

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Ucp Pine Hills Charter  
5800 GOLF CLUB PKWY  
Orlando, FL 32808  
407-852-3300

### School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> <i>[Data Not Available]</i>
<b>Alternative/ESE Center</b> No	<b>Charter School</b> Yes	<b>Minority Rate</b> <i>[Data Not Available]</i>

### School Grades History

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### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Ucp Pine Hills Charter

##### Principal

Brenda Korpi

##### School Advisory Council chair

Irene Barnes

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Brenda Korpi	School Administrator
Suzette Persaud	Campus Business Manager

#### District-Level Information

##### District

Orange

##### Superintendent

Dr. Barbara M Jenkins

##### Date of school board approval of SIP

1/28/2014

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

UCP's SAC is a work in progress. We have a group of parents who meet on a regular basis to advise and support the school.

#### Involvement of the SAC in the development of the SIP

This group of parents meets with the school administrator while the school improvement plan is being revised. They provide input and suggestions.

#### Activities of the SAC for the upcoming school year

The SAC will meet on a regular basis to provide support for the school. The SAC meets regarding budgets and assists in implementing academic learning activities (i.e. Science Night, Literacy Night, Math Night).

For example: The SAC will meet in a regular basis to provide support for the school. The SAC meets regarding budgets and academic learning activities (i.e. Literacy, Math and Science night). The SAC will assist and implement academic learning activities such as;  
Curriculum Night-

The objectives of this event are:

1. To inform parents of opportunities for involvement
2. To provide an opportunity for parents to visit their child's classroom in a leisurely way and explore the environment in which their child spends the majority of their wake time.
3. To inform the parents of the curriculum that will be implemented in their child's class.
4. To have an opportunity to ask general questions about what they can expect from their child's teacher
5. To have an opportunity to ask general questions relating to ways they can help their child succeed this school year
6. To see examples of what their child is learning and programs that their child is participating in

Literacy Night-  
The objectives of this event is to involve and encourage parents to become more involved with their students literacy and increase reading skills.

Math and Science Event-

The objective of this event is

1. To teach critical thinking and analytical skills.
2. To bestow upon students the skills that will allow them to search for and interpret information in a correct manner.
3. To develop vocabulary, because the language of these two fields is well-defined and specific.
4. To increasing and portray the need for tools to problem solve.

**Projected use of school improvement funds, including the amount allocated to each project**

School improvement funds will be used to purchase 1st grade curriculum.

Imagine It (\$250)

Think Math (\$1200)

FOSS (\$1500)

4 netbooks \$2000

Professional Development

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

Not In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

The SAC Chairperson will be elected by the parents. Agendas will be created for all SAC meetings.

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

<b>Brenda Korpi</b>		
Principal	Years as Administrator: 3	Years at Current School: 3
<b>Credentials</b>	Masters in Special Educaiton Florida Teaching Certificate: 0-4, PreK-3, K-12 ESE, PreK disability endorsement, 60 hours ESOL	
<b>Performance Record</b>	Good	

<b>Suzette Persaud</b>		
Asst Principal	Years as Administrator: 10	Years at Current School: 1
<b>Credentials</b>	Masters in Education Master in Health Administration	
<b>Performance Record</b>	Good	

**Classroom Teachers**

<b># of classroom teachers</b>	7
<b># receiving effective rating or higher</b> (not entered because basis is < 10)	
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	6, 86%
<b># ESOL endorsed</b>	2, 29%
<b># reading endorsed</b>	1, 14%
<b># with advanced degrees</b>	2, 29%
<b># National Board Certified</b>	0, 0%
<b># first-year teachers</b>	1, 14%
<b># with 1-5 years of experience</b>	2, 29%
<b># with 6-14 years of experience</b>	3, 43%

**# with 15 or more years of experience**

2, 29%

**Education Paraprofessionals**

**# of paraprofessionals**

20

**# Highly Qualified**

20, 100%

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

UCP's HR department uses various tools for recruitment. We advertise on various sites (teacherteacher.com, monster.com), and reach out to other schools. We provide various incentives for exceptional teaching and attendance. We provide gift cards and recognition lunches.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

New teachers are paired with an experienced teacher for the grade level and disabilities in the classroom. Mentoring occurs on various levels, from room arrangement, curriculum, classroom management, lesson plan writing, and activities

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

Teachers complete quarterly progress monitoring data sheets that are monitored to evaluate effective delivery of the core curriculum and identify students needing Tier 2 and Tier 3 interventions.  
Tier 1: Data related to student response to the core curriculum is managed by PMRN and other research based assessments  
Tier 2: In addition to Tier 1 systems, Tier 2 provides specific program data (i.e. DRA, benchmark assessments) that are maintained and graphed by individual teachers. Student progress is compared to others in the intervention group and progress toward core benchmarks.  
Tier 3: Includes similar data management systems as Tiers 1 and 2 that are focused on responses to intense individualized, research-based interventions.

**Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

The Campus Business Manager oversees therapy related MTSS and provides input for the SIP based on the data gathered. The School Administrator oversees academic and behavior related MTSS and provides input for the SIP based on the data gathered.



### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The school's leadership team monitors MTSS meetings, lesson plans, and the intervention schedule. It reviews individual teachers data sheets and graphs. The school is beginning to implement positive behavior supports. All of this is reviewed and taken into consideration for the SIP.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

PMRN, DRA, and ongoing benchmark assessments are used to monitor effectiveness of reading supports. Ongoing benchmark assessments are used to monitor effectiveness of mathematics, science, and writing supports. Data collection and graphs are used to monitor behavior. Attendance is monitored by our FTE clerk and school administration.

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Staff was trained by the district in the spring of 2013 on implementing MTSS. This was discussed with parents and staff at our annual Title 1 meeting in September

## **Preschool Transition**

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

Our preschool students generally stay with UCP. Those who are transitioning we invite the local school and the students parents to have a meeting and discuss the specific needs of the student. Parents are also encouraged to visit the local school with the child. School Administrator encourages parents to discuss any concerns.

For students transitioning to kindergarten, UCP offers a summer VPK program to prepare and maintain students skills. The community is invited to different events throughout the year, such as Book Buds and UCP Faces Behind the Miracles Breakfast.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		1%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		1%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		1%

### Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Parental involvement targets for the school

- All parents will volunteer for a minimum of 10 hours per school year at the campus.
- 5% of parents will participate in curriculum nights
- 5% of parents will participate in SAC

#### Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
All parents will volunteer for a minimum of 10 hours per school year at the campus.	51	95%	95%
5% of parents will participate in curriculum nights	3	4%	5%
5% of parents will participate in SAC	3	4%	5%

## Goals Summary

**G1.** 5% of parents will participate in curriculum nights

## Goals Detail

**G1.** 5% of parents will participate in curriculum nights

### Targets Supported

- Parental Involvement

### Resources Available to Support the Goal

- These are inclusionary activities for parents and students.
- Activities are provided at times convenient for parents (as chosen on survey for parents)
- Childcare provided for siblings as needed

### Targeted Barriers to Achieving the Goal

- Transportation

### Plan to Monitor Progress Toward the Goal

Flyers for teachers to hand to parents and discuss the opportunity for the student with the parent

### Person or Persons Responsible

School Administrator

### Target Dates or Schedule:

one week before curriculum nights

### Evidence of Completion:

Parents will sign in when the teacher discusses the curriculum activity night with them

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

### G1. 5% of parents will participate in curriculum nights

#### G1.B1 Transportation

##### G1.B1.S1 Provide public bus schedule

#### Action Step 1

Print the public bus schedule

#### Person or Persons Responsible

Administrative Assistant

#### Target Dates or Schedule

1 week prior to event

#### Evidence of Completion

number of attendees

#### Action Step 2

Print the public bus schedule

#### Person or Persons Responsible

Administrative Assistant

#### Target Dates or Schedule

1 week prior to event

#### Evidence of Completion

number of attendees

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Plan to Monitor Effectiveness of G1.B1.S1

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## G1.B1.S2 Promote car pooling

### Action Step 1

Speak to parents about availability for helping to transport other families

**Person or Persons Responsible**

Administrative Assistant

**Target Dates or Schedule**

1 week before each activity

**Evidence of Completion**

Sign in sheets

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

Verify sign in sheets

**Person or Persons Responsible**

School Administrator

**Target Dates or Schedule**

1 day after activity

**Evidence of Completion**

Check with parents who are willing to car pool

### Plan to Monitor Effectiveness of G1.B1.S2

percentage of parents at activity

**Person or Persons Responsible**

School Administrator

**Target Dates or Schedule**

Day of activity

**Evidence of Completion**

total number of parents who attended

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title 1 funds will be used along with FTE money to enhance arts and technology in the classroom to further learning gains. Notebooks have been purchased for students individual use for literacy, math and science. Professional Development will be geared towards learning gains. The kindergarten teacher will enroll in a reading endorsement class and an ESOL class. The knowledge gained in these classes will be shared in a training for all teachers.