

The School District of Palm Beach County

University Preparatory Academy Palm Beach



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	90%

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 was approved by the Palm Beach County School Board on 11/8/2017.

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 University Preparatory Academy Palm Beach

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

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	5	10	4	3	0	0	0	0	0	0	0	0	0	22	
One or more suspensions	0	1	1	0	0	0	0	0	0	0	0	0	0	2	
Course failure in ELA or Math	2	2	3	5	0	0	0	0	0	0	0	0	0	12	
Level 1 on statewide assessment	0	0	0	17	0	0	0	0	0	0	0	0	0	17	
Students on Progress Monitoring Plans	54	46	24	34	0	0	0	0	0	0	0	0	0	158	

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	1	0	0	0	0	0	0	0	0	0	0	0	1	

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 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?

Yes

1. PFEP Link

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

2. Description

Family involvement and support is critical to the success of UPA and its students, UPA employs specific strategies and initiatives to ensure that parents feel informed, included and know that they are important partners. Those strategies include:

- Parent Open Houses and Family Nights
- Teacher-parent phone calls and meetings (both formal and informal)
- Monthly written communication from school to family
- Regular updates to school website
- Monthly parent meetings (including Title I meetings)
- Teacher-parent-student conferences to discuss academic, social and emotional growth
- Bi-weekly progress reports and report cards
- Parent volunteer program

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

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
Frederick, Michael	Dean
Reid, Eric	Paraprofessional
Mann, Tiffany	Instructional Coach
Spann, Latoya	Assistant Principal
Atkinson, Terrance	Other

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.

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.

Assistant Principal / 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

Funding is used for professional development through the district so that teachers have the knowledge to provide instructional strategies that 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
Tiffany Mann	Teacher
Davanna Jones	Student
Adriana Harvey	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

University Preparatory Academy does not have a traditional SAC because it is not required for charter schools, however the school has a Parent Involvement Committee that represents all stakeholders.

Last year's school improvement plan was robust, but curriculum did not meet the needs of the students and teachers. Although reading comprehension and math curriculum was robust, it was too rigorous and teachers were teaching on student's frustration level often. Some professional development was provided to help teachers differentiate for struggling students, but overall the curriculum was not appropriate.

b. Development of this school improvement plan

Members from the Parent Involvement Committee (which represents all stakeholders) and the leadership team came together to review last year's plan and revise for this year. The curriculum was changed to better meet the needs of at-risk students and the school invested in the LLI program for reading intervention.

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 2017-2018 SY with input from all stakeholders.

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

N/A

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

No

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

As a charter school, UPA is not required to have a SAC. However, we do have a Parent Involvement Committee that represents all stakeholders.

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
Mann, Tiffany	Instructional Coach
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 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.

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 I-Ready. 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 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.

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 (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 homogenously 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: 16,200

Extended School Day is used to provide students with an additional 90 minutes per day of literacy instruction. School hours are from 8:00 - 3:30 PM

Strategy Rationale

The extended school day allows students to have more practice opportunities in literacy to deepen understanding. Teachers have more time to give small group and personalized attention to their students in targeted standards-based instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Ledgister, Richard, rledgister@upafloirida.org

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

Student data is used to determine the effectiveness of the extended day program. Additionally, parent surveys are used to determine if parents/community find the extended day appealing and helpful.

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.

UPA is a K-4 school. We do not have an outgoing cohort at this time.

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 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 University Preparatory Academy delivers standards-based, data-driven instruction to meet the needs of all students, then we will increase 3rd and 4th grade math FSA achievement by 12%.
- G2.** If University Preparatory Academy delivers standards-based, data-driven instruction to meet the needs of all students, then we will increase 3rd and 4th grade reading FSA achievement by 12%.

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 University Preparatory Academy delivers standards-based, data-driven instruction to meet the needs of all students, then we will increase 3rd and 4th grade math FSA achievement by 12%. 1a

G095937

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	42.0
Math Gains	45.0

Targeted Barriers to Achieving the Goal 3

- A majority of students lack some of the foundational skills necessary to be successful at their grade level.

Resources Available to Help Reduce or Eliminate the Barriers 2

- I-Ready will be used to create personalized learning plans that will address and remediate foundational skills that have not been mastered.
- Ongoing professional development will be provided to teachers in the Go Math curriculum so that teachers will be able to deliver high-quality, data-driven instruction.

Plan to Monitor Progress Toward G1. 8

classroom observations, improvement in student data

Person Responsible

Richard Ledgister

Schedule

Monthly, from 8/30/2017 to 5/31/2018

Evidence of Completion

Reteach plans, data analysis meeting minutes, observation and feedback schedule will be collected for evidence.

G2. If University Preparatory Academy delivers standards-based, data-driven instruction to meet the needs of all students, then we will increase 3rd and 4th grade reading FSA achievement by 12%. 1a

G095938

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Grade 4	42.0
ELA/Reading Gains	45.0
FSA ELA Achievement - Grade 3	42.0

Targeted Barriers to Achieving the Goal 3

- A majority of students lack some of the foundational skills necessary to be successful at their grade level.
- Teachers are in need of professional development in designing and delivering data-driven instruction within curriculum.

Resources Available to Help Reduce or Eliminate the Barriers 2

- To support students that lack the literacy skills necessary to be successful on grade level, teachers will utilize the research-based LLI program during their immediate, intensive intervention.
- To build parental capacity, parent meetings and activities that provide training and support will be scheduled on a monthly basis to address academic and social concerns.
- To support students that lack the mathematical skills necessary to be successful on grade level, teachers will utilize i-Ready and i-Ready Toolkit in order to provide targeted instruction in areas that students have not mastered.

Plan to Monitor Progress Toward G2. 8

Teacher's progress towards their professional development goals and progress towards personal goals set through observations.

Person Responsible

Richard Ledgister

Schedule

Monthly, from 8/29/2017 to 6/1/2018

Evidence of Completion

data collected through observations and feedback and coaching sessions, and student data.

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 University Preparatory Academy delivers standards-based, data-driven instruction to meet the needs of all students, then we will increase 3rd and 4th grade math FSA achievement by 12%. **1**

 G095937

G1.B1 A majority of students lack some of the foundational skills necessary to be successful at their grade level. **2**

 B258284

G1.B1.S1 Students will receive data-driven math instruction that targets grade-level standards and skills.

4

 S273390

Strategy Rationale

Targeted instruction based on data will increase student proficiency in the shortest time possible.

Action Step 1 **5**

Teachers will analyze student work daily and adapt instruction to meet the needs of students.

Person Responsible

Latoya Spann

Schedule

Daily, from 8/29/2017 to 6/1/2018

Evidence of Completion

Re-teach plans, exit ticket data, scored student assessments.

Action Step 2 **5**

Create a detailed calendar that includes time for assessment analysis, data chats, and instructional planning.

Person Responsible

Richard Ledgister

Schedule

Annually, from 8/1/2017 to 8/1/2017

Evidence of Completion

calendar

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

Ongoing informal and formal observations during math instruction.

Person Responsible

Richard Ledgister

Schedule

Weekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

observation and feedback notes

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

Results of data-driven instruction is tracked using the school wide data dashboard.

Person Responsible

Richard Ledgister

Schedule

Biweekly, from 8/30/2017 to 6/1/2018

Evidence of Completion

Data entered into data dashboard and data chat notes.

G1.B1.S2 Teachers will be provided with explicit coaching in developing and implementing standards-based, data-driven instruction. 4

S273391

Strategy Rationale

Explicit coaching will improve data-driven instruction that will result in student achievement.

Action Step 1 5

Teachers will receive bi-weekly coaching in analyzing student data, monitoring progress, and adjusting instruction based on the needs of their students and receive individualized goals to improve student achievement.

Person Responsible

Latoya Spann

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

agendas, minutes, observation/coaching notes, classroom lesson videos, data analysis, student assessments.

Action Step 2 5

Implementation calendar with scheduled coaching meetings for all teachers that includes time for training, data analysis and practice sessions will be created

Person Responsible

Richard Ledgister

Schedule

On 8/14/2017

Evidence of Completion

calendar

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Observation of coaching cycle which includes classroom observations, data chat meetings, and feedback sessions will be used to assess implementation.

Person Responsible

Richard Ledgister

Schedule

Monthly, from 8/1/2017 to 6/1/2018

Evidence of Completion

observation tracker, minutes from data chats, sign-in sheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Teacher progress towards personalized goals

Person Responsible

Richard Ledgister


Schedule

Monthly, from 8/28/2017 to 6/1/2018


Evidence of Completion

data driven implementation rubric, student data

G2. If University Preparatory Academy delivers standards-based, data-driven instruction to meet the needs of all students, then we will increase 3rd and 4th grade reading FSA achievement by 12%. **1**

 G095938

G2.B1 A majority of students lack some of the foundational skills necessary to be successful at their grade level. **2**

 B258285

G2.B1.S1 Students will receive data-driven reading instruction that targets grade level standards and skills. **4**

 S273392

Strategy Rationale

Targeted instruction based on data will increase student proficiency in the shortest time possible.

Action Step 1 **5**

Teachers will analyze student work daily and adapt instruction to meet the needs of students.

Person Responsible

Tiffany Mann

Schedule

Biweekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

observation schedules, observation notes, re-teach plans, and lesson plans, scored student assessments

Action Step 2 **5**

Supplemental, small group, intensive instruction will be provided to strategic students using the LLI program to address reading deficiencies.

Person Responsible

Latoya Spann

Schedule

Daily, from 9/18/2017 to 6/1/2018

Evidence of Completion

student data and progress monitoring in the LLI Program

Action Step 3 5

Student rotational and instructional grouping model will provide differentiated instruction to address the needs of students in phonics and reading comprehension.

Person Responsible

Latoya Spann

Schedule

Daily, from 9/4/2017 to 6/1/2018

Evidence of Completion

rotational schedule, student work, classroom observations

Action Step 4 5

Adaptive instruction in reading comprehension will be provided through I-Ready for all students

Person Responsible

Tiffany Mann

Schedule

Daily, from 9/18/2017 to 6/1/2018

Evidence of Completion

I-Ready progress monitoring and reporting

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

Ongoing classroom observation.

Person Responsible

Richard Ledgister

Schedule

Biweekly, from 8/29/2017 to 6/1/2018

Evidence of Completion

classroom observation notes

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

Lesson plans that indicate differentiated instruction will be used to monitor implementation.

Person Responsible

Latoya Spann

Schedule

Weekly, from 8/29/2017 to 6/1/2018

Evidence of Completion

lesson plans

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

Students assessment scores and growth data will be reviewed for progress and to determine adjustments in instruction and goals.

Person Responsible

Richard Ledgister

Schedule

Biweekly, from 9/1/2017 to 1/5/2018

Evidence of Completion

Data analysis reports, assessment scores, data meeting minutes

G2.B2 Teachers are in need of professional development in designing and delivering data-driven instruction within curriculum. 2

 B258286

G2.B2.S1 Teachers will be provided explicit coaching in developing and implementing standards-based, data-driven instruction. [copy] 4

 S273393

Strategy Rationale

Explicit coaching of teachers will improve standards-based, data-driven instruction that will result in student achievement.

Action Step 1 5

Begin school year with a detailed calendar that includes time for assessment creation and adaptation, implementation, analysis, planning meetings, and re-teaching (flexible enough to accommodate district changes and mandates).

Person Responsible

Richard Ledgister

Schedule

On 8/1/2017

Evidence of Completion

detailed calendar

Action Step 2 5

All teachers are introduced to data-driven instruction and trained on how interim assessments define rigor and the process of analyzing results and adapting instruction.

Person Responsible

Richard Ledgister

Schedule

On 8/18/2017

Evidence of Completion

training materials, sign in sheets, agenda

Action Step 3 5

Facilitate ongoing bi-weekly data chats in order to assist teachers in analyzing data and driving targeted instruction in reading comprehension.

Person Responsible

Tiffany Mann

Schedule

Biweekly, from 9/8/2017 to 6/1/2018

Evidence of Completion

data reports, data analysis, and data chat minutes

Action Step 4 5

Ongoing coaching will be provided to teachers with explicit training in assessment analysis, action planning, and lesson adaptation.

Person Responsible

Latoya Spann

Schedule

Biweekly, from 9/4/2017 to 6/1/2018

Evidence of Completion

Training notes, agendas, student data after re-teach

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Ongoing informal and formal observations during reading instruction.

Person Responsible

Richard Ledgister

Schedule

Weekly, from 9/4/2017 to 6/1/2018

Evidence of Completion

Observation and feedback notes

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Results of data driven instruction is tracked using the school wide data dashboard

Person Responsible

Richard Ledgister



















Schedule

Biweekly, from 9/1/2017 to 5/31/2018






Evidence of Completion

Data entered into the data dashboard and data chat 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.B1.S1.A2  A367021	Create a detailed calendar that includes time for assessment analysis, data chats, and...	Ledgister, Richard	8/1/2017	calendar	8/1/2017 annually
G2.B2.S1.A1  A367028	Begin school year with a detailed calendar that includes time for assessment creation and...	Ledgister, Richard	8/1/2017	detailed calendar	8/1/2017 one-time
G1.B1.S2.A2  A367023	Implementation calendar with scheduled coaching meetings for all teachers that includes time for...	Ledgister, Richard	8/14/2017	calendar	8/14/2017 one-time
G2.B2.S1.A2  A367029	All teachers are introduced to data-driven instruction and trained on how interim assessments...	Ledgister, Richard	8/18/2017	training materials, sign in sheets, agenda	8/18/2017 one-time
G2.B1.S1.MA1  M393620	Students assessment scores and growth data will be reviewed for progress and to determine...	Ledgister, Richard	9/1/2017	Data analysis reports, assessment scores, data meeting minutes	1/5/2018 biweekly
G1.MA1  M393619	classroom observations, improvement in student data	Ledgister, Richard	8/30/2017	Reteach plans, data analysis meeting minutes, observation and feedback schedule will be collected for evidence.	5/31/2018 monthly
G2.B2.S1.MA1  M393623	Results of data driven instruction is tracked using the school wide data dashboard	Ledgister, Richard	9/1/2017	Data entered into the data dashboard and data chat notes	5/31/2018 biweekly
G1.B1.S2.A1  A367022	Teachers will receive bi-weekly coaching in analyzing student data, monitoring progress, and...	Spann, Latoya	8/14/2017	agendas, minutes, observation/ coaching notes, classroom lesson videos, data analysis, student assessments.	5/31/2018 biweekly
G2.MA1  M393625	Teacher's progress towards their professional development goals and progress towards personal goals...	Ledgister, Richard	8/29/2017	data collected through observations and feedback and coaching sessions, and student data.	6/1/2018 monthly
G1.B1.S1.MA1  M393615	Results of data-driven instruction is tracked using the school wide data dashboard.	Ledgister, Richard	8/30/2017	Data entered into data dashboard and data chat notes.	6/1/2018 biweekly
G1.B1.S1.MA1  M393616	Ongoing informal and formal observations during math instruction.	Ledgister, Richard	9/1/2017	observation and feedback notes	6/1/2018 weekly
G1.B1.S1.A1  A367020	Teachers will analyze student work daily and adapt instruction to meet the needs of students.	Spann, Latoya	8/29/2017	Re-teach plans, exit ticket data, scored student assessments.	6/1/2018 daily
G2.B1.S1.MA1  M393621	Ongoing classroom observation.	Ledgister, Richard	8/29/2017	classroom observation notes	6/1/2018 biweekly
G2.B1.S1.MA2  M393622	Lesson plans that indicate differentiated instruction will be used to monitor implementation.	Spann, Latoya	8/29/2017	lesson plans	6/1/2018 weekly
G2.B1.S1.A1  A367024	Teachers will analyze student work daily and adapt instruction to meet the needs of students.	Mann, Tiffany	8/7/2017	observation schedules, observation notes, re-teach plans, and lesson plans, scored student assessments	6/1/2018 biweekly
G2.B1.S1.A2  A367025	Supplemental, small group, intensive instruction will be provided to strategic students using the...	Spann, Latoya	9/18/2017	student data and progress monitoring in the LLI Program	6/1/2018 daily
G2.B1.S1.A3  A367026	Student rotational and instructional grouping model will provide differentiated instruction to...	Spann, Latoya	9/4/2017	rotational schedule, student work, classroom observations	6/1/2018 daily
G2.B1.S1.A4  A367027	Adaptive instruction in reading comprehension will be provided through I-Ready for all students	Mann, Tiffany	9/18/2017	I-Ready progress monitoring and reporting	6/1/2018 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1  M393624	Ongoing informal and formal observations during reading instruction.	Ledgister, Richard	9/4/2017	Observation and feedback notes	6/1/2018 weekly
G2.B2.S1.A3  A367030	Facilitate ongoing bi-weekly data chats in order to assist teachers in analyzing data and driving...	Mann, Tiffany	9/8/2017	data reports, data analysis, and data chat minutes	6/1/2018 biweekly
G2.B2.S1.A4  A367031	Ongoing coaching will be provided to teachers with explicit training in assessment analysis, action...	Spann, Latoya	9/4/2017	Training notes, agendas, student data after re-teach	6/1/2018 biweekly
G1.B1.S2.MA1  M393617	Teacher progress towards personalized goals	Ledgister, Richard	8/28/2017	data driven implementation rubric, student data	6/1/2018 monthly
G1.B1.S2.MA1  M393618	Observation of coaching cycle which includes classroom observations, data chat meetings, and...	Ledgister, Richard	8/1/2017	observation tracker, minutes from data chats, sign-in sheets	6/1/2018 monthly

V. Professional Development Opportunities

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

G1. If University Preparatory Academy delivers standards-based, data-driven instruction to meet the needs of all students, then we will increase 3rd and 4th grade math FSA achievement by 12%.

G1.B1 A majority of students lack some of the foundational skills necessary to be successful at their grade level.

G1.B1.S2 Teachers will be provided with explicit coaching in developing and implementing standards-based, data-driven instruction.

PD Opportunity 1

Teachers will receive bi-weekly coaching in analyzing student data, monitoring progress, and adjusting instruction based on the needs of their students and receive individualized goals to improve student achievement.

Facilitator

administrative team

Participants

teachers

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

G2. If University Preparatory Academy delivers standards-based, data-driven instruction to meet the needs of all students, then we will increase 3rd and 4th grade reading FSA achievement by 12%.

G2.B1 A majority of students lack some of the foundational skills necessary to be successful at their grade level.

G2.B1.S1 Students will receive data-driven reading instruction that targets grade level standards and skills.

PD Opportunity 1

Teachers will analyze student work daily and adapt instruction to meet the needs of students.

Facilitator

Tiffany Mann

Participants

3rd and 4th grade teachers

Schedule

Biweekly, from 8/7/2017 to 6/1/2018

G2.B2 Teachers are in need of professional development in designing and delivering data-driven instruction within curriculum.

G2.B2.S1 Teachers will be provided explicit coaching in developing and implementing standards-based, data-driven instruction. [copy]

PD Opportunity 1

All teachers are introduced to data-driven instruction and trained on how interim assessments define rigor and the process of analyzing results and adapting instruction.

Facilitator

Administrative Team

Participants

Teachers/ Instructional Coach

Schedule

On 8/18/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will analyze student work daily and adapt instruction to meet the needs of students.				\$2,945.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	4080 - University Preparatory Academy Palm Beach	UniSIG		\$1,008.00
			Notes: Instructional materials- copy paper.			
	5100	644-Computer Hardware Non-Capitalized	4080 - University Preparatory Academy Palm Beach	UniSIG		\$1,937.00
			Notes: Classroom printers to support the adaptation of instruction.			
2	G1.B1.S1.A2	Create a detailed calendar that includes time for assessment analysis, data chats, and instructional planning.				\$0.00
3	G1.B1.S2.A1	Teachers will receive bi-weekly coaching in analyzing student data, monitoring progress, and adjusting instruction based on the needs of their students and receive individualized goals to improve student achievement.				\$5,934.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	4080 - University Preparatory Academy Palm Beach	UniSIG		\$5,934.00
			Notes: Interactive classroom whiteboard with setup. Used for instruction and presentation.			
4	G1.B1.S2.A2	Implementation calendar with scheduled coaching meetings for all teachers that includes time for training, data analysis and practice sessions will be created				\$0.00
5	G2.B1.S1.A1	Teachers will analyze student work daily and adapt instruction to meet the needs of students.				\$0.00
6	G2.B1.S1.A2	Supplemental, small group, intensive instruction will be provided to strategic students using the LLI program to address reading deficiencies.				\$41,347.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	4080 - University Preparatory Academy Palm Beach	UniSIG		\$34,000.00
			Notes: Teacher aids will provide small group instruction to students performing below grade level.			
	5100	520-Textbooks	4080 - University Preparatory Academy Palm Beach	UniSIG		\$7,347.00

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			Notes: Textbooks- Reading Intervention Curriculum (LLI) kits for instructional purposes.			
7	G2.B1.S1.A3	Student rotational and instructional grouping model will provide differentiated instruction to address the needs of students in phonics and reading comprehension.				\$922.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	610-Library Books	4080 - University Preparatory Academy Palm Beach	UniSIG		\$922.00
			Notes: Core set of leveled library books for reading instruction.			
8	G2.B1.S1.A4	Adaptive instruction in reading comprehension will be provided through I-Ready for all students				\$12,852.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	4080 - University Preparatory Academy Palm Beach	UniSIG		\$11,900.00
			Notes: I-Ready (digital curriculum aligned to Florida standards for math and reading instruction).			
	5100	644-Computer Hardware Non-Capitalized	4080 - University Preparatory Academy Palm Beach	UniSIG		\$952.00
			Notes: Student headphones for instructional use.			
9	G2.B2.S1.A1	Begin school year with a detailed calendar that includes time for assessment creation and adaptation, implementation, analysis, planning meetings, and re-teaching (flexible enough to accommodate district changes and mandates).				\$0.00
10	G2.B2.S1.A2	All teachers are introduced to data-driven instruction and trained on how interim assessments define rigor and the process of analyzing results and adapting instruction.				\$0.00
11	G2.B2.S1.A3	Facilitate ongoing bi-weekly data chats in order to assist teachers in analyzing data and driving targeted instruction in reading comprehension.				\$0.00
12	G2.B2.S1.A4	Ongoing coaching will be provided to teachers with explicit training in assessment analysis, action planning, and lesson adaptation.				\$0.00
Total:						\$64,000.00