
2013-2014 SCHOOL IMPROVEMENT PLAN

Ucp Charter
3305 S ORANGE AVE
Orlando, FL 32806
407-852-3300

School Demographics

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

School Grades History

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 Charter

Principal

Lillian Flores

School Advisory Council chair

We have a PTO/PTA

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

Name	Title
Melinda Cooper	Education Team Leader WO
Jennifer Collins	Education Team Leader HW
Amy Maretti	Education Team Leader HW
Sandra Swearinger	Education Team Leader WO
Lillian Flores	School Administrator HW
Marilyn Martinez	School Administrator WO
Laurie McKenney	UCP staffing Specialist WO
Stacey Carter	UCP Staffing Specialist HW
Laura Wheery	Director of Behavior Supports
Cindy Metz	Director of Curriculum Prek and below
Lisa Finnegan	Director of Curriculum KG and above

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 currently have a PTO in the Holloway Campus and a PTA in the West Orange campus.

Involvement of the SAC in the development of the SIP

The PTO/PTA is involved by reviewing past SIPs and giving input to new school year one.

Activities of the SAC for the upcoming school year

The PTA/PTO does fundraising for things such as playground upkeep and improvement, creating libraries and materials for successful reading programs, nominations for teacher of the month, volunteering in classrooms and also for different school wide activities.

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

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

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:

Lillian Flores

Principal	Years as Administrator: 3	Years at Current School: 3
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Credentials

Bachelor degree in early childhood education
 Bachelor degree in Spanish language and Civilization
 Masters degree in Exceptional Student Education
 Certified in Pre-k through 3rd grade
 Certified in ESE K-12th

Performance Record

Effective

Marilyn Martinez (WO)

Principal	Years as Administrator: 3	Years at Current School: 3
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Credentials

Bachelor in Arts
 Certified in Elementary K-6th

Performance Record

Effective

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Laurie McKinney

Full-time / School-based	Years as Coach: 4	Years at Current School: 0
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Areas Data, RtI/MTSS

Credentials Certification in ESOL K-12th
 Certification in Varying exceptionalities K-12th
 Masters of Education

Performance Record Still within her 90 days. Will evaluate throughout the year.

Stacey Carter

Full-time / School-based	Years as Coach: 3	Years at Current School: 1
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Areas Data, RtI/MTSS

Credentials Certification in ESE K-12th
 Certification in School Administration K-12th
 Bachelor in Special Education
 Masters in School Administration
 Masters in School Counseling

Performance Record Effective

Classroom Teachers

of classroom teachers

19

receiving effective rating or higher

9, 47%

Highly Qualified Teachers

100%

certified in-field

19, 100%

ESOL endorsed

7, 37%

reading endorsed

2, 11%

with advanced degrees

5, 26%

National Board Certified

0, 0%

first-year teachers

6, 32%

with 1-5 years of experience

5, 26%

with 6-14 years of experience

9, 47%

with 15 or more years of experience

3, 16%

Education Paraprofessionals**# of paraprofessionals**

8

Highly Qualified

4, 50%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

30

receiving effective rating or higher

24, 80%

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 utilizes various tools for recruitment. We advertise on many different sites such as teacherteacher.com, monster.com, etc., and reach out to other schools for potential highly qualified candidates. We provide several incentives for demonstration of effective teaching strategies and attendance, such as recognition as employee of the month, gift cards, lunches, etc.

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

Every new teacher gets a mentor. This mentor is a teacher who has proven to be highly effective. Below are the responsibilities of our mentors:

Mentor

Roles and Responsibilities

Roles:

- To listen
- To be available for consultation and assistance
- To establish lines of communication
- To support the incoming teacher as a nonjudgmental peer professional
- To schedule and meet with the new teacher as needed

- To guide the new teacher in curriculum and lesson planning
- To articulate UCP policies, procedures and expectations to the new teacher
- To familiarize the new teacher with available resources
- To share personal experiences and insights that may benefit the new teacher
- To guide the new teacher through the IEP process
- To share the necessity for continual learning as professionals

Responsibilities:

- To commit time to work with the new teacher
- To be proactive in supporting the new teacher

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

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 behavior instruction needed in order for the student perform at whole group level, by providing academic or behavior interventions. If interventions are not successful based on collected data, teacher will bring student information and data to the MTSS school based team. After data 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. If it is determined that the student still has a need after additional interventions are put in place the teacher then provides more individualized interventions delivered in an extremely small group setting. If student data shows that appropriate academics are not acquired, the student will be referred evaluations to look at best meeting his/her needs.

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

The function for the school based leadership team is to review data, ensure that all steps are followed, and provide needed supports, to classroom teacher, 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 daily attendance records, goal tracking, and accountability logs.

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 are using pre and post assessments. The ones we are currently using are VPK assessments, FAIR, DRA, Think Math, ABC data collection if needed.

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 receives 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:

We are not currently offering any extended learning to our students

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?

N/A

Who is responsible for monitoring implementation of this strategy?

N/A

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Dr. Lisa Finnegan - Director of Curriculum K-12th	Cindy Metz- Director of Curriculum Prek and below
Amy Maretti - First Grad teacher	Sandra Swearingen- First Grade teacher

How the school-based LLT functions

Regularly scheduled meetings with teachers to discuss individual students, current curriculum, activities, lessons, 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 children's lives. We are promoting literacy from our youngest to our older elementary students so that they can be successful in school and life.

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 and small groups to help each one of them improve their reading skills to their highest potential. Due to the fact that the FAIR assessment does not show proper growth for all tested children with special needs, we also use additional assessments such as DRA, Rtl, and Student portfolios.

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

In order to help all of our students, whether staying with us for elementary school or moving on to a public school, our students receive instruction in KG readiness skills, social/emotional skills/behavior, play behavior and communication skills. We also help our families learn about classroom styles and encourage them to visit new school themselves, ask questions, and also visit the new school with their child. During the last few weeks of school children are prepared for the transition to a new school with activities such as social stories that talk about transitioning from one school to another, making new friends, and meeting new people.

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

Our students are all elementary age or younger but the teachers do begin to introduce real life experiences, lessons, and materials in order to help our students begin to make the connection between school and real life.

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

N/A - our students are all elementary age and below.

Strategies for improving student readiness for the public postsecondary level

N/A - our students are all elementary age and below.

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)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

Area 3: Mathematics

Elementary and Middle School Mathematics

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains			
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.	0		5%
Students who are not proficient in reading by third grade	0		0%
Students who receive two or more behavior referrals	0		0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0		0%

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 our parents/families will be active participants in each of our campuses. We have many different activities to encourage parental involvement such as: Open house, family literacy night, curriculum night, back to school night, family math night, parent/teacher conferences. UCP West Orange and Holloway campuses believe in including parents in all areas of our school. Our parent committees have a big part in developing, implementing, and evaluating various school level plans, participate in PTA/PTO, and becoming a member of the charter board team.

*The PTA/PTO goals is a new goal for WO and HW this year and we will report the data next school year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
100% of families will complete their required Just 10 hours			100%
80% of families will be part of the PTA/PTO			80%

Area 10: Additional Targets

Additional targets for the school

Because the students in our school are no older than 2nd grade we have no FCAT or FAA data so the additional targets added below will allow us to keep track and monitor our student's progress and the effectiveness of our instruction. **The math improvement goal below is a new goal for us this year and we will report pre/post data next school year.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
75% of our ESE students will achieve 75% of the IEP goals		67%	75%
75% of our K-2nd grade students will show at least a 10% improvement on the FAIR pre and post assessment		64%	75%
75% of our K-2nd grade students will show at least a 10% improvement in Math		%	75%
75% of our prek students will show an improvement of at least 10 points on the VPK assessment		75%	75%
50% of ESE students will graduate to a mainstream (vs. primary resource room) classroom		78%	50%

Goals Summary

- G1.** 80% of parents will participate and be a member of the PTA/PTO
- G2.** 75% of our ESE students will achieve 75% of their goals

Goals Detail

G1. 80% of parents will participate and be a member of the PTA/PTO

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Reminders of meetings, regularly scheduled meeting times/place, translation into spanish, child care provided

Targeted Barriers to Achieving the Goal

- Transportation

Plan to Monitor Progress Toward the Goal

Monitor % of parents who participate and become members of the PTA/PTO

Person or Persons Responsible

School Administrator

Target Dates or Schedule:

On going throughout the school year

Evidence of Completion:

Higher % of membership and attendance of PTA/PTO meetings

G2. 75% of our ESE students will achieve 75% of their goals

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- Therapy, Professional development

Targeted Barriers to Achieving the Goal

- Student's attendance

Plan to Monitor Progress Toward the Goal

Goal tracking

Person or Persons Responsible

Classroom staff and therapists

Target Dates or Schedule:

On going, weekly

Evidence of Completion:

Higher % of students meeting their IEP goals

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. 80% of parents will participate and be a member of the PTA/PTO

G1.B1 Transportation

G1.B1.S1 Fundraise to provide help with gas, print bus schedules a few days before the meeting to provide to parents, provide free child care

Action Step 1

Use portion of monthly fundraising for gas card

Person or Persons Responsible

PTA/PTO treasurer

Target Dates or Schedule

1 day before the meeting

Evidence of Completion

% of parents that come to scheduled meetings

Facilitator:

PTO/PTA members

Participants:

Parents, family members, teachers, school staff

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

Monitor % of parents who attend meetings using sign in sheets

Person or Persons Responsible

School Administrator

Target Dates or Schedule

Day of the meeting

Evidence of Completion

Higher % of parental attendance

Plan to Monitor Effectiveness of G1.B1.S1

Higher Attendance % in PTO/PTA meetings

Person or Persons Responsible

School Administrator

Target Dates or Schedule

After meetings

Evidence of Completion

Higher % of meeting attendance

G2. 75% of our ESE students will achieve 75% of their goals

G2.B1 Student's attendance

G2.B1.S1 Do parent trainings to educate them on the importance of consistent school attendance

Action Step 1

Parent information and training about consistent school attendance

Person or Persons Responsible

Teachers, school administrator

Target Dates or Schedule

On going through parent trainings, and newsletters

Evidence of Completion

Improved school attendance

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

Monitor individual student school attendance

Person or Persons Responsible

School administrator

Target Dates or Schedule

On going

Evidence of Completion

Higher % of school attendance

Plan to Monitor Effectiveness of G2.B1.S1

Goal tracking

Person or Persons Responsible

Classroom staff and therapists

Target Dates or Schedule

Weekly

Evidence of Completion

Show improvement of individual IEP goals

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.

G1. 80% of parents will participate and be a member of the PTA/PTO

G1.B1 Transportation

G1.B1.S1 Fundraise to provide help with gas, print bus schedules a few days before the meeting to provide to parents, provide free child care

PD Opportunity 1

Use portion of monthly fundraising for gas card

Facilitator

PTO/PTA members

Participants

Parents, family members, teachers, school staff

Target Dates or Schedule

1 day before the meeting

Evidence of Completion

% of parents that come to scheduled meetings

Appendix 2: Budget to Support School Improvement Goals