

Orange County Public Schools

Universal Education Center



2017-18 Schoolwide Improvement Plan

Universal Education Center

1000 UNIVERSAL STUDIOS PLZ, Orlando, FL 32819

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 10-12	No	0%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	63%

School Grades History

Year
Grade

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	29
Professional Development Opportunities	29
Technical Assistance Items	30
Appendix 3: Budget to Support Goals	30

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Universal Education Center

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.

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

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

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

Universal Education Center (UEC) learns about students' cultures and builds relationships through student surveys, data charts, parent/student interviews, team building activities, collaborative environment, celebrating cultural days and creating positive relationships.

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

UEC works to create a positive environment with relationships using a positive behavior support system. Safety training videos are provided for teachers, students, and staff to better understand and respect each other. Character education promotes positive behavior and teaches respect. UEC creates a culture of safety and trust through positive teacher and student interaction where everyone has a voice. These relationships build bonds and are reinforced throughout all facets of school life. School rules and procedures are reinforced to make students feel safe and respected allowing students to focus on learning.

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.

Strategies and clear class rules are used to set behavioral expectations, minimize distractions, and keep students engaged. We review the code of conduct quarterly and the management training for teachers and staff on the behavior management system. Staff promote communication between the school and parents to share clear behavioral expectations. Leadership personnel and instructional staff follow the discipline plan that includes: conference with student and verbal warning, phone call and/or meeting with the parent/guardian, detention and then referral to administrative staff for student behavioral counseling. In addition, students participate in a CPR morning huddle where announcements are made that highlight upcoming events and classroom expectations also are reinforced with students.

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.

UEC provides academic counseling, IEPs, 504 plans, instruction on social life skills, and collaborate with host agencies for mental health support. Community resources are utilized, such as local employers to support workplace skills for students as they relate to academic skills. Teachers work

collaboratively to ensure student accommodations are met. Guidance counselors work closely with students and administrations to stay abreast the emotional needs that may arise throughout the year.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Universal Education Center monitors the following early warning indicators:

- Absenteeism: (Five or more unexcused absences)
- Discipline: (one or more suspensions)
- GPA: (below 2.0 grade point average)
- Course Credits: (below state requirements per grade level)
- Course failure in core subjects: (inferences on English Language Arts and Mathematics)
- Level 1 score on English Language Arts FSA and Mathematics FSA.

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	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Level 1 on statewide assessment	0	0	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	
	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	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.

Intervention strategies employed by Universal Education Center to improve the academic performance of students as identified by the early warning system include:

- Child study team for attendance and academics
- MTSS weekly data discussion with students
- Credit retrieval
- Communicating with parents
- Cross-curricula school-wide literacy system
- Rigorous lessons are planned and executed in Reading, ELA, Science and Math
- Instructional coaches provide assistance and feedback for the improvement of standards-based instruction
- Weekly collection and discussions of data to align instruction

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

To build positive relationships with families and community, Universal Education Center does the following:

1. Ensure parental awareness of school events and initiatives through various media (e.i., notices sent home with student, telephone contact, email, notices mailed, and newsletters sent home)
- 2 Create a flexible meeting schedule for parent conferences in order to accommodate parent work schedules and other conflicts
3. Employ regular teacher communication with parents regarding student behavior, academic strengths, and areas which may need improvement
4. Sponsor parent nights, in order to share curricular college career information and all-the-while establishing one-on-one communication between parents and teachers.

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.

Universal Education Center builds and sustains partnerships through continuous relationship building activities and community engagement including:

- Partners in Education
- IEP and ELL meetings
- Parent involvement activities
- School Advisory Committee
- Partnerships with host agencies
- Guest speakers
- OCPS Teach-In
- Education advocacy
- OCPS Expectation Graduation
- Mentorship programs
- Employment opportunities and other vocational services

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Tovine, William	Principal
Lebron, Maribel	Assistant Principal
Middleton, Beverly	Assistant Principal
McCray, Ima	Assistant Principal
Toffoli, Daniel	Assistant Principal
	Other
Merchant, Daniel	Assistant Principal

b. Duties

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

The leadership team meets weekly to collaborate among all school sites. Topics shared include leadership and other practices that are successful in areas that need to be improved.

To track and guide student progress, the leadership team uses the Continuous Improvement Model (CIM) to analyze data, determine needs, implement intervention and acceleration, and adjust instruction as necessary. We engage in a monthly data cycle beginning with a meeting of representation of all sites with the administrators, CRT, and instructional coaches followed by data meetings at each site including biweekly student data meetings.

Site representatives bring data on all student SIP goals to the principal’s monthly data meeting. At these monthly meetings, the team evaluates screening data on reading, math, science, and writing performance for each student including an analysis of strengths and weaknesses. An intervention plan targeting weaknesses is developed that includes instructional methods and targeted assessments. Individual leadership team members monitor the progress of students at their sites on a weekly basis while the team as a whole reviews monthly progress toward SIP goals. If interventions are not effective, the team problem solves and develops an amended intervention plan for the student.

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.

Universal Education Center's school leadership ensures the success of all students by setting clear goals using evidence-based measurements. These measurements help shape the criteria used to make resource allocation decisions that warrant sustained funding for pedagogical priorities. Resources are aligned with outcomes. UEC develops an instructional model appropriate to the school and district goal, establishing non-negotiable goals for achievement and instruction, as well as organizing resources in a way to support the instructional model and improve student learning.

UEC's school leadership coordinates supplemental education services that support student achievement through collaboration with the district office. Title II Part A helps fund professional development opportunities for teachers. Wraparound services are also provided to all youth that are adjudicated, awaiting adjudication, or are classified as at-risk/high needs, including homeless services (Title X) under the McKinney-Vento Act. These programs are monitored internally on a weekly basis.

Staffing Specialists are available to support ELL and ESE students with IEP, 504 plans and/or language acquisition needs. We also have an On-The-Job trainer that works to partner with potential employers and assist with securing jobs for students.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
William Tovine	Principal
Deborah Johnson	Teacher
Tammye Young	Parent
Oswaldo Laracuent	Business/Community
Tawanda Smith	Education Support Employee
Holly Wilson	Teacher
Charnetta Starr	Parent
Peggy Schwartz	Teacher
Carla Mercado	Parent
Mary Jo Schwartz	Education Support Employee
Belinda Shepherd	Parent
Janet Wiedman	Teacher
Beverly Middleton	Teacher
Tawanda Smith	Teacher
orlando-ed@amikids.org	Business/Community
Renee Butts	Teacher
Theresa Culepper	Teacher
Rafaela Rivera	Education Support Employee
Lajuana P. Raines	Parent
Tammy Loftus	Teacher
Erica Collins	Parent
Tiffany King	Teacher
Listine Beckford	Teacher
Orlando-SS@amikids.org	Business/Community
Edwin Shiver	Business/Community
Gwendolyn A. Large	Teacher
Takia McClendon	Teacher
Eddie Banks	Business/Community
Roy Maynard	Business/Community
Mildred Oxendine	Business/Community
Albert Davis	Teacher
	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Committee (SAC) members and stakeholders collaborate to review all data from previous year's School Improvement Plan. A sub-committee then meets and brings suggestions for the current year's School Improvement Plan goals. The committee as a whole participates in the evaluation and development of the plan.

b. Development of this school improvement plan

The School Advisory Committee (SAC) members and stakeholders collaborate to review all data from previous year's School Improvement Plan. A sub-committee then meets and brings suggestions for the current year's School Improvement Plan goals. The committee as a whole participates in the evaluation and development of the plan.

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

The SAC also meets with the principal to ensure fair and aligned use of the school improvement funds and the general school's annual budget and plan.

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

Expenditures for SIP related activities included:

- Reading Support provides substitutes for teachers to attend professional development \$2,000.00
- Mathematics Support also provides substitutes for teachers to attend professional development \$1,000.00
- Science Support provides substitutes for teachers to attend professional development and supplies/equipment \$3,000.00
- Writing Support provides substitutes for teachers to attend professional development \$1,000.00
- Stem Budget provides substitutes for teachers to attend professional development \$1,000.00
- Highly Qualified Mini Grants \$2,000.00
- Supplemental academic materials \$3,000.00

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.

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
Tovine, William	Principal
Lebron, Maribel	Assistant Principal
Hardman, Tiffany	Instructional Coach
Schwartz, Mary Jo	Instructional Coach
Schwartz, Peggy	Instructional Coach
Butts, Renee	Dean
	Instructional Coach
Wiedman, Janet	Instructional Coach
Middleton, Beverly	Assistant Principal
McCray, Ima	Assistant Principal
Davies, Albert	Teacher, K-12
Concepcion, Rafael	Teacher, K-12
Davis, Leonard	Teacher, K-12
Merchant, Daniel	Assistant Principal
Large, Gwendolyn	Teacher, K-12

b. Duties

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

The Literacy Leadership Team (LLT) convenes weekly to plan, monitor, adjust, evaluate, and address school-based issues and activities. LLT members teach, model, and practice the following student-owned literacy strategies with evidence to foster independent success: predication, clarification, visualization, asking questions, making connections, summation/synthesis, and evaluation.

Instructional Coaches/Deans/Teachers:

- Support SIP goals through professional development
- Recommend strategies for instructional growth/collecting data for teacher analysis on instructional delivery
- Conduct Observations
- Facilitate reflective conversations
- Research and guide the implement scientifically-based curriculum, assessments and intervention approaches
- Disaggregate student data
- Provide assistance interpretation of data
- Assist teachers with implementation of differentiated instruction
- Maintain records concerning data and instructional delivery
- Meet monthly to analyze the data
- Make staff development decisions through the CIM process

Assistant Principal/Senior Administrator:

- Oversees the implementation of the district's vision and mission
- Ensures that effective school-based strategies and interventions are implemented, documented, and monitored to address the diverse needs of all students
- Guides and supports the school-based leadership team to develop research-based instructional strategies

- for faculty to impact student achievement through professional development
- Forms a partnership with all shareholders to communicate site based plans and activities

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Universal Education Center encourages collaborative planning and instruction through Professional Learning Communities (PLCs) through the use of Canvas and Safari Montage to enable easy communication between teachers at separate sites. Within curriculum rounds, the API, curriculum resource teacher, and site coaches are able to visit classrooms regularly to encourage and promote collaboration while providing instructional support. Teachers collaborate on data, student achievement, curriculum, and planning lessons that are aligned with data results. Common Lesson planning is implemented across the curriculum in PLCs to give our teachers an opportunity to observe and learn from their peers, as well as provide feedback on the lesson plan writing process which includes the implementation of common assessments.

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

Universal Education Center recruits, develops, and retains highly qualified teachers by:

- Providing training opportunities to assist teachers with professional growth development
- Seeking teachers with multiple certifications
- Providing beginning teachers with a mentor program for instructional support
- Involving stakeholders in the decision-making process
- Encourage input from teachers
- Creating a nurturing team-oriented school climate
- Providing instructional coaching for all teachers

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

Universal Education Center's teacher mentor program include the following activities to support new teachers:

- Lead teachers are paired with new teachers to provide support
- Weekly observations and feedback
- Continuous coaching and modeling with the use of graphic organizers, technology, data chats, and differentiated instruction
- Bi-weekly meetings with mentees to discuss curriculum, procedures, and instructional strategies specific to their content areas

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.

Universal Education Center (UEC) incorporates OCPS' rigorous core curriculum adoption process that analyzes the correlation between core program materials and the Florida Standards. Core

instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are aligned to utilize the standards-based resources during daily instructional delivery.

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.

UEC uses the Florida Continuous Improvement Model and data analysis cycle to improve instruction and student learning. Several intervention strategies are in place to support differentiated instruction to meet the diverse needs of our student population, as indicated below:

- Tutoring
- Weekly data discussions with students
- Monthly principal data meetings to determine student progress
- Daily use of rotational model in class settings
- Ongoing use of gradual release model
- Weekly instructional rounds conducted to assist teachers in acquiring different strategies
- Daily academic support services in the areas of English and Mathematics

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: Summer Program

Minutes added to school year: 9,000

UEC students are traditionally below grade level and behind in high school. We provide summer school opportunities for students to earn credits in an effort to shorten the path towards high school graduation. Additionally, summer school provides credit retrieval opportunities to earn credits toward graduation.

Strategy Rationale

UEC students are typically behind in their graduation cohort and through summer school, students are awarded the opportunity to advance in their projected graduation schedule

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lebron, Maribel, maribel.lebron@ocps.net

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

Student grades and credit retrieval completions will be collected to determine student progress toward graduation. Data is analyzed through the CIM data cycle process to determine the effectiveness of implemented enrichment to accelerate the curriculum.

Strategy: After School Program

Minutes added to school year: 1,350

UEC provides tutoring aligned to the needs revealed by the data analysis cycle.

Strategy Rationale

Tutoring is designed to provide remedial support and increase student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Lebron, Maribel, maribel.lebron@ocps.net

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

Data collected includes data resource forms, student grades, credit retrieval completions, and attendance. Data is analyzed through the CIM data cycle process.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Based on the OCPS Pupil Progression Plan, the guidance counselor advises each student on their specific academic course progression required. Counselors have designed a checklist to track completion which is presented during the student's initial enrollment. Academic counseling includes individual and group counseling sessions to discuss graduation requirements that are aligned with the Florida Standards and required assessments. When appropriate, counselors identify differentiated delivery of ESE or ELL services based on student need, as indicated on the IEP, 504 plan or language portfolio. Students are given opportunities to discuss their academic plan along with their future interests in order to create an overall individual graduation plan.

The guidance counselor provides an individualized student framework as outlined in the Comprehensive Developmental Guidance Program that begins in 6th grade. This framework is designed to help prepare students with career and academic planning along with social and emotional connections that involve the parents or guardian. Once each student reaches high school, counselors provide guidelines and curricula courses that will enable them to complete individual graduation plans to successfully prepare them for a seamless transition to relevant employment, further training, or post-secondary study by their senior year. This framework meets core and elective course requirements as defined by the Florida's Bright Futures Scholarship program and prepares them for basic qualification requirements.

The guidance counselor offers opportunities for students to attend before or after-school tutoring, character development, career training and/or credit recovery as a result of their individual graduation/academic plan. Additionally, students complete applications to continuing educational programs at the college and technical school levels, along side their counselor.

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.

School guidance counselors work with students to help guide them toward a career path that matches their skills and personal preferences, while providing academic guidance. School guidance counselors meet with students both in small groups and individually to discuss future plans, investigate careers, post secondary requirements, and help students seeking financial assistance. The counselors also arrange college and career tech visits, facilitate career and academic fairs, and arrange for students to speak with representatives from post secondary institutions during the school day. All students attend student/teacher advisory meetings to help build positive relationships with their peers and teachers. Various topics are emphasized by grade level to ensure each student's career course's are meaningful to them, now, in high school, and beyond.

Post-secondary planning begins at the time students are enrolled in school. The school counselor and the college and career coach collaboratively work together to formulate an individual plan to prepare students for a successful transition. Some of the strategies used to advance college and career awareness include the following:

- Facilitate individual and small group sessions to discuss career opportunities and college interests
- Schedule interviews for students with local businesses for employment opportunities
- college and career tours
- conduct college and career fairs
- provide Financial Aid Night
- offer academic guidance
- connect students with community-based programs for volunteer opportunities
- Orange Technical College Tour
- college application help session
- OCPS College Expo
- Financial Aid Night
- FAFSA help sessions
- parent information nights
- college and career exploration "naviance"
- guest speakers from several occupations.
- "College Week" activities.
- college signing day

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

Applied and integrated courses help students make connections between academic and career/technical subjects. UEC provides a framework that assists students to choose courses that meet high school graduation requirements. The framework meets Bright Futures Scholarship core and elective requirements, comprehensively align the essential workforce skills, and aligns with the US Department of Education Career Clusters.

At UEC, many students complete the Ready to Work Initiative. A school-to-work program provides opportunities for students to participate in a job program while earning their high school diploma. Industry certification courses, such as Digital Information Technology, are also offered to students working in areas of certification.

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

To measure student skills needed for college, all 9th and 10th grade student will take the PSAT to compete for the National Merit Scholarship. Eligible 11th grade students will take the PERT. Students have the opportunity to enroll in college preparatory courses during their senior year (Math for College Readiness and/or English IV.-College Prep) in areas indicated on the PERT.

Guidance counselors help students develop an individual graduation plan that takes into account the students' interests as well as educational and career plans.

During enrollment, some students are scheduled for a vocational course to prepare them with appropriate training to be competitive in the work force. Applied and integrated courses give students the exposure to relevant relationships between academic, career, and technical subjects that would serve as a link to their future endeavors.

Students are presented with a variety of career clusters as aligned with the Career and Technical Education program and the Florida Department of Education. This helps students to discover their interests and passion, and empowers them to make a good career choice. Some students are given an Interest Inventory to use as a guide for additional training, knowledge and skills. A partnership and relationship is built with community employers to support students who are seeking employment.

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.

To measure student skills needed for college, all 9th and 10th grade students will take the PSAT to compete for the National Merit Scholarship. Eligible students will take the PERT. Students in the 11th grade are encouraged to start researching and preparing to apply for scholarships at the appropriate time. Seniors are provided with SAT and ACT study guides and practice tests, and are exposed to and encouraged to apply for the various scholarships available to them.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

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

Strategic Goals Summary

- G1.** To improve the school attendance rate by utilizing multiple strategies in order to increase student achievement (Division Priority: Providing Empowering Environments).

- G2.** Students will demonstrate proficiency in English/Language Arts by reading and responding to complex text through evidence based writing across the curriculum. (Division Priority: Invest in Human Capital)

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. To improve the school attendance rate by utilizing multiple strategies in order to increase student achievement (Division Priority: Providing Empowering Environments). 1a

G095559

Targets Supported 1b

Indicator	Annual Target
Attendance rate	5.0

Targeted Barriers to Achieving the Goal 3

- School lacks a consistent monitoring plan for student attendance.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Attendance Reports from EDW
- Guidance Counselors
- Child Study Team
- Lead Teacher
- IMS
- SMS
- Reading Plus

Plan to Monitor Progress Toward G1. 8

Student attendance data will be collected and used to demonstrate that the goal is being monitored and whether there is progress being made toward the selected students. Student academic performance will increase with the monitoring of student's attendance data.

Person Responsible

Maribel Lebron

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Student attendance data

G2. Students will demonstrate proficiency in English/Language Arts by reading and responding to complex text through evidence based writing across the curriculum. (Division Priority: Invest in Human Capital) 1a

G095560

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	1.0

Targeted Barriers to Achieving the Goal 3

- Student motivation

Resources Available to Help Reduce or Eliminate the Barriers 2

- Literacy Leadership Team
- Reading Plus
- Daily use of academic language to guide instructions and student success
- Khan Academy SAT prep
- Small Group instruction

Plan to Monitor Progress Toward G2. 8

Student learning data (iReady and Reading Plus) will be collected and used to demonstrate that the goal is being monitored. Student academic performance will increase with the monitoring of student's writing growth.

Person Responsible

Maribel Lebron

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Student learning data, formative and summative 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

1 = Problem Solving Step  S123456 = Quick Key

G1. To improve the school attendance rate by utilizing multiple strategies in order to increase student achievement (Division Priority: Providing Empowering Environments). 1

G095559

G1.B1 School lacks a consistent monitoring plan for student attendance. 2

B257292

G1.B1.S1 The leadership team will implement a tracking process in order to monitor student's attendance more closely with monthly review. 4

S272220

Strategy Rationale

The need for an effective attendance monitoring process.

Action Step 1 5

The leadership team will create and implement a new student attendance tracking process in order to monitor student's attendance to discuss concerns at weekly site meetings.

Person Responsible

Maribel Lebron

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Attendance tracking procedures and attendance log book

Action Step 2 5

Attendance reports will be analyzed to identify students with seven (7) or more absences. Interventions will be in place for students with seven or more absences.

Person Responsible

Maribel Lebron

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Attendance tracking data

Action Step 3 **5**

The leadership team will provide incentives for students who have good attendance records and implement interventions for students with seven or more absences.

Person Responsible

Maribel Lebron

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Student attendance data and celebrations

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

Through the attendance tracking process, data will be collected and reviewed by site lead and reviewed during site-based team meetings.

Person Responsible

Maribel Lebron

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Attendance tracking process and student attendance data and PLC meeting notes.

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

Students' attendance data will be reviewed on a weekly basis to ensure that students are attending school regularly and on a timely basis. Incentives will be provided to promote good attendance.

Person Responsible

Maribel Lebron

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Student attendance data

G2. Students will demonstrate proficiency in English/Language Arts by reading and responding to complex text through evidence based writing across the curriculum. (Division Priority: Invest in Human Capital) **1**

 G095560

G2.B1 Student motivation **2**

 B257294

G2.B1.S1 Students will participate in weekly writing assignments, related to content areas, with gradually increasing rigor **4**

 S272222

Strategy Rationale

Building success with basic writing skills will increase confidence for more complex assignments

Action Step 1 **5**

The Leadership Team will create and implement a new process to monitor student writing growth.

Person Responsible

Maribel Lebron

Schedule

Quarterly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Training, attendance records, exit slips, agenda and minutes.

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

Data will be collected by site leads and reviewed during site based team meeting.

Person Responsible

Maribel Lebron

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Student learning data reports and PLC meeting notes.

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

Student's growth will be reviewed on a weekly basis by site based team to ensure that students are progressing.

Person Responsible

Maribel Lebron

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Student learning data and leadership team PLC meeting notes.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M390997	Student attendance data will be collected and used to demonstrate that the goal is being monitored...	Lebron, Maribel	8/14/2017	Student attendance data	5/30/2018 weekly
G2.MA1 M391000	Student learning data (iReady and Reading Plus) will be collected and used to demonstrate that the...	Lebron, Maribel	8/14/2017	Student learning data, formative and summative assessments	5/30/2018 weekly
G1.B1.S1.MA1 M390995	Students' attendance data will be reviewed on a weekly basis to ensure that students are attending...	Lebron, Maribel	8/14/2017	Student attendance data	5/30/2018 weekly
G1.B1.S1.MA1 M390996	Through the attendance tracking process, data will be collected and reviewed by site lead and...	Lebron, Maribel	8/14/2017	Attendance tracking process and student attendance data and PLC meeting notes.	5/30/2018 monthly
G1.B1.S1.A1 A365144	The leadership team will create and implement a new student attendance tracking process in order to...	Lebron, Maribel	8/14/2017	Attendance tracking procedures and attendance log book	5/30/2018 monthly
G1.B1.S1.A2 A365145	Attendance reports will be analyzed to identify students with seven (7) or more absences...	Lebron, Maribel	8/14/2017	Attendance tracking data	5/30/2018 monthly
G1.B1.S1.A3 A365146	The leadership team will provide incentives for students who have good attendance records and...	Lebron, Maribel	8/14/2017	Student attendance data and celebrations	5/30/2018 monthly
G2.B1.S1.MA1 M390998	Student's growth will be reviewed on a weekly basis by site based team to ensure that students are...	Lebron, Maribel	8/14/2017	Student learning data and leadership team PLC meeting notes.	5/30/2018 weekly
G2.B1.S1.MA1 M390999	Data will be collected by site leads and reviewed during site based team meeting.	Lebron, Maribel	8/14/2017	Student learning data reports and PLC meeting notes.	5/30/2018 monthly
G2.B1.S1.A1 A365147	The Leadership Team will create and implement a new process to monitor student writing growth.	Lebron, Maribel	8/14/2017	Training, attendance records, exit slips, agenda and minutes.	5/30/2018 quarterly

V. Professional Development Opportunities

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

G2. Students will demonstrate proficiency in English/Language Arts by reading and responding to complex text through evidence based writing across the curriculum. (Division Priority: Invest in Human Capital)

G2.B1 Student motivation

G2.B1.S1 Students will participate in weekly writing assignments, related to content areas, with gradually increasing rigor

PD Opportunity 1

The Leadership Team will create and implement a new process to monitor student writing growth.

Facilitator

John Verdesca

Participants

All instructional staff

Schedule

Quarterly, from 8/14/2017 to 5/30/2018

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 leadership team will create and implement a new student attendance tracking process in order to monitor student's attendance to discuss concerns at weekly site meetings.				\$0.00
2	G1.B1.S1.A2	Attendance reports will be analyzed to identify students with seven (7) or more absences. Interventions will be in place for students with seven or more absences.				\$0.00
3	G1.B1.S1.A3	The leadership team will provide incentives for students who have good attendance records and implement interventions for students with seven or more absences.				\$0.00
4	G2.B1.S1.A1	The Leadership Team will create and implement a new process to monitor student writing growth.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		140-Substitute Teachers	0128 - Universal Education Center	Title I, Part A		\$5,000.00
Total:						\$5,000.00