

Orange County Public Schools

Ucp West Orange Charter



2021-22 Schoolwide Improvement Plan

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Ucp West Orange Charter

1441 WINTER GARDEN-VINELAND ROAD, Orlando, FL 34787

www.ucpcf.org

Demographics

Principal: Sean Mikels

Start Date for this Principal: 1/8/2018

| | |
|--|--|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School PK-5 |
| Primary Service Type (per MSID File) | Alternative Education |
| 2020-21 Title I School | Yes |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 79% |
| 2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students* |
| School Grades History | 2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: F (9%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southeast |
| Regional Executive Director | LaShawn Russ-Porterfield |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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1441 WINTER GARDEN-VINELAND ROAD, Orlando, FL 34787

www.ucpcf.org

School Demographics

| School Type and Grades Served (per MSID File) | 2020-21 Title I School | 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Elementary School PK-5 | No | % |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| Alternative Education | Yes | % |

School Grades History

| Year | 2016-17 | 2015-16 |
|-------|---------|---------|
| Grade | F | I |

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<https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of UCP Healthy West Orange Charter School is "to empower children with and without disabilities to achieve their potential by providing individualized support, education, and therapy services in an inclusive environment."

Provide the school's vision statement.

The vision of UCP Healthy West Orange Charter School is to create a fully inclusive learning community that provides a comprehensive and well-rounded education through unique experiences and individualized instruction. UCP Healthy West Orange Charter School is committed to teaching state standards in a way that is most relevant to each child's learning process and strengths. The curriculum integrates Technology, Arts, and Project Based Learning to inspire innovation and interpersonal development.

UCP Healthy West Orange Charter School values academic results as much as the process of learning. The school endeavors to not only educate students but also help them cultivate an appreciation for learning.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|-----------------|-------------------------|---|
| Brickel, Tom | Principal | Supervise instruction, administration, operations, and financial direction of school |
| Rymer, Vanessa | Assistant Principal | Assist with supervision of instruction, administration, operations, and financial direction of school |
| O'Donnell, Ann | Instructional Coach | Provide instructional coaching to elementary staff and design/implement tiered interventions for elementary students |
| Beaver, Jamie | Staffing Specialist | Monitor ESE and 504 compliance and lead ESE meetings |
| Lyons, Samantha | Attendance/ Social Work | Supervise enrollment and attendance, coordinate Parent Engagement events, and conduct counseling/mentoring with individual students |
| Souza, Olivia | Dean | Provide behavior coaching and intervention to students and teaching teams |

Demographic Information

Principal start date

Monday 1/8/2018, Sean Mikels

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

18

Total number of students enrolled at the school

270

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

Identify the number of instructional staff who joined the school during the 2021-22 school year.

11

Demographic Data**Early Warning Systems****2021-22**

The number of students by grade level that exhibit each early warning indicator listed:

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|--|-------------|----|----|----|----|----|---|---|---|---|----|----|----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Number of students enrolled | 38 | 24 | 34 | 32 | 24 | 27 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 179 | |
| Attendance below 90 percent | 24 | 16 | 14 | 20 | 11 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 98 | |
| One or more suspensions | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | |
| Number of students with a substantial reading deficiency | 25 | 19 | 28 | 27 | 19 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 139 | |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students with two or more indicators | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Retained Students: Current Year | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |

Date this data was collected or last updated

Thursday 9/30/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

| Indicator | Grade Level | Total |
|---|-------------|-------|
| Number of students enrolled | | |
| Attendance below 90 percent | | |
| One or more suspensions | | |
| Course failure in ELA | | |
| Course failure in Math | | |
| Level 1 on 2019 statewide FSA ELA assessment | | |
| Level 1 on 2019 statewide FSA Math assessment | | |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | Total |
|--------------------------------------|-------------|-------|
| Students with two or more indicators | | |

The number of students identified as retainees:

| Indicator | Grade Level | Total |
|-------------------------------------|-------------|-------|
| Retained Students: Current Year | | |
| Students retained two or more times | | |

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|-------------|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 21 | 21 | 27 | 26 | 26 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 137 |
| Attendance below 90 percent | 0 | 0 | 1 | 5 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| One or more suspensions | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 1 | 5 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | | 57% | 57% | | 56% | 56% |
| ELA Learning Gains | | | | | 58% | 58% | | 55% | 55% |
| ELA Lowest 25th Percentile | | | | | 52% | 53% | | 48% | 48% |
| Math Achievement | | | | | 63% | 63% | | 63% | 62% |
| Math Learning Gains | | | | | 61% | 62% | | 57% | 59% |
| Math Lowest 25th Percentile | | | | | 48% | 51% | | 46% | 47% |
| Science Achievement | | | | | 56% | 53% | | 55% | 55% |

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

| ELA | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 23% | 55% | -32% | 58% | -35% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 0% | 57% | -57% | 58% | -58% |
| Cohort Comparison | | -23% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 36% | 54% | -18% | 56% | -20% |
| Cohort Comparison | | 0% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 14% | 62% | -48% | 62% | -48% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 0% | 63% | -63% | 64% | -64% |
| Cohort Comparison | | -14% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 9% | 57% | -48% | 60% | -51% |
| Cohort Comparison | | 0% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 27% | 54% | -27% | 53% | -26% |
| Cohort Comparison | | | | | | |

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

UCP Healthy West Orange Charter School uses iReady for progress monitoring of ELA and Mathematics. The school does not use a benchmark tool to progress monitor mastery of science skills.

| Grade 1 | | | | |
|-----------------------|----------------------------|--------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 21/22% | 21/42% | 21/45% |
| | Economically Disadvantaged | 21 | 21 | 21 |
| | Students With Disabilities | 12 | 12 | 12 |
| | English Language Learners | 6 | 6 | 6 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 21/11% | 21/22% | 21/20% |
| | Economically Disadvantaged | 21 | 21 | 21 |
| | Students With Disabilities | 12 | 12 | 12 |
| | English Language Learners | 6 | 6 | 6 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Grade 2 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 27/13% | 27/24% | 27/36% |
| | Economically Disadvantaged | 27 | 27 | 27 |
| | Students With Disabilities | 19 | 19 | 19 |
| | English Language Learners | 4 | 4 | 4 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 27/6% | 27/20% | 27/24% |
| | Economically Disadvantaged | 27 | 27 | 27 |
| | Students With Disabilities | 19 | 19 | 19 |
| | English Language Learners | 4 | 4 | 4 |
| | Number/% Proficiency | Fall | Winter | Spring |

| Grade 3 | | | | |
|-----------------------|----------------------------|--------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 26/28% | 26/38% | 26/45% |
| | Economically Disadvantaged | 26 | 26 | 26 |
| | Students With Disabilities | 24 | 24 | 24 |
| | English Language Learners | 0 | 0 | 0 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 26/0% | 26/18% | 26/28% |
| | Economically Disadvantaged | 26 | 26 | 26 |
| | Students With Disabilities | 24 | 24 | 24 |
| | English Language Learners | 0 | 0 | 0 |
| | | | | |
| Grade 4 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 26/17% | 26/22% | 26/32% |
| | Economically Disadvantaged | 26 | 26 | 26 |
| | Students With Disabilities | 17 | 17 | 17 |
| | English Language Learners | 1 | 1 | 1 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 26/6% | 26/12% | 26/37% |
| | Economically Disadvantaged | 26 | 26 | 26 |
| | Students With Disabilities | 17 | 17 | 17 |
| | English Language Learners | 1 | 1 | 1 |
| | | | | |

| Grade 5 | | | | |
|-----------------------|----------------------------|--------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 16/14% | 16/34% | 16/32% |
| | Economically Disadvantaged | 16 | 16 | 16 |
| | Students With Disabilities | 12 | 12 | 12 |
| | English Language Learners | 0 | 0 | 0 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 16/43% | 16/12% | 16/38% |
| | Economically Disadvantaged | 16 | 16 | 16 |
| | Students With Disabilities | 12 | 12 | 12 |
| | English Language Learners | 0 | 0 | 0 |
| Science | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | NA | NA | NA |
| | Economically Disadvantaged | NA | NA | NA |
| | Students With Disabilities | NA | NA | NA |
| | English Language Learners | NA | NA | NA |

Subgroup Data Review

| 2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 |
| SWD | 31 | 73 | | 29 | 60 | | 45 | | | | |
| ELL | 46 | | | 23 | | | | | | | |
| HSP | 55 | | | 38 | | | | | | | |
| WHT | 35 | | | 40 | | | | | | | |
| FRL | 38 | 82 | | 27 | 45 | | | | | | |
| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 19 | 28 | | 22 | 22 | | | | | | |
| BLK | 14 | | | 23 | | | | | | | |
| HSP | 43 | | | 21 | | | | | | | |
| WHT | 26 | | | 22 | | | | | | | |
| FRL | 19 | 35 | | 17 | 29 | | 20 | | | | |

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index | |
|---|-----|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 49 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 2 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 246 |
| Total Components for the Federal Index | 5 |
| Percent Tested | 93% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 48 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | 35 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |

| Black/African American Students | |
|--|-----|
| Federal Index - Black/African American Students | |
| Black/African American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 47 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |
| White Students | |
| Federal Index - White Students | 38 |
| White Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 48 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The 2020-2021 progress monitoring data demonstrates that elementary students scored lower in math across all grade levels (with the exception of fifth grade). At EOY, the average level of iReady proficiency of students grades K-5 was 51% for ELA and 42% for math. This fact is also borne out in FSA testing scores. in which 34% of tested students achieved proficiency or better while only 26% of

tested students achieved proficiency or better. Within the math domain, a trend that teachers have noticed is that students are performing poorly on Measurement, Data and Geometry, concepts that are being introduced later in the year. This may be impacting the students as they do not have an opportunity to be retaught important concepts or they may not be exposed to some concepts which are tested.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Data demonstrate that the greatest need for improvement is in the area of mathematics, especially among the current Second, Third and Fourth grade cohorts. An End of Year Needs Analysis by math domains demonstrates that across all elementary grade levels, an average of 64% of elementary students need more support in Numbers & Operations; an average of 63% need more support in Algebraic Thinking; an average of 62% in Measurement & Data; and an average of 59% in Geometry. These numbers indicate that additional support is equally required across all four domains, although some domains need more attention depending on the cohort.

An End of Year Needs Analysis by English Language Arts domains demonstrates that across all elementary grade levels, an average of 28% of elementary students need more support in Phonological Awareness; an average of 40% need more support in Phonics; an average of 21% need more support in High Frequency Words; an average of 56% need more support in Vocabulary; an average of 59% need more support in Comprehension of Literature; and an average of 61% need more support in Comprehension of Informational Text.

Areas of concern were also identified based on the FSA assessment results. The greatest need for growth for English Language Arts across third, fourth and fifth grade students includes Key Ideas and Details and Craft and Structure. The greatest need for growth for Mathematics across third, fourth and fifth grade students includes Measurement, Data and Geometry.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors to the need for improvement include the number/percentage of students who began the 2020-2021 school year learning at home through virtual learning. Only about 30% of UCP West Orange attended school Face to Face full time. Learning gaps increased throughout the year as student attendance waned.

Actions that will need to be taken to address the need for improvement in English Language Arts include more instruction in Phonics and Vocabulary through the use of focused lessons from Neuhaus and iReady. A greater emphasis on presenting and representing grade level content vocabulary will need to take place; lessons will need to incorporate whole and small group lessons that enable students to master grade level content vocabulary.

Actions that will need to be taken to address the need for improvement in Mathematics include the introduction of concepts in Measurement, Data and Geometry at the beginning of the year so as to provide students with multiple exposures to these math concepts throughout the school year. Additionally, the teaching team has identified Word Problems as a challenge for students across all grade levels. PLCs and professional development will be needed to increase student proficiency in understanding and independently solving math word problems.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on the data, progress monitoring and state assessments, the area of greatest growth has been performance on the English Language Arts assessment. 34% of third, fourth and fifth grade students scored proficient or better in reading; 50% of our fifth grade students scored proficient or better in reading. This represents an increase of 5% from the 2018-2019 school year. In comparison, 26% of third, fourth and fifth grade students scored proficient or better on the math assessment. As a school, on iReady math, K5 inclusion students demonstrated 88% growth on the End of Year iReady benchmark assessment.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors to this improvement include the introduction of a new multi-sensory language program called Neuhaus. This program has allowed our K5 teachers to reinforce basic language skills such as auditory discernment of discrete phonemes, letter identification, classification, blending, segmenting, etc. Another contributing factor has been the consistent use of iReady reading usage for both the students' individual learning paths and lessons tailored to address the deficits of individual students. The consistent, ongoing use of Core Connections has improved students' ability to structure their writing coherently and elaborate on selected topics. Finally, UCP administration and elementary teachers regularly meet throughout the year to examine data pertaining to student progress.

What strategies will need to be implemented in order to accelerate learning?

Administration is going to implement professional development that will train teachers on the most effective strategies that students can use when faced with mathematical word problems. Additional professional development will be needed on the introduction of measurement, charts, graphs and data; vertical planning would assist in the incorporation of these lessons throughout the year.

The implementation of MTSS Tier 3 academic interventions by an instructional coach will also contribute to accelerate learning of students that have been identified as needing further academic support. The instructional coach will also need to share and monitor the teaching of high impact reading and math strategies that can be used by all students. Fluency in the use of these strategies will be key to accelerate learning; the more familiar students become with key strategies, the more successful and independent they will become.

Another strategy to accelerate learning is to identify areas of deficit and provide targeted afterschool support and homework to address these deficits. Teachers may use iReady, RAZ Kids, and other online platforms to increase their reading and math fluency.

Increased face to face attendance is a major factor that will contribute to accelerated learning. We have witnessed a decline in a broad range of reading and math skills due to extensive virtual learning during the 2020-2021 school year. Additionally, the school team will need to ensure that attendance policies for face-to-face students are adhered so that there is not a significant loss of instructional skills.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development opportunities that will be provided to teachers include:

1. Training on math strategies that will help students successfully understand and solve math word problems
2. Training on math strategies related to charts, graphs, measurement and data
3. Training on how to introduce and reteach grade level content vocabulary

Professional Learning Communities will continue to meet and discuss the implementation of these strategies, evaluate data, and take action steps.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services that will ensure sustainability include:

1. The provision of off-site professional development opportunities that address the academic deficits described above.
2. The school can look to secure funding to support afterschool tutoring to address academic deficits identified by the classroom teacher and student data.
3. Parent training will be provided to support students completing homework; this training will describe how to access the online programs, how to identify areas of deficit, and strategies in the home that will assist students in boosting academic performance.
4. The school will provide feedback to curriculum providers regarding current student needs so that agency training can be tailored to address those needs.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

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| Area of Focus Description and Rationale: | Between August 10, 2020 and June 1, 2021, there were 275 incident reports completed in the UCP West Orange online incident reporting system. Of these, at least 108 (39%) of these incidents were related to student behaviors that led to or could have led to an injury. 69% of the elementary students at UCP West Orange (95 of 137 students) had a documented disability and were supported by an Individualized Education Plan. For the 2021-2022 school year, the number of elementary students has expanded to 177 students; 114 (64%) of these students are ESE. Positive Behavior Interventions will continue to be a priority at our campus. |
| Measurable Outcome: | During the 2021-2022 school year, the percentage of behavior-related incidents reported in the online behavior reporting system will decrease by 10%. |
| Monitoring: | <ol style="list-style-type: none"> 1. Online incident reports will be completed in a timely manner on a daily basis to accurately reflect the number and level of incidents. 2. The Threat Assessment Team and Behavior Team will review the number and severity of incidents that have occurred each month 3. The school-based behavior team will discuss proactive ways to reduce the both the level and severity of the incidents. |
| Person responsible for monitoring outcome: | Tom Brickel (tbrickel@ucpcf.org) |
| Evidence-based Strategy: | Evidence-based strategies that will be implemented in this Area of Focus include the use of visual supports (choice boards, First/Then boards, individual & classroom visual schedules, token boards, etc.) across all K5 elementary classrooms. |
| Rationale for Evidence-based Strategy: | Visual supports provide students with autism and communication deficits who display behavior challenges with an opportunity to select choices as well as understand/process routines and expectations. The appropriate use of Tier 1, 2 and 3 visual supports contributes to a reduction in the amount and types of behavior challenges displayed by students with autism and communication disorders. |

Action Steps to Implement

The behavior team will meet with individual classroom teams on at least a bi-monthly basis to review incidents and recommend visual supports that can meet the needs of students.

Person Responsible Tom Brickel (tbrickel@ucpcf.org)

All elementary instructional staff will regularly be trained in best practices related to positive reinforcement strategies.

Person Responsible Tom Brickel (tbrickel@ucpcf.org)

#2. Instructional Practice specifically relating to Math

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| Area of Focus Description and Rationale: | Data from the 2020-2021 FSA identified math as an area of need. More specifically, Measurement & Data and Geometry were identified as domains which required the most targeted intervention across all grade levels. In third grade (this year's current fourth graders), the average score was 6.6/19 (34%). In fourth grade (this year's current fifth graders), the average core was 5.4/18 (27%). On the iReady End of Year Assessment, 41% of all K5 students were at or above grade level on Geometry and 38% of all K5 students were at or above grade level on Measurement. One type of mathematical problem that was noted caused particular difficulty for UCP West Orange elementary students across all grade levels was Word Problems. Students have difficulty understanding, processing and solving mathematical word problems, and in general they do not have the strategies needed to successfully solve this type of math problem. |
| Measurable Outcome: | By May 30, 2021, when given the iReady End of Year Math Diagnostic, K5 elementary students will demonstrate an overall increase in achievement of 10% on the Measurement/ Data and Geometry domains. |
| Monitoring: | Student performance on both the Measurement/Data and Geometry domains of iReady will be monitored weekly and will be evaluated bi-monthly during data chats, professional learning communities, and coaching sessions. |
| Person responsible for monitoring outcome: | Tom Brickel (brickel@ocps.net) |
| Evidence-based Strategy: | In order to develop every student's mathematical proficiency in Measurement, Data and Geometry, UCP West Orange teachers will systematically integrate the use of concrete and virtual manipulatives into classroom instruction at all grade levels. These manipulatives are important tools that teachers need to model and demonstrate concepts to students. Manipulatives provide students with access and engagement in the content area, and are a vital part of Universal Design for Learning best practices. |
| Rationale for Evidence-based Strategy: | 64% of UCP West Orange students have a diagnosed disability and are supported by an Individualized Education Plan (IEP). These students tend to learn more effectively through the use of manipulatives that support the instructional content. Math resources such as ten frames, counters, coins, number lines, etc. are useful tools that enable students to visualize mathematical word problems. Manipulatives are concrete items that assist students in problem solving. Resources that will be used include lessons and tools from the iReady toolbox. |

Action Steps to Implement

Instructional coach, teaching team and administration will review progress towards goal on a monthly basis during data chats, professional learning community meetings, and professional development opportunities.

Person Responsible Tom Brickel (tbrickel@ucpcf.org)

Math interventionist will meet with teachers quarterly to provide model lessons, math lesson feedback, and math resources to elementary teachers.

Person Responsible Tom Brickel (tbrickel@ucpcf.org)

#3. Instructional Practice specifically relating to ELA

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| Area of Focus Description and Rationale: | Based on FSA English Language Arts scores from the 2020-2021 testing period, UCP West Orange K5 elementary students struggle with the Key Ideas & Details domain. Last year's third grade students scored on average 4/14 (28%) on this domain and last year's fourth grade students scored on average 6/16 (37%) on this domain. On the iReady End of Year diagnostic, overall 45% of K5 students were at or above grade level. 38% of K5 students performed one grade level below, 10% of K5 students performed two grade levels below, and 7% of K5 students performed three or more grade levels below. A needs analysis by domain: 28% of students were below grade level in Phonological Awareness; 39% of students were below grade level in Phonics; 21% of students were below grade level in High Frequency Words; 56% of students were below grade level in Vocabulary; 56% of students were below grade level in Comprehension of Literature; and 60% of students were below grade level in Comprehension of Informational Text. A needs analysis of this year's performance is as follows: 34% below grade level in Phonological Awareness; 65% below grade level in Phonics; 44% below grade level in High Frequency Words; 80% below grade level in Vocabulary; 76% below grade level in Comprehension of Literature; and 78% below grade level in Comprehension of Informational Text. Overall, current year students seem to struggle at a higher rate than expected on Phonics. |
| Measurable Outcome: | By June 1, 2021, when given iReady's End of Year Diagnostic test, UCP West Orange K5 students will demonstrate an overall average increase of 10% on the Vocabulary domain. |
| Monitoring: | Student performance on the Vocabulary domain of iReady will be monitored weekly and will be evaluated bi-monthly during data chats, professional learning community meetings, and coaching sessions. |
| Person responsible for monitoring outcome: | Tom Brickel (tbrickel@ucpcf.org) |
| Evidence-based Strategy: | Students will learn to analyze Latin and Greek stems and affixes in order to identify word meaning in and out of context. |
| Rationale for Evidence-based Strategy: | Without a strategy to analyze word meaning, students are unable to successfully decode and define grade level content vocabulary. By providing students with prior knowledge of word bases, prefixes and suffixes, students will be equipped to identify, define and apply content vocabulary both in and out of context. The Neuhaus Multisensory Program, specifically the Scientific Spelling materials, will provide UCP West Orange students with a foundation for vocabulary fluency. iReady toolbox resources and lessons can also reinforce student familiarity with roots, prefixes and suffixes. |

Action Steps to Implement

Professional Learning Communities and Data Chats will be devoted to elementary level targeting of outcomes. During these sessions, teachers will work in teams to develop additional strategies to increase knowledge of vocabulary morphemes and monitor progress.

Person Responsible Tom Brickel (tbrickel@ucpcf.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

NA

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

UCP West Orange recognizes staff and student achievement through the following modes of communication:

1. Schoolwide monthly newsletters
2. Department newsletters
3. Staff emails
4. Morning announcements
5. Classroom and student recognition events
6. Staff meetings

UCP West Orange periodically works with stakeholder groups to obtain feedback on school performance in order to make improvements to systems. Feedback tools include surveys, responses to newsletter questionnaires, and feedback provided real time during parent events. The administration team strives to respond to parent inquiries quickly and to collaborate in order to solve in a timely manner.

UCP West Orange frequently meets with parent groups (Parent Teacher Organization, Title 1 Parent Events, Parent Trainings) in order to obtain feedback and plan activities that will benefit the school community.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The following team members work closely to create a school climate where a positive culture is promoted through activities that benefit staff, students, and families.

Thomas Brickel, Principal

Vanessa Rymer, Vice Principal

Samantha Lyons, Family Services Social Worker

Jamie Beaver, Staffing Specialist

Sherry Garas, School Business Manager
Olivia Souza, Behavior Coach
Felipe Torres, Behavior Coach

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

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| 1 | III.A. | Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports | \$0.00 |
| 2 | III.A. | Areas of Focus: Instructional Practice: Math | \$0.00 |
| 3 | III.A. | Areas of Focus: Instructional Practice: ELA | \$0.00 |
| Total: | | | \$0.00 |