For the 2015-2016 school year, all FMPFA Teachers will implement research-based differentiated instruction strategies to meet the AMO 55% goal in Reading with 90% accuracy.

G1.B1 Training for teachers on guided reading, including classroom management of differentiated instruction

G1.B1.S1 Provide ongoing professional development for teachers on differentiated instruction, based on weekly formative assessment data

PD Opportunity 1

Professional Development for Teachers regarding research based differentiated instruction.

Facilitator

Elizabeth Potts

Participants

Teaching and Administrative Staff

Schedule

Weekly, from 8/1/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Professional Development for Teachers regarding research based differentiated instruction.				\$65,055.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	4241 - Unity Charter School Of Fort Myers			\$12,677.00
	6300	130-Other Certified Instructional Personnel	4241 - Unity Charter School Of Fort Myers	Title I, Part A	4.0	\$48,000.00
	6300	220-Social Security	4241 - Unity Charter School Of Fort Myers	Title I, Part A		\$3,672.00
	6300	240-Workers Compensation	4241 - Unity Charter School Of Fort Myers	Title I, Part A		\$634.00
	6300	250-Unemployment Compensation	4241 - Unity Charter School Of Fort Myers	Title I, Part A		\$72.00
2	G2.B1.S1.A1	Professional Development for teachers and parents on strategies to integrate technology into teaching, learning, and assessment.				\$72,852.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	150-Aides	4241 - Unity Charter School Of Fort Myers	Title I, Part A	1.0	\$0.00
	Notes: Notes					
	5100	210-Retirement	4241 - Unity Charter School Of Fort Myers	Title I, Part A		\$1,148.00
	5100	240-Workers Compensation	4241 - Unity Charter School Of Fort Myers	Title I, Part A		\$198.00
	5100	250-Unemployment Compensation	4241 - Unity Charter School Of Fort Myers	Title I, Part A		\$23.00
	6150	120-Classroom Teachers	4241 - Unity Charter School Of Fort Myers	Title I, Part A		\$1,269.00
	6150	120-Classroom Teachers	4241 - Unity Charter School Of Fort Myers	Title I, Part A	1.0	\$45,000.00
	6150	210-Retirement	4241 - Unity Charter School Of Fort Myers	Title I, Part A		\$2,250.00
	6150	220-Social Security	4241 - Unity Charter School Of Fort Myers	Title I, Part A		\$3,443.00
	6150	240-Workers Compensation	4241 - Unity Charter School Of Fort Myers	Title I, Part A		\$594.00
	6150	250-Unemployment Compensation	4241 - Unity Charter School Of Fort Myers	Title I, Part A		\$68.00

Lee - 4241 - Unity Charter School Of Fort Myers - 2016-17 SIP
Unity Charter School Of Fort Myers

	6500	643-Capitalized Hardware and Technology-Related Infrastructure	4241 - Unity Charter School Of Fort Myers	Title I, Part A		\$18,859.00
Total:						\$137,907.00