

The School District of Palm Beach County

University Preparatory Academy Palm Beach



2016-17 Schoolwide Improvement Plan

University Preparatory Academy Palm Beach

2101 N. AUSTRALIAN AVE, West Palm Beach, FL 33407

upaflorida.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	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	77%

School Grades History

Year	2017-18
Grade	C

**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 was approved by the Palm Beach County School Board on 11/16/2016.

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 University Preparatory Academy Palm Beach

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	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.

The mission of University Preparatory Academy (UPA) is to provide students with access to a college preparatory experience in historically underserved communities.

b. Provide the school's vision statement.

UPA aims to provide students in historically underserved communities with access to a college preparatory experience. UPA's vision is reflected through three key pillars of our program:

- 1.) Curriculum and instruction for rigorous college preparation
- 2.) Continuous improvement through data utilization and collaboration
- 3.) Early and frequent academic interventions to recover learning gaps

2. School Environment

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

UPA takes deliberate efforts to learn about the unique identity of each student. In addition to reviewing previous school/school year records information (i.e. interim and final grades, state test scores, behavior logs, teacher anecdotal records, health files,) we ensure that each teacher and child has an opportunity to build a strong, positive and supportive relationship through:

- Beginning of year student interest inventories
- Parent conferences both before and during the school year
- Class team-building activities
- Daily lunch with students
- Regular and on-going conversations with parents about the student's interests and strengths
- Morning assemblies
- Frequent progress monitoring and bi-weekly progress reports for all students

Also, our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

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

These efforts not only help teachers learn about student cultures, but also foster a safe and caring environment for students. Each morning, students and parents are personally greeted by school staff and administration as they enter the building whether walking, or riding the car or bus. Students are able to eat breakfast in grade-level breakfast areas with their classmates, teachers and administrators in order to have a positive start to their school day. Teachers and administrators also eat lunch and attend recess with students not only to ensure their safety, but also to allow time for to create meaningful connection with students outside of the classroom. At dismissal, students are escorted by

adults to designated areas for bus pick up, car pick up, after school program pick up, etc. Each area is populated by multiple staff members to ensure order and student safety at all times.

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.

Teachers employ school-wide signals and a positive discipline system that are easily understood by everyone at the school, including parents. Teachers also have developed classroom management systems that communicate clear expectations for behavior, and establish reasonable consequences that are applied consistently and are aligned with the school wide culture of expectations and behavior. These management systems:

- Teach and reward students for meeting school and classroom behavior expectations
- Provide clear and consistent responses to behaviors that do not support learning and growth
- Identify students in need of additional social and emotional supports and systematically provide those supports to students as appropriate

Students who choose not to meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others. Without a firm and consistent discipline policy, none of what we envision for the school can happen. The following beliefs inform our Code of Conduct.

- Safety: The Code of Conduct is designed first and foremost to ensure that UPA students are physically and mentally safe at all times.
- Respect: Respect towards self, peers, and adults anchor UPA's character development and helps build community within the school and beyond.
- Self-discipline: Students who are organized, focused and committed behave well in school, speak well in public, and are helpful to others will develop strong self-advocacy skills that will serve them well throughout their lives.
- Making a big deal out of "little" problems: At UPA, nothing is too small to address. There are no "little" problems; every seemingly small problem can quickly lead to more serious problems. No misbehavior goes unchecked at any time for any reason. We must acknowledge misbehavior, address it, and offer a consequence every time. Studies show that it is not the severity of the punishment that deters people from breaking rules, but quick and consistent application of consequences.
- Clear consequences: The students of UPA will know exactly what behavior is expected and what consequences will result if expectations are not met. UPA will always promptly communicate with parents about any disciplinary consequence.
- Staying Firm and Positive: UPA is firm and positive its approach to asserting authority. A firm and positive teacher uses the school's discipline system in conjunction with their own systems, non-verbal cues, strong teacher-student relationships, strong teacher-family communication, positive reinforcement, academic motivation, and clear, well taught and re-taught rules and procedures.
- Uninterrupted learning: UPA's Code of Conduct minimizes distractions in the classroom so that students can commit 100 percent of their attention to academic learning.

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.

UPA offers social and emotional supports to students through guest speakers, guidance counseling, peer mentoring, 1:1 and small group counseling. We acknowledge that students are capable of making both good and bad choices. At UPA, there are positive motivators for when a student chooses to follow a rule or procedure and negative consequences for when a student chooses to break a rule

or procedure. Students quickly learn that when they do good things, good things happen, and when they do bad things, bad things happen; every positive contribution results in a positive motivator and conversely every code of conduct violation results in a negative consequence.

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.

Students at UPA are monitored closely to ensure that each student's needs are being met on a consistent and on-going basis. As such, UPA has designed a system that allows staff to identify students who show early signs of academic or social/emotional needs. Thereafter, UPA staff quickly responds with the necessary supports to ensure those students' success. The following indicators are included in this system:

- Indicator 1- Students with attendance below 90% (excused or unexcused)
- Indicator 2- Students who are on Progress Monitoring Plans in Reading, Math, or Science

To address the student needs indicative of the data above, particularly for students showing two more indicators, UPA will:

1. Execute attendance monitoring and support plan for students with less than 90% attendance which includes daily/weekly attendance monitoring for student, parent-student-administrator conferences, parent letters and calls, and on-going follow up as needed.
2. Collaborate with teachers to develop responsive learning assignments that will help students get on track to successfully complete courses.
3. Assess students and place in an appropriate, daily instructional intervention group for ELA/Math based on assessment results.

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	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students on Progress Monitoring Plans	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

University Preparatory Academy uses a comprehensive intervention system designed to provide multi-tiered supports to students who are in need. Students are homogenously grouped for at least 60 min a day to receive targeted instruction in ELA and/or Math based on their learning needs. Additionally, all UPA students are given 120 minutes of uninterrupted reading instruction and 90 minutes of math instruction on a daily basis. UPA offers Saturday school twice per month with instruction in Reading, Math, and Science. Reading Mastery and OrchardNow (Reading and Math digital intervention curriculum) are the intervention programs used at University Preparatory Academy.

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/320747>.

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.

UPA's ongoing partnerships with our community partners allow us to both support family involvement and student achievement. We partner with organizations to help us offer both during and after school learning and enrichment opportunities. Our most unique partnership is Faith's Place After School Arts & Music Enrichment Program, which provides a variety of music-based learning opportunities to our students after school including piano, violin, musical theater, dance, steel drums, drum line, etiquette classes, and character building. We also receive tremendous support from the following agencies:

- Urban League of Palm Beach County
 - Palm Beach Clergy Alliance
- Revival Community Center (Food Bank and Outreach Services)
Urban Youth Impact

Our partnerships with these agencies aids us in recruiting underserved students. The process in which we build partnerships with these agencies include meeting with directors/leaders and explaining the vision and mission of UPA, offering physical space for events, partnering and volunteering in food drives and other community events.

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
Ledgister, Richard	Principal
Adamson, Darius	Other
Frederick, Michael	Dean
Reid, Eric	Paraprofessional
Spann, Latoya	Instructional Coach
Atkinson, Terrance	School Counselor

b. Duties

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

Principal:

Serves as the instructional leader and oversees all aspects of the educational program, personnel, operations, facilities, and ESE and ELL programs ; Oversees school leadership team and evaluates all staff.

Executive Director/Superintendent:

Serves as the managing director and oversees all aspects of the school and network including finances, public relations, and growth.

Dean:

Oversees the culture of the school and the ensures that students are successful in following directions.

Paraprofessional:

Supports tier 2 and tier 3 students through small group pull outs.

Instructional Coach:

Provides professional development and support to teachers in the area of instruction and classroom management.

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.

We use the 8 Step Problem Solving Process to identify the effectiveness of our tiered model of delivery of instruction (core, supplemental, intensive). Students not meeting proficiency in Core receive supplemental iii support 30 minutes daily. Students in need of additional support receive tier 2 and tier 3 interventions based on student need identified through the 4 Step Problem Solving Process with weekly progress monitoring.

SWPBS Committee meets monthly to address Single School Culture for Behavioral expectations in Core. SBT meets weekly.

The effectiveness of MTSS is monitored through Walk throughs by administrators, bi-weekly Multiple

Benchmark Assessments, Diagnostics, Benchmark Assssments, and NWEA.

-Frequent monitoring of student data on through our data dashboard (Illuminate), STEP (Literacy Assessment System), and classroom assessments.

Title I, Part A

Title I funds are used to provide math, science and reading coaches, professional development subs, professional development opportunities. Funds are used to provide tutorials and enrichment opportunities as well as materials and supplies. A parent liaison provides parent trainings. Funds are used to purchase materials for parent trainings, including food. Title 1 Funds are used to purchase reading materials integrated with math, science, and social studies, all of which must be culturally sensitive towards our Hispanic students K-5. Funds are being used for technology, field trips and software.

Tutorial services are provided after school and on Saturdays to ensure students requiring additional remediation are assisted . The District coordinates with Title II and Title III in ensuring staff development needs are provided.

Title I, Part C

Migrant Liaison provides services and support to students and parents. The District's Liaison coordinates with Title I and other programs to ensure that our students participated in the Annual Migrant Recognition Program.

Title I, Part D

N/A

Title II

District received supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title III

Services are provided through the District for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Our ELL Coordinator disseminates materials received from the District.

Title X

District Homeless Department provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

SAI

SAI provides in-school academic services to students needing intervention in reading.

Violence Prevention Programs

Our school offers a non-violence, anti-bullying and anti-drug programs to students incorporating field trips, Guidance activities, community service and counseling. Each grade level sponsors a service learning project and our Guidance Counselors provide on-going activities for anti-bullying.

Nutrition Programs

Our school provides free breakfast daily to all students as well as free or reduced lunch to students who are eligible.

School Culture

In addition to Title school requirements, Mr. Frederick (Dean of Culture), following our Behavioral Matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during learning team meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs. Through an annual survey, we have a parent involvement plan which is coordinated by our Parent Liaison.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Catrina Denson	Parent
Richard Ledgister	Principal
Debbie Managat	Parent
Tiffany Mann	Parent
Davanna Jones	Student
Tav Robinson	Business/Community

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

Last year's SIP was successful. Students that were identified through the early warning system were given the support needed to be in school more frequently. There was a strong link between attendance and their classroom achievement.

b. Development of this school improvement plan

SAC Members and the leadership team came together to review last year's plan and revise for this year.

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

Preparation of the school annual budget and plan was completed after reviewing the data and needs of the 2015-2016 SY.

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

School Improvement Plan funds was used to pay for a HQ paraprofessional to support our tier 2 and tier 3 students. Additional funds went to pay for professional development on Guided Reading from the University of Chicago and to host parent events where they learned how to support their child(ren) academically at home.

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
Adamson, Darius	Other
Ledgister, Richard	Principal
Spann, Latoya	Assistant Principal
Atkinson, Terrance	School Counselor
Reid, Eric	Teacher, ESE

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

The Literacy Leadership Team (LLT) will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. Since the SIP is an ongoing document of the school's directional focus, the LLT will meet and discuss all updates that will or need to occur based on the results of the instructional and intervention programs. The LLT will monitor the fidelity of the delivery of instruction and intervention. The LLT will provides levels of support and interventions to students based on data.

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.

The UPA instructional learning philosophy is reflected through three (3) key pillars of our program. These pillars are as follows:

1. Curriculum and Instruction for Rigorous College Preparation
2. Continuous Improvement through Data Utilization
3. Collaboration

These pillars form the framework for school and student success. Providing a rigorous curriculum that

demands students to use higher order thinking skills and connected learning will ensure their progress toward graduation. It will also better prepare them to attend and be successful at institutions of higher education and graduate from the same. The use of data in collaborative work teams will provide the mechanism to plan, execute, assess, evaluate and reteach. The cornerstones for student success are embedded in the core curriculum, interventions for skills not mastered and opportunities to accelerate once skills are mastered. Ongoing professional development beginning prior to the opening of school and continuing throughout the year equips UPA teachers with the research and tools to successfully implement all parts of this success model.

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

The research is clear- teachers matter. UPA strongly believes in and has taken significant efforts to recruit, develop, retain, and support highly-qualified teachers and to be in compliance with certification and HQ requirements. These effective as instructors and positive assets to the professional learning community. We have taken the following steps to ensure a strong teaching force:

- Attracting, hiring and retaining effective teachers

UPA conducted a nation-wide search for the best candidates for each teaching position. Applicants were vetted through a rigorous interview process which included 1:1 and/or group interviews, demonstration lessons conducted in person or via video and building tours. Recommendations were made by the administrative team and submitted to the principal for final approval.

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

UPA conducted a thorough induction program for new teachers to provide them with the training and development they will need to become acclimated the educational program and expectations of UPA. This program involved having teachers report for the school year three weeks prior to the start of the student school year to receive training in the curriculum, student expectations, and processes to be used at the school. This training was planned by the principal and administrative team to ensure that teachers started the year off on a positive note with students. It also helped to build the culture of high expectations at the school, allowing the staff to get to know one another and to build the collegial relationships necessary to ensure success of the students. The induction program will also include an accountability partner to work closely with throughout the school year.

Beyond the induction program, UPA has developed a comprehensive professional development plan that ensures teachers have the necessary skills they need to be successful with the high needs population University Preparatory Academy serves. The professional development plan was developed by the administrative team with input from teachers and was based on the assessed needs and performance of the teachers at the school.

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.

Teachers at UPA deliver high quality standards-based instructional program by implementing Florida Standards-Based curriculum through the following key tenets:

- Bite-sized, measurable, standards-aligned classroom objectives: Every class has bite-sized, measurable and standards-aligned daily objectives. Using multiple forms of assessments, teachers track their students' mastery of the objectives and progress toward the ambitious academic goals.
- Modeled and guided practice: Teachers introduce the objectives by clearly modeling a process to attack the day's lesson objectives. The teacher then leads the class into a guided practice of the skill, in which students model their own answers and thought processes, the goal of which is to ensure that every student is set up for sustained, successful independent practice.
- Independent practice: Students spend the bulk of the lesson in a sustained, successful independent practice, with several "at bats" to practice the new skill and/or knowledge on their own. In other words, students will do the "heavy lifting" of the tasks at hand, getting several opportunities to use their newly acquired academic knowledge and skills until they get it right.
- Intensive literacy and math instruction: Literacy and numeracy are the bases for success in K-12 and college education. Extended core instructional time for reading/language arts and math will be implemented in order to remediate and enrich students in these critical areas. A large percent of UPA's student population arrived at UPA with significant learning deficits which will necessitate providing an increased amount of time in reading/language arts and math. The increased time will be provided through the academic day support systems. Students will also receive an additional 60 minutes daily intervention instruction in reading or math to address specific learning deficits and promote swift growth.

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.

UPA incorporates and uses a multitude of best practices in instruction. Many of these strategies include the following:

Use of Technology: Instructional technology is used as a tool in all classrooms to enhance and reinforce classroom instruction and for assessment. In addition to using technology for core instruction, students receive targeted instruction based on the learning needs indicated by computer-based diagnostic assessments such as NWEA, OrchardNow and STEP. This data is used by teachers to form strategic instructional groups aligned to student learning needs and individualized, on-line learning paths for students. Upper elementary and middle school students are taught how to use technology to support research and to assist in developing solid creative thinking and writing skills. Project-based, multi-disciplinary learning is infused with technology skills and strategies. Additionally, the use of technology by administrative and instructional staff assists school personnel in analyzing student data and continuously monitoring the academic, behavioral and social progress of all students.

C. Differentiated Curriculum and Instruction: UPA's ultimate goal is to provide a learning environment that will maximize the potential for student success. All curriculum used is aligned to Florida Standards. Teachers use differentiated instructional strategies that connect with individual student's learning needs. Teachers manage instructional time to meet the standards while providing motivating, challenging, and meaningful experiences for students to receive and process information in ways that require differentiation of experience. These instructional practices include:

- Direct Instruction (lecturing/modeling/facilitating): This methodology is used when teachers need to explain or demonstrate specific content and skills. Explicit, systematic instruction will be based on the Florida Standards. This instruction is structured and based on mastery learning. Frequent curriculum-based assessments help place students in ability groups for further differentiated strategies and allow

us to identify students who require additional intervention.

- Scaffolding: Teachers identify the current developmental skills of individual students based on assessments and provide support structures to help students move to the next level. As the year moves forward, the students become more adept at skills and at directing their learning-constantly moving toward more autonomous and independent learning.
- Cooperative Learning: Teachers guide small-group learning to increase communication and team-building skills. This teaching-learning strategy is based on grouping small teams of students heterogeneously according to interest, background, etc.
- Information Processing Strategies: Teaching students "how to" process information is a key factor in teaching students how to strategically organize, store, retrieve, and apply information presented. Such strategies will include memorization, reciprocal teaching, graphic organizing, scaffolding, or webbing.
- Achieve Program: This is a comprehensive intervention system designed to provide multi-tiered supports to students who need them. Students will be homogeneously grouped for 60 min a day to receive targeted instruction in ELA or Math based on their learning needs

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:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

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.

UPA has initiated efforts to support the transition of Kindergarten students into the school. Included in UPA's Kindergarten recruitment and retention efforts are:

- Neighborhood Pre-K visits and outreach
- Kindergarten Parent Nights, Open Houses and School Tours
- Kindergarten Step-Up Ceremonies
- On-going parent communication
- Designated breakfast area and outdoor play space exclusively for Kindergarten students

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.

N/A

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

N/A

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

N/A

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.

N/A

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.

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.

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.** If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3.
- G2.** If we provide parents with strategies to support learning at home, then student achievement will increase.

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. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3. 1a

G084025

Targets Supported 1b

Indicator	Annual Target
Literacy Rate - Kindergarten	
Literacy Rate - Grade 1	
Literacy Rate - Grade 2	
FSA ELA Achievement	50.0
Math Achievement District Assessment	50.0
FSA Mathematics Achievement	

Targeted Barriers to Achieving the Goal 3

- Students lack the foundational skills necessary to be successful at their grade level.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coach, Consultant with Wheatley Portfolio to help with data
- Bi-Monthly Saturday School and Extended Day
- Eureka Math, Study Island, Reading Mastery, Wheatley Portfolio

Plan to Monitor Progress Toward G1. 8

NWEA MAP Assessments result and year-end FSA data.

Person Responsible

Richard Ledgister

Schedule

On 5/31/2017

Evidence of Completion

Analysis of NWEA reports and FSA results.

G2. If we provide parents with strategies to support learning at home, then student achievement will increase. 1a

G084026

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Targeted Barriers to Achieving the Goal 3

- Parent involvement in academically related meetings and events has a low turnout.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Part time parent liaison

Plan to Monitor Progress Toward G2. 8

Parent attendance data will be collected and reviewed throughout the year

Person Responsible

Richard Ledgister

Schedule

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

Evidence of Completion

Title I Survey results will be analyzed and shared with SAC and student progress year-end on NWEA and FSA Assessments

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

 = Problem Solving Step  S123456 = Quick Key

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3. **1**

 G084025

G1.B1 Students lack the foundational skills necessary to be successful at their grade level. **2**

 B223269

G1.B1.S1 Provide instructional programming customized to the individual strengths, needs, interests, and aspirations of each learner. **4**

 S235567

Strategy Rationale

Students are limited in their grade level specific skills.

Action Step 1 **5**

The paraprofessional will work directly with tier 2 and tier 3 students in the areas of reading and mathematics. He will pull small groups and work to remediate scholars on foundational standards that scholars have not mastered.

Person Responsible

Richard Ledgister

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Paraprofessional schedule, student roster, student data

Action Step 2 **5**

Infuse instructional best practices into the classroom.

Person Responsible

Richard Ledgister

Schedule

Biweekly, from 8/30/2016 to 10/20/2016

Evidence of Completion

PD Schedule, Agendas, Sign-Ins, Sample evaluations

Action Step 3 5

Enhance classroom instruction through the use of a variety of supplies and manipulatives

Person Responsible

Richard Ledgister

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Observation notes, receipts, and reimbursement requests

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

Meetings with paraprofessional to review his schedule and student data to make academic plans for selected students.

Person Responsible

Richard Ledgister

Schedule

Biweekly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Review of the paraprofessional's schedule, conference notes from meetings with paraprofessional, data chats, performance evaluation, and reflection log.

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

Observe implementation during walk-throughs and lesson plans.

Person Responsible

Richard Ledgister

Schedule

Biweekly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Observation feedback, lesson plans highlighting strategies

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

Purchase manipulates and materials in a timely manner.

Person Responsible

Darius Adamson

Schedule

On 12/16/2016

Evidence of Completion

Checked lesson plans (for usage), receipts, and observation notes, and reimbursement packets.

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

Administrators will conduct walk-throughs and regular data chat to observe, review, and monitor effectiveness.

Person Responsible

Richard Ledgister

Schedule

Weekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Walk-through forms, reflection, data graphs, observation videos.

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

Administration will implement PD schedule in a timely manner and gather data and feedback from staff regarding the effectiveness of the webinar PD.

Person Responsible

Latoya Spann

Schedule

On 5/31/2017

Evidence of Completion

PD handouts, sign-in and evaluations.

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

Teacher survey and use of materials during instruction.

Person Responsible

Richard Ledgister

Schedule

Monthly, from 9/30/2016 to 5/31/2017

Evidence of Completion

Walkthrough notes and conference notes

G2. If we provide parents with strategies to support learning at home, then student achievement will increase.

1

G084026

G2.B1 Parent involvement in academically related meetings and events has a low turnout. 2

B223272

G2.B1.S1 Improve and increase parental partnership 4

S235568

Strategy Rationale

Increased parental involvement will lead to greater student achievement

Action Step 1 5

Increase the number of special events that appeals to parents/guardians to include academically focused parent training that will help parents help their child at home.

Person Responsible

Michael Frederick

Schedule

Every 2 Months, from 9/15/2016 to 4/28/2017

Evidence of Completion

Sign-in sheets, invite, events calendar, sample handouts, evaluation of meeting and trainings

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

Planning meetings to develop calendar of events.

Person Responsible

Richard Ledgister

Schedule

Every 2 Months, from 9/15/2015 to 4/29/2016

Evidence of Completion

Events planning sheet, sign-in sheets, and monthly calendar and evaluation/survey/ reflection of the meeting and trainings

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

Percentage of parent attendance and parent feedback will be monitored and goals for increased attendance set during SAC meetings.

Person Responsible

Latoya Spann



Schedule

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

Evidence of Completion

Sign-in sheets, event pictures, parent feedback, Title I survey results

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  M308959	Planning meetings to develop calendar of events.	Ledgister, Richard	9/15/2015	Events planning sheet, sign-in sheets, and monthly calendar and evaluation/ survey/reflection of the meeting and trainings	4/29/2016 every-2-months
G2.MA1  M308960	Parent attendance data will be collected and reviewed throughout the year	Ledgister, Richard	9/1/2015	Title I Survey results will be analyzed and shared with SAC and student progress year-end on NWEA and FSA Assessments	6/1/2016 every-2-months
G2.B1.S1.MA1  M308958	Percentage of parent attendance and parent feedback will be monitored and goals for increased...	Spann, Latoya	9/1/2015	Sign-in sheets, event pictures, parent feedback, Title I survey results	6/1/2016 every-2-months
G1.B1.S1.A2  A303727	Infuse instructional best practices into the classroom.	Ledgister, Richard	8/30/2016	PD Schedule, Agendas, Sign-Ins, Sample evaluations	10/20/2016 biweekly
G1.B1.S1.MA5  M308956	Purchase manipulates and materials in a timely manner.	Adamson, Darius	9/30/2016	Checked lesson plans (for usage), receipts, and observation notes, and reimbursement packets.	12/16/2016 one-time
G2.B1.S1.A1  A303729	Increase the number of special events that appeals to parents/guardians to include academically...	Frederick, Michael	9/15/2016	Sign-in sheets, invite, events calendar, sample handouts, evaluation of meeting and trainings	4/28/2017 every-2-months
G1.MA1  M308957	NWEA MAP Assessments result and year-end FSA data.	Ledgister, Richard	9/1/2016	Analysis of NWEA reports and FSA results.	5/31/2017 one-time
G1.B1.S1.MA1  M308951	Administrators will conduct walk-throughs and regular data chat to observe, review, and monitor...	Ledgister, Richard	9/1/2016	Walk-through forms, reflection, data graphs, observation videos.	5/31/2017 weekly
G1.B1.S1.MA4  M308952	Administration will implement PD schedule in a timely manner and gather data and feedback from...	Spann, Latoya	9/12/2016	PD handouts, sign-in and evaluations.	5/31/2017 one-time
G1.B1.S1.MA6  M308953	Teacher survey and use of materials during instruction.	Ledgister, Richard	9/30/2016	Walkthrough notes and conference notes	5/31/2017 monthly
G1.B1.S1.MA1  M308954	Meetings with paraprofessional to review his schedule and student data to make academic plans for...	Ledgister, Richard	8/18/2016	Review of the paraprofessional's schedule, conference notes from meetings with paraprofessional, data chats, performance evaluation, and reflection log.	6/2/2017 biweekly
G1.B1.S1.MA2  M308955	Observe implementation during walk-throughs and lesson plans.	Ledgister, Richard	8/18/2016	Observation feedback, lesson plans highlighting strategies	6/2/2017 biweekly
G1.B1.S1.A1  A303726	The paraprofessional will work directly with tier 2 and tier 3 students I the areas of reading and...	Ledgister, Richard	8/15/2016	Paraprofessional schedule, student roster, student data	6/2/2017 daily
G1.B1.S1.A3  A303728	Enhance classroom instruction through the use of a variety of supplies and manipulatives	Ledgister, Richard	8/15/2016	Observation notes, receipts, and reimbursement requests	6/2/2017 monthly

V. Professional Development Opportunities

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

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	The paraprofessional will work directly with tier 2 and tier 3 students in the areas of reading and mathematics. He will pull small groups and work to remediate scholars on foundational standards that scholars have not mastered.				\$33,070.08
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	4080 - University Preparatory Academy Palm Beach	Title I, Part A	1.0	\$33,070.08
			Notes: Salary and Benefits for E. Reid			
2	G1.B1.S1.A2	Infuse instructional best practices into the classroom.				\$3,750.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	310-Professional and Technical Services	4080 - University Preparatory Academy Palm Beach	Title I, Part A		\$3,750.00
			Notes: Reading Mastery/Corrective Reading Training			
3	G1.B1.S1.A3	Enhance classroom instruction through the use of a variety of supplies and manipulatives				\$1,375.91
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	4080 - University Preparatory Academy Palm Beach	Title I, Part A		\$1,375.91
			Notes: Paper, ink, binders, journals, pencils, calculators, markers, post-its, white board cleaners, response boards, chart papers, paper clips, highlighters, dividers, index cards, sentence strips			
4	G2.B1.S1.A1	Increase the number of special events that appeals to parents/guardians to include academically focused parent training that will help parents help their child at home.				\$548.81
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	4080 - University Preparatory Academy Palm Beach	Title I, Part A		\$548.81
			Notes: Refreshments, Paper/Brochures, Ink, folders, pens, post-it notes.			
Total:						\$38,744.80