



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Ucp Seminole Child Development**

301 OAK ST

Sanford, FL 32773

407-852-3333

<http://www.ucpcdc.org/>

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> No	<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>

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## 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 Seminole Child Development

**Principal**

Ilene Wilkins E

**School Advisory Council chair**

Rita Mena

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

Name	Title
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Marife Gomez	
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**District-Level Information**

**District**

Seminole

**Superintendent**

Dr. Walt Griffin

**Date of school board approval of SIP**

11/11/2013

### 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**

The UCP SAC is a working progress. We have a group of parents who meets 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 to all activities during the school year.

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

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 objective of this event is to involve and encourage parent to become more involved in their student 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 communication, 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 for;

- a. Instruction-\$5,351.00 including furniture, supplies and equipment (5 Classrooms Laptops-\$2,250.00, 5 Tablets- \$750.00, digital camera- \$150.00, flip camera-\$150.00 and headphones-\$230.00 )
- b. Parent Involvement- \$5,000 including supplies, printing, substitutes and salaries
- c. Professional Development- \$2,100

**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 chair will be elected by the parents and 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:**

**Ilene Wilkins E**

Principal	Years as Administrator: 11	Years at Current School: 11
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<b>Credentials</b>	Doctor Special Education
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<b>Performance Record</b>	Above Average
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<b>Marife Gomez</b>		
Asst Principal	Years as Administrator: 11	Years at Current School: 11
<b>Credentials</b>	Bachelor in Elem Education and Special Education	
<b>Performance Record</b>	Above Average	

**Classroom Teachers**

<b># of classroom teachers</b>	5
<b># receiving effective rating or higher</b> (not entered because basis is < 10)	
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	5, 100%
<b># ESOL endorsed</b>	2, 40%
<b># reading endorsed</b>	0, 0%
<b># with advanced degrees</b>	2, 40%
<b># National Board Certified</b>	0, 0%
<b># first-year teachers</b>	1, 20%
<b># with 1-5 years of experience</b>	2, 40%
<b># with 6-14 years of experience</b>	1, 20%
<b># with 15 or more years of experience</b>	1, 20%

**Education Paraprofessionals**

<b># of paraprofessionals</b>	9
<b># Highly Qualified</b>	4, 44%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**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**

SCPS jobline, teacher.com, monster.com, internal and collaborate with other Charter Schools Yearly award ceremony, monthly incentives, and ongoing professional development.

**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**

We followed the SCPS induction program.  
We also have a Director of Curriculum and Instruction that mentors new teachers.

**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**

The interventions are data driven, The majority of all our students have an IEP. A baseline data and specific intervention will be implemented to determine specific areas target for intervention. Teachers complete quarterly progress monitoring data sheets that will be monitored to evaluate effective delivery of the core curriculum and identify students needing Tier 2 and Tier 3 interventions. A post evaluation will be provided to assess progress.

We follow SCPS process:

1. RTI checklist is provide to the teacher
2. An OT, PT & ST questionnaire is provided to the teacher to address specify concerns.
3. The SCPS OT/PT/ST team will observe the child and meet with the teacher.  
The team come together with some classroom interventions, teacher takes data.
4. If the intervention is working the process stop, but if not, parent is invited to discuss and sign consent for evaluation.

Specific concerns will be address in the IEP to develop appropriate goals.

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

The RTI Leadership Team will work to support an infrascrutrute that allows for the three-tiered model of delivery and supervise the implementation of the PS/RTI framework including data review, needs of assessments and monitoring of the annual plan. School Administrator ensures that Multi Tire System Support team meets monthly. The team reviews the data and decides to continue if a new intervention needs to take placed or the student needs a formal evaluation. Staff attended district level training.

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

The school 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**

The following tools are used to collect and analyze data: BDI, FAIR, DRA, Think Math, Imagine It and Discovery Assessments.

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

Staff- Professional Development  
Parents- Explanation of the data collected

## **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**

For the current families attending the program the School Administrator discuss concerns.

See what additional support are available in addition to ESE services.

If the child needs ESE services they are refer to SCPS PreK office;

1. The SCPS Prek team gets parent permission for assessment.
2. Team meets with parents to discuss results and discuss placement.
3. If student qualify for services a school will be assigned based on the student needs and exceptionality.

For the students transition to Kindergarten UCP offers a Summer VPK program to prepare and maintain students skills. Students will participate in hands on learning activities. The community is invited to different events through the year such as: Book Buds, and UCP Faces Behind the Miracle 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 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 to a minimum of 10 hours per school year at the campus.

Target:

1. 5 % of parents will participate in curriculum nights
2. 5% of parents will participate in SAC

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
All parents will volunteer to a minimum of 10 hours per school	66	60%	70%
5% of parents will participate in curriculum nights	20	3%	4%
5% of parents will participate in SAC	2	3%	7%

## Goals Summary

- G1.** Improve reading for all learners Leveled Readers and Non-Fiction/Fiction Books/ Other instructional.

## Goals Detail

**G1.** Improve reading for all learners Leveled Readers and Non-Fiction/Fiction Books/ Other instructional.

### Targets Supported

#### Resources Available to Support the Goal

- 5-Students laptops, 5-student tablets, head phones, digital and flip camera.

#### Targeted Barriers to Achieving the Goal

- Lack of funds to purchase resources.

### Plan to Monitor Progress Toward the Goal

By testing students.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule:

Upon entry, middle and end of the school year.

#### Evidence of Completion:

Results from the tests.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Improve reading for all learners Leveled Readers and Non-Fiction/Fiction Books/ Other instructional.

**G1.B1** Lack of funds to purchase resources.

**G1.B1.S1** Integrate Technology into curriculum by using additional Imagine It/Think Math supplemental materials (on-line math and literacy software) and camera/video camera for using arts integration into the curriculum.

#### **Action Step 1**

Professional Development to acquire technological skills to be able integrate the new resources in the classroom.

#### **Person or Persons Responsible**

Teachers, Paraprofessionals and School Administration

#### **Target Dates or Schedule**

Upon receiving resources and June 29th- National Charter School Conference.

#### **Evidence of Completion**

Training and documetation in Human Resource files.

#### **Facilitator:**

CEO/School Administrator

#### **Participants:**

Teachers, Paraprofessionals and School Administrator.

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

Ensure that new technology is integrated in the lesson plans.

#### **Person or Persons Responsible**

Teachers/School Administrator

#### **Target Dates or Schedule**

Weekly lesson plan

#### **Evidence of Completion**

Lesson Plans

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

Monitor student progress

### **Person or Persons Responsible**

Teachers/School Administrator

### **Target Dates or Schedule**

Every 9 weeks

### **Evidence of Completion**

Progress Report, Report Cards , FAIR and Discovery Assessments

## 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. We plan to purchase tablets for students use.

Professional Development will be geared towards learning gains. The knowledge gained in these classes will be shared in a training for all teachers.

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

This section will satisfy 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), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

### G1. Improve reading for all learners Leveled Readers and Non-Fiction/Fiction Books/ Other instructional.

#### G1.B1 Lack of funds to purchase resources.

**G1.B1.S1** Integrate Technology into curriculum by using additional Imagine It/Think Math supplemental materials (on-line math and literacy software) and camera/video camera for using arts integration into the curriculum.

#### PD Opportunity 1

Professional Development to acquire technological skills to be able integrate the new resources in the classroom.

##### Facilitator

CEO/School Administrator

##### Participants

Teachers, Paraprofessionals and School Administrator.

##### Target Dates or Schedule

Upon receiving resources and June 29th- National Charter School Conference.

##### Evidence of Completion

Training and documetation in Human Resource files.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Improve reading for all learners Leveled Readers and Non-Fiction/Fiction Books/ Other instructional.	\$12
Total		\$12

### Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Total
Title 1 funds	\$12	\$12
Total	\$12	\$12

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** Improve reading for all learners Leveled Readers and Non-Fiction/Fiction Books/ Other instructional.

**G1.B1** Lack of funds to purchase resources.

**G1.B1.S1** Integrate Technology into curriculum by using additional Imagine It/Think Math supplemental materials (on-line math and literacy software) and camera/video camera for using arts integration into the curriculum.

#### Action Step 1

Professional Development to acquire technological skills to be able integrate the new resources in the classroom.

#### Resource Type

Technology

#### Resource

Instructional- \$5,351.00 (Includes supplies, furniture & equipment) Parent Involvement-\$5,000 (includes salaries, printing, supplies, & substitutes) Professional Development- \$2,100.00 (includes travel & conference registration)

#### Funding Source

Title 1 funds

#### Amount Needed

\$12