



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Ucp Transitional Learning Academy High Charter

8291 CURRY FORD RD

Orlando, FL 32822

407-852-3300

www.ucpcfl.org

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	No	45%
Alternative/ESE Center	Charter School	Minority Rate
No	Yes	65%

School Grades History

2013-14	2012-13	2011-12	2010-11
F			

SIP Authority and Template

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

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 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

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

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

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

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 Transitional Learning Academy High

Principal

Stacey C. Ricketts

School Advisory Council chair

Angela Salva

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

Name	Title
Lauri McKinney	ESE Staffing Specialist
Dr. Lisa Finnegan	Director of Curriculum
Susan Healy	Teacher
Stacey C Ricketts	Principal

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

We are currently developing a PTO within the TLA Charter School.

Involvement of the SAC in the development of the SIP

The PTO will be involved by reviewing past SIP's and giving input to each new school years document.

Activities of the SAC for the upcoming school year

The PTO will be in charge of fundraising for items such as creating libraries and materials for successful reading, math and computer literacy programs. They will be instrumental in the development of pre-vocational and vocational programs within the school and outside with community support. They will also be involved with nominations for teacher and staff of the year programs as well as Prom and Graduation programs.

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

This has yet to be determined.

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

Once our PTO program has been established we will be developing the outlines to create a SAC committee.

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**

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:**Stacey C. Ricketts**

Principal

Years as Administrator: 0

Years at Current School: 0

Credentials

BS - Exceptional Student Education

M.Ed. - Measurement and Evaluation

Certifications: ESE K-12, Elementary K-12, Social Studies 6-12

Performance Record**Instructional Coaches****# of instructional coaches**

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Dr. Lisa Finnegan**

Full-time / School-based

Years as Coach: 5

Years at Current School: 0

Areas

Reading/Literacy, RtI/MTSS

Credentials

Ph.D. in Special Education

Performance Record

Lauri McKinney

Full-time / School-based

Years as Coach: 5

Years at Current School: 0

Areas

Other

Credentials

Certification in ESOL K-12

Certifications in Varying Exceptionalities K-12

M.Ed.

Performance Record**Classroom Teachers****# of classroom teachers**

3

receiving effective rating or higher

(not entered because basis is < 10)

Highly Qualified Teachers

100%

certified in-field

3, 100%

ESOL endorsed

, 0%

reading endorsed

, 0%

with advanced degrees

0, 0%

National Board Certified

, 0%

first-year teachers

1, 33%

with 1-5 years of experience

2, 67%

with 6-14 years of experience

0, 0%

with 15 or more years of experience

0, 0%

Education Paraprofessionals**# of paraprofessionals**

6

Highly Qualified

1, 17%

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

In collaboration with UCP's Human Resources Department there are multiple strategies utilized in order to recruit and retain highly qualified effective teachers for Transitional Learning Academy High School Charter School. There are also marketing tools used to support the recruitment aspects of highly qualified employment needs. Job openings are posted, candidates are screened, and then interviewed by a panel of UCP teachers/employees. Credentials are verified and all state/district policies are utilized. Once a highly qualified candidate has been identified there are supports provided through a rigorous New Education Academy, held each summer by the agency, new team members are provided a mentor within the Transitional Learning Academy High School learning community and school administrators meet weekly with grade level teams in order to support the retention of all teachers. The person responsible is the School Administrator, although it is a collaborative effort across the campus and agency.

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

UCP Transitional Learning Academy High School has a mentor program that is designed to insure learning, leadership, and accountability. The mentor-mentee relationship is based on mutual goals and a desire to promote a positive experience for new teacher and preserve the need to retain, mentor, and coach educational professionals in our field. By participating in the program as a mentor there is time and effort devoted to strengthen and mold a novice teacher. The mentee then is better equipped to accept the guidance, feedback, and support of an experienced teacher. There is a handbook that outlines the goal(s) and needs of this program to guide the discussions, collaborations and supports for the mentee and mentor to have the best possible outcomes for all participants and directly have a positive impact on the school culture. The handbook is divided into monthly topics and required supporting evidence in order to show the growth or direct the needed support in specific areas. This mentor program has been implemented as a direct result of state and national trends in teacher support throughout the education systems and with specific need to retain highly qualified teachers within Exceptional Student Education.

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

individual student needs

All of our instruction is research based. Classroom teachers identify a student's academic or behavioral need during whole group instruction. the teacher then will try to isolate the academic or behavioral instruction needed in order for the student to perform at the highest participation (group) level as possible while still providing academic and behavioral supports. If intervention prove to be ineffective through the collection of data the teacher will bring the students individual needs to the MTSS school based team for review. After data is review with the school based MTSS team the teacher will implement classroom interventions based on the direction of the team. Teacher will continuously gather and review data to determine if interventions have been effective and repeat the above procedure if needed. If the student's needs are still not being met the IEP team will reconvene to determine if new or further evaluations are warranted.

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

The function of the school based leadership team is to review data and ensure that all steps are followed. They will also be tasked with providing needed supports to classroom teachers within the classroom setting.

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

As a school we currently utilize attendance records, goal tracking and accountability logs to monitor the fidelity of the MTSS and SIP systems.

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

We utilize pre and post assessments within the IXL math program, and the System 44 reading program. We are also utilizing the Transition Planning Inventory as well as other appropriate interests and/or vocational surveying tools. The use of Behavior Improvements plans as implemented on individual needs basis.

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

Regularly scheduled data meetings where parents are invited, the use of graphs and simplistic language so parents understand progression/regression, and/or the need for additional academic or behavioral supports. The team received ongoing training through OCPS on the MTSS process.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Summer Program**Minutes added to school year:**

Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education, Teacher collaboration, planning and professional development

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Instruction in core academic subjects. Enrichment activities that contribute to a well-rounded education. Teacher collaboration planning and professional development.

Who is responsible for monitoring implementation of this strategy?

Data will continue to be collected during these instructional/enrichment activities as it is done during the regular academic sessions

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Stacey C Ricketts	Administrator
Dr. Lisa Finnegan	Director of Curriculum
Susan Healy	High School Classroom Teacher

How the school-based LLT functions

Regularly scheduled meetings with teachers to discuss individual students, current curriculum, activities, lesson, differentiated instruction and reading strategies.

Major initiatives of the LLT

Our initiative this year is to give support and bring literacy awareness to our students, families and staff in order to make literacy an important and effective part of the children's life skills. We are implementing the System 44 reading system so that these skills will be enhanced so that the students can be successful in school and life beyond school.

Every Teacher Contributes to Reading Instruction**How the school ensures every teacher contributes to the reading improvement of every student**

Based on data and pre-assessments teachers provide instruction to each student in large, small or individual instructional settings to help each student to improve their reading skill levels. We utilize the System 44 system and well as other various appropriate reading programs in order to vary the delivery of these skills.

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

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

The use of formal assessments such as the Transition Planning Inventory is given on a yearly basis. The Life Centered Career Education curriculum, the PAES pre-vocational system as well as other appropriate research based assessments and curriculum are implemented as per the students individual need.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

The LCCE curriculum and PAES curriculum are currently utilized within our school based curriculum. We are also expanding our high school program to include an option of College/Career Transitional Program which will allow students the opportunity to audit and/or attend classes at local universities and/or community colleges. This program will also expand into the community to offer opportunities for internships with job coaching at area business.

Strategies for improving student readiness for the public postsecondary level

Each students progress is closely monitored and review at least annually by the IEP committee. Several reports are regularly used to determine the quality of education provided. The High School Feedback Report is one of many instruments used.

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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

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>	25%	
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>	45%	

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5			
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>	60%	

Area 3: Mathematics

High School Mathematics

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>	35%	
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>	35%	

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>	80%	
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>	10%	

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

Our goal is that We have many different activities to encourage parental involvement such as:Meeting the teacher, Open house, parent/teacher conferences, lunch with your child, and IEP meetings. We Orange - Ucp Transitional Learning Academy Charter - FDOE SIP 2013-14
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believe in including parents in all areas of our school. The forming of our PTO will continue to encourage this involvements. Parents are also invited and encourage to become a member of our charter board team.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
75% of parents participate through the "just 10" program			75%
75% of families will become part of the PTO			75%

Area 10: Additional Targets

Additional targets for the school

Our school is a center school which only accepts students that are working toward a Special Diploma, Option 1. We currently provide the FAA on a yearly basis and every child has an IEP. We will continue to chart the progress with these instruments.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
100% of students will achieve 75% of IEP Annual Goals.	30		75%
FAA Writing of a score of 4 or above to 85%	3		60%
FAA Math of a score of 4,5,6 to 30%	4		35%
FAA Math of a score 7 or above to 30%	4		35%
FAA Reading of a score of 4,5,6 to 25%	2		25%
FAA Reading of a score of 7 or above to 35%	5		45%
FAA Science of a score of 4,5,6 to 60%	3		80%
FAA Science of a score of 7 or above to 5%	0		10%

Goals Summary

G1. Parental involvement in PTO

Goals Detail

G1. Parental involvement in PTO

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Set a informational meeting, regularly scheduled meetings, translation into Spanish, child care provided

Targeted Barriers to Achieving the Goal

- Set up framework of PTO.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Parental involvement in PTO

G1.B1 Set up framework of PTO.

G1.B1.S1 Parent meeting on Open House night to introduce the topic of a PTO.

Action Step 1

Action: PTO informational meeting

Person or Persons Responsible

Person or Persons Responsible: Stacey C Ricketts

Target Dates or Schedule

Target Dates or Schedule: October 9, 2013

Evidence of Completion

Evidence of Completion: Sign up sheet of parents willing to be involved

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

Higher parental involvement

Person or Persons Responsible

Target Dates or Schedule

After meeting

Evidence of Completion

Percentage of parents willing to be involved

Plan to Monitor Effectiveness of G1.B1.S1

Parent commitments

Person or Persons Responsible

Target Dates or Schedule

After meeting

Evidence of Completion

Sign up sheet

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

State and/or District FTE will support staffing, curriculum, professional development, and program initiatives such as Positive Behavior Supports, MTSS, etc. Supplemental academic supports and student opportunities will also be supported by parent involvement and state/district allocations. UCP as an agency coordinates and integrates funding sources as allocated by state and district policies.

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.

Appendix 2: Budget to Support School Improvement Goals