

Ucp Pine Hills Charter



2017-18 Schoolwide Improvement Plan

Ucp Pine Hills Charter

5800 GOLF CLUB PKWY, Orlando, FL 32808

[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)
Elementary School PK-5	Yes	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	Yes	97%

School Grades History

Year	2016-17
Grade	F

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the 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>.

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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 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 Ucp Pine Hills Charter

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 empower children with and without disabilities to achieve their potential by providing individualized support, education and therapy services in an inclusive environment.

b. Provide the school's vision statement.

UCP of Central Florida overall vision is to unlock the potential of all children - with disabilities and without. We want to create an educational community in which children with disabilities can excel, learn and play without limits, and in which children without disabilities understand differences and have compassion while excelling academically. We also want to provide the keys to success for children with disabilities by providing needed physical, speech, occupational and other therapies that provide the opportunities to overcome any obstacle.

2. School Environment

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

The staff at UCP Pine Hills strives to provide an atmosphere conducive to learning by building relationships with students. The culture of the school is built on idea of mutual respect. Through project based learning and curriculum the school is able to explore various cultures represented in our school and empower students to gain knowledge of different backgrounds. Through this knowledge the teachers and students build relationships. As a result of providing a strong instructional culture and excellent instruction the students can then reach their full potential in the future.

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

The are expectations the foundation three essential components students are taught to be successful. These school wide expectations consist of being respectful, responsible and being ready to learn. Students are continually exposed to the expectations and the rules through daily instruction. The school creates a safe environment by modeling and providing curriculum that focuses on creating a positive environment where students feel safe. The school uses a Positive Behavior Support program to help reinforce good choices and therefore creating knowledge and habits that students will need to be successful. Students are taught life lessons through a character-building curriculum that helps them make better choices not only in school but also in their daily lives. These character lessons help teach students a mutual respect and foster a positive learning environment within our school. Our goal is to provide students with the background knowledge to help them be successful as a future productive citizen.

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.

The school uses a Positive Behavior Support program to help reinforce good choices and therefore creating knowledge and habits that students will need to be successful. Students are taught life lessons through a character-building curriculum that helps them make better choices not only in school but also in their daily lives. These character lessons help teach students a mutual respect and foster a positive learning environment within our school. Our goal is to provide students with the background knowledge to help them be successful as a future productive citizen.

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.

UCP Pine Hills Charter School ensures that the social-emotional needs of all students are being met in a multitude of ways. With a skilled staff that includes: a psychologist, staffing specialist, a behavior specialist, and social worker; students are addressed and paid attention to by implementing a number of individual services. Those services include: Individual Education Plans, individual and group counseling, 504 accommodations, parent/teacher conferences, behavior plans, and rewards. Each student's cumulative folder is thoroughly viewed so teacher and staff can determine the best academic and/or behavior path for that student. A multi-tiered system of interventions, psycho-educational testing, and observations for occupational, speech, or physical therapies are also implemented to ensure all students are exactly where they need to be and are receiving the services they need to succeed in the classroom. Communication between staff members is paramount and done on a daily basis through e-mails and personal visits to classrooms and offices. In addition to services, students are able to earn rewards on a daily basis. In order to help keep students motivated to learning and staying on track with their academic and behavioral goals, students are rewarded for their progress with incentives.

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.

UCP Charter has access to the OCPS SMS student management system that allows a school to research the following early warning signs:
Attendance below 90 percent and students who have missed more than three (3) days within the first weeks of school.

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	6	9	10	4	4	0	0	0	0	0	0	0	0	33
One or more suspensions	0	9	0	0	0	0	0	0	0	0	0	0	0	9
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	9	7	0	0	0	0	0	0	0	0	16

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	2	2	0	0	0	0	0	0	0	0	4

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

Each student's cumulative folder is thoroughly viewed so teacher and staff can determine the best academic and/or behavior path for that student. A multi-tiered system of interventions, psycho educational testing, and observations for occupational, speech, or physical therapies are also implemented to ensure all students are exactly where they need to be and are receiving the services they need to succeed in the classroom. Communication between staff members is paramount and done on a daily basis through e-mails and personal visits to classrooms and offices. Furthermore, UCP Pine Hills Charter School ensures that students are receiving curriculum that is aligned to the Florida Standards by administrators attending weekly collaboration meetings and attending monthly collaboration planning. All teachers have been or will be trained on the Florida Standards and how to unwrap the standards.

For students who scored a Level 1 on the previous year's statewide assessment, intense interventions are built into those students' daily schedules in order to try and provide necessary academic interventions. In the case of students with warning indicators related to discipline and suspensions, Leadership Team, Parents, and Teacher will convene to determine if a Tier II or III plan needs to be established to provide support in the area of behavior for individual students.

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

UCP Pine Hills Charter will continue to use family newsletters, parent workshops, and school events to involve parents and communicate the mission and vision.

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.

The UCP Pine Hills Charter Administrator attends the monthly Pine Hills Community Improvement Committee meetings to stay abreast of community events and concerns.

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
Hawkins-Scott, karyn	Principal
Reda, Pattie	Instructional Coach

b. Duties

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

The School Leadership Team consists of a School Administrator and Literacy Coordinator They meet once per week to review school-wide data and determine on-going needs of our school. The School Administrator monitors overall student achievement and determines if there are students in danger of not making learning gains that are predicted Level 1 and 2 students. The School Administrator, ensuring their enrichment needs are appropriate, as well as developing Professional Development courses that align with the school-wide Professional Development plan.

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.

This team meets on a weekly basis. We meet to discuss the needs of all students, disseminate information and materials, discuss programs that will be implemented, and address feedback from teachers. The team provides administrative support to ensure commitment, resources and teacher support to share in the common goal of improving instruction and overall to build staff support, sustainability over time.

All teachers and instructional para-professionals utilize their time working with students during student time on campus, for teachers, that is devoted to instructional grade level and content specific planning. Instructional para-professionals have had training this year with research based reading interventions that are being implemented on a daily basis.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Student

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
- b. Development of this school improvement plan
- c. Preparation of the school's annual budget and plan

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

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

No

- 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
Hawkins-Scott, karyn	Principal
Reda, Pattie	Instructional Coach

b. Duties

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

This team meets on a weekly basis. We meet to discuss the needs of all students, disseminate information and materials, discuss programs that will be implemented, and address feedback from teachers. The team provides administrative support to ensure commitment, resources and teacher support to share in the common goal of improving instruction to build staff support, capacity, and sustainability over time. Team members meet weekly with classroom teachers to discuss literacy development and how teachers can incorporate literacy across the content areas.

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.

Teachers meet collaboratively to discuss the most current student achievement data to determine student need. The students may then be regrouped into fluid small groups to address individual student needs. These groups may be run by a teacher or paraprofessional.

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

All newly employed staff members attend a New Education Academy and participate in ongoing professional development.

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

The Literacy Coordinator is actively mentoring all new teachers to UCP Pine Hills Charter.

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.

UCP Pine Hills Charter ensures that students are receiving curriculum that is aligned to the Florida Standards with administrators attending weekly collaboration meetings and monthly collaboration planning. All teachers have been or will be trained on the Florida Standards and how to unwrap the standards. All teachers have received training on the UCP Charter curriculum maps and pacing guides that are aligned to the standards. Administrative walk-throughs and formal observations ensure the standards are being taught as directed.

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.

Our ELA block is divided into two smaller sections to provide student exposure to grade level text and materials and to provide small group, differentiated instruction based on individual student need. Teachers meet collaboratively to discuss current student achievement data, students may then be regrouped into fluid small groups to address student needs as reflected in the data. These groups may be facilitated by a teacher or paraprofessional.

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: After School Program

Minutes added to school year: 3,780

Increased the amount of actual time on task by extending the instructional day.

Strategy Rationale

Time on task is a major indicator of academic achievement. Studies have shown that when students are given more time in school, academic achievement increases.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hawkins-Scott, karyn, kscott@ucpcf.org

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

Reading data is collected weekly from reading intervention programs and students who are displaying mastery will be moved to next levels. Reading skills will be measured through Achieve 3000 and progress towards grade level will be an indicator of reading improvement and the effectiveness of reading program.

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.

The Achieve 3000 and FLKRS are assessment tools used to determine the readiness needs of these Kindergarten students. Students who need intensive interventions will receive additional assistance from trained teachers and paraprofessionals, utilizing reading curriculum. Parent workshops which provides specific strategies for improving children's reading achievement. During the spring and summer kindergarten enrollment periods, information is shared with parents regarding the state funded Voluntary Pre-K opportunities to ensure students have a successful transition to Kindergarten.

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.

UCP Pine Hills Charter implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers and life.

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

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

The Florida Standards supports the implementation of the skills and knowledge necessary for success in STEM related experiences. UCP Charter Schools implement the Florida Standards which consist of:

- A curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.
- Innovative instruction allows students to explore greater depths of all of the subjects by utilizing the skills learned.
- Independent and collaborative research projects embedded in the curricula.
- Collaboration, communication, critical thinking, and creativity is threaded throughout the curricula.
- Real-world, problem-based applications.

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.

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

 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

- G1.** If students and teachers are provided appropriate resources and supports with a focus on Tier 1 standards based instructional (academic and behavioral) foundations for sustainability, then student performance will increase.
- G2.** If students attended school regularly then their academic performance would increase. By May 2017, the UCP Pine Hills Charter average attendance rate will increase to 94% or higher as reported to FLDOE.

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 students and teachers are provided appropriate resources and supports with a focus on Tier 1 standards based instructional (academic and behavioral) foundations for sustainability, then student performance will increase. **1a**

 G095885

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	55.0
ELA/Reading Gains	54.0
ELA/Reading Lowest 25% Gains	43.0
FSA Mathematics Achievement	57.0
Math Gains	55.0
Math Lowest 25% Gains	43.0
Attendance rate	94.0

Targeted Barriers to Achieving the Goal **3**

- Staff and community culture that is not supportive of rigorous, standards based planning and teaching with the belief that all students can master grade level standards if provided the right resources and supports.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- UCP Grant Literacy Coordinator •UCP Director of Curriculum/Instruction support •UCP Curriculum Website • After School Tutoring • Development of collaborative planning

Plan to Monitor Progress Toward G1. **8**

Data from walk throughs, in-formal observations, and formal observations.

Person Responsible

karyn Hawkins-Scott

Schedule

On 5/25/2018

Evidence of Completion

Ratings from the Evaluation System.

G2. If students attended school regularly then their academic performance would increase. By May 2017, the UCP Pine Hills Charter average attendance rate will increase to 94% or higher as reported to FLDOE.

1a

G095886

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90% Kindergarten	3.0
Attendance Below 90% Grade 01	3.0
Attendance Below 90% Grade 02	3.0
Attendance Below 90% Grade 03	1.0
Attendance Below 90% Grade 04	1.0
Attendance Below 90% Grade 05	1.0

Targeted Barriers to Achieving the Goal 3

- Lack of accountability for attendance procedures.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers willingness to implement new attendance strategies.
- Target specific students with attendance plans, awards, mentoring, etc

Plan to Monitor Progress Toward G2. 8

Increase in student attendance and academic performance

Person Responsible

karyn Hawkins-Scott

Schedule

On 5/25/2018

Evidence of Completion

Students are performing at the state average on FSA as a result of increased instructional time.

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. If students and teachers are provided appropriate resources and supports with a focus on Tier 1 standards based instructional (academic and behavioral) foundations for sustainability, then student performance will increase. **1**

 **G095885**

G1.B1 Staff and community culture that is not supportive of rigorous, standards based planning and teaching with the belief that all students can master grade level standards if provided the right resources and supports. **2**

 **B258079**

G1.B1.S1 Provide a clearly communicated school vision with a theme and incentives to support positive change throughout the school year. **4**

 **S273197**

Strategy Rationale

Based on the school data, demographics, and research regarding other turn around schools across the state, staff will learn that all students can achieve at high levels.

Action Step 1 **5**

Creation of vision and theme that is clearly communicated with all staff.

Person Responsible

karyn Hawkins-Scott

Schedule

On 5/18/2018

Evidence of Completion

Vision posted throughout school and staff members being able to site and explain.

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

The vision and theme are embedded in all that is done.

Person Responsible

karyn Hawkins-Scott

Schedule

On 5/25/2018

Evidence of Completion

Teacher understanding of how the vision will support school-wide goals.

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

Review of lesson plans to determine if lessons and activities focused on standards based instruction.

Person Responsible

karyn Hawkins-Scott


Schedule

On 5/25/2018

Evidence of Completion

Lesson plans

G2. If students attended school regularly then their academic performance would increase. By May 2017, the UCP Pine Hills Charter average attendance rate will increase to 94% or higher as reported to FLDOE. **1**

 G095886

G2.B1 Lack of accountability for attendance procedures. **2**

 B258080

G2.B1.S1 UCP Pine Hills Charter will design an attendance plan to increase student attendance. **4**

 S273198

Strategy Rationale

Teacher buy in to school wide attendance plans and procedures is necessary for consistency and accountability. Further, these plans and procedures will increasing student academic time and academic student performance.

Action Step 1 **5**

Track student attendance to determine students who have at-risk attendance behavior.

Person Responsible

karyn Hawkins-Scott

Schedule

On 5/25/2018

Evidence of Completion

Monthly student attendance reports

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

School Administrator will monitor for decreases in absenteeism and an increase in student days present

Person Responsible

karyn Hawkins-Scott

Schedule

On 5/25/2018

Evidence of Completion

Data indicating a reduction in daily student absences

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

School Administrator will monitor for implementation and use school wide attendance procedures and incentives

Person Responsible

karyn Hawkins-Scott

Schedule

On 5/25/2018

Evidence of Completion

Increase percentage of school wide daily attendance

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.B1.S1.A1 A366720	Creation of vision and theme that is clearly communicated with all staff.	Hawkins-Scott, karyn	8/14/2017	Vision posted throughout school and staff members being able to site and explain.	5/18/2018 one-time
G1.MA1 M393124	Data from walk throughs, in-formal observations, and formal observations.	Hawkins-Scott, karyn	10/6/2017	Ratings from the Evaluation System.	5/25/2018 one-time
G2.MA1 M393127	Increase in student attendance and academic performance	Hawkins-Scott, karyn	10/2/2017	Students are performing at the state average on FSA as a result of increased instructional time.	5/25/2018 one-time
G1.B1.S1.MA1 M393122	Review of lesson plans to determine if lessons and activities focused on standards based...	Hawkins-Scott, karyn	1/1/2018	Lesson plans	5/25/2018 one-time
G1.B1.S1.MA1 M393123	The vision and theme are embedded in all that is done.	Hawkins-Scott, karyn	8/14/2017	Teacher understanding of how the vision will support school-wide goals.	5/25/2018 one-time
G2.B1.S1.MA1 M393125	School Administrator will monitor for implementation and use school wide attendance procedures and...	Hawkins-Scott, karyn	10/2/2017	Increase percentage of school wide daily attendance	5/25/2018 one-time
G2.B1.S1.MA1 M393126	School Administrator will monitor for decreases in absenteeism and an increase in student days...	Hawkins-Scott, karyn	10/2/2017	Data indicating a reduction in daily student absences	5/25/2018 one-time
G2.B1.S1.A1 A366721	Track student attendance to determine students who have at-risk attendance behavior.	Hawkins-Scott, karyn	10/2/2017	Monthly student attendance reports	5/25/2018 one-time

V. Professional Development Opportunities

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

G1. If students and teachers are provided appropriate resources and supports with a focus on Tier 1 standards based instructional (academic and behavioral) foundations for sustainability, then student performance will increase.

G1.B1 Staff and community culture that is not supportive of rigorous, standards based planning and teaching with the belief that all students can master grade level standards if provided the right resources and supports.

G1.B1.S1 Provide a clearly communicated school vision with a theme and incentives to support positive change throughout the school year.

PD Opportunity 1

Creation of vision and theme that is clearly communicated with all staff.

Facilitator

Frances Barreto, Director of Curriculum & Instruction Karyn Hawkins-Scott, Pine Hills School Administrator

Participants

UCP Pine Hills Staff

Schedule

On 5/18/2018

G2. If students attended school regularly then their academic performance would increase. By May 2017, the UCP Pine Hills Charter average attendance rate will increase to 94% or higher as reported to FLDOE.

G2.B1 Lack of accountability for attendance procedures.

G2.B1.S1 UCP Pine Hills Charter will design an attendance plan to increase student attendance.

PD Opportunity 1

Track student attendance to determine students who have at-risk attendance behavior.

Facilitator

Karyn Hawkins-Scott, UCP Pine Hills School Administrator

Participants

UCP Pine Hills Staff

Schedule

On 5/25/2018

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	Creation of vision and theme that is clearly communicated with all staff.	\$0.00
2	G2.B1.S1.A1	Track student attendance to determine students who have at-risk attendance behavior.	\$0.00
Total:			\$0.00