University Preparatory Academy Palm Beach

2021-22 Schoolwide Improvement Plan

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University Preparatory Academy Palm Beach

2101 N. AUSTRALIAN AVE, West Palm Beach, FL 33407

upaflorida.org

Demographics

Principal: Michael Hill

Start Date for this Principal: 7/19/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (50%) 2017-18: C (41%) 2016-17: F (30%)
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 Palm Beach 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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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)
Combination School KG-8	Yes	94%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	99%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of University Preparatory Academy-Palm Beach is to provide students with the academic, leadership and social skills that will enable them to attend and graduate from an institution of higher education.

Provide the school's vision statement.

The vision of University Preparatory Academy is to provide historically underserved communities with access to a college preparatory experience at the K-8 level.

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
Hill, Michael	Principal	Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it. Demonstrates through daily decisions and actions that the school's priority is academic success for every student. Monitors the implementation of effective instruction to meet the needs of all students. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs. Provides a clean, safe and nurturing school environment. Focuses the administrative and school leadership teams' work on implementation of standards and reformed instruction. Sets expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards. Sets clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards. Hires and retains highly qualified and effective employees. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff. Uses data to inform decisions and instruction, professional learning, performance, and student learning. Supervises and evaluates all school-based personnel, including conducting performance appraisal sessions which are extensions of a Board-approved personnel assessment system, making reappointment recommendations and providing staff development/training opportunities. Manages and supervises the school's financial resources, including the preparation of the school's budget, the monitoring of internal accounts, and the review and approval of purchases and payments for all goods and services received.
Doon, Alyssa	Assistant Principal	Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards. Communicates clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards. Engages teachers in visiting one another's classrooms to promote transparency and shared expertise and to increase consistency in expectations and learning opportunities across classrooms, subjects, and grade levels. Quickly and proactively addresses problems in instruction and student learning. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner. Provides intensive mentoring to new staff members

Name	Position Title	Job Duties and Responsibilities
		to bring them up-to-date with other staff to prevent gaps in student learning. Uses data to inform decisions and instruction, professional learning, performance, and student learning. Analyzes the scope of change required within the school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning. Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning.
Stokes, Lashay	Instructional Coach	Facilitate the intellectual and processional development of teachers. Communicate and demonstrate research-based instructional practices that result in increased student performance and improved classroom environment. Encourage professional growth and provide organized, individual and/or group learning opportunities for teachers. Assist teachers with designing instructional decisions based on assessment data and culturally responsive practices. Assist teachers in creating materials that are in alignment with curriculum. Instruct and support teachers with curriculum software products, and classroom/curriculum related technologies. Provide support in analyzing student assessment data. Support, implement and assess various instructional programs and program effects on student achievement. Participates in goal/plan setting and evaluation.

Demographic Information

Principal start date
Sunday 7/19/2020, Michael Hill

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.*
0

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
21

Total number of students enrolled at the school
331

Identify the number of instructional staff who left the school during the 2020-21 school year.
9

Identify the number of instructional staff who joined the school during the 2021-22 school year.
7

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	42	25	54	50	35	56	39	17	12	0	0	0	0	330
Attendance below 90 percent	0	3	0	4	1	2	3	7	1	0	0	0	0	21
One or more suspensions	0	2	1	2	0	0	2	2	0	0	0	0	0	9
Course failure in ELA	0	3	1	6	2	3	2	0	0	0	0	0	0	17
Course failure in Math	0	3	1	6	2	3	2	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	6	8	24	18	4	4	0	0	0	0	64
Level 1 on 2019 statewide FSA Math assessment	0	0	0	9	4	3	0	0	0	0	0	0	0	16
Number of students with a substantial reading deficiency	0	0	1	14	7	17	23	6	3	0	0	0	0	71
FY21 ELA Diagnostic Levels 1 & 2	0	0	0	0	0	0	0	0	0	0	0	0	0	
FY21 Math Diagnostic Levels 1 & 2	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	4	1	6	1	3	3	2	0	0	0	0	0	20

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	0	0	0	0	0	0	0	0	0	0	
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

Monday 10/4/2021

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
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		
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
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				29%	56%	61%	25%	55%	60%
ELA Learning Gains				50%	58%	59%	45%	56%	57%
ELA Lowest 25th Percentile				57%	55%	54%		51%	52%
Math Achievement				54%	53%	62%	39%	52%	61%
Math Learning Gains				71%	55%	59%	55%	54%	58%
Math Lowest 25th Percentile				71%	52%	52%		49%	52%
Science Achievement				19%	45%	56%		49%	57%
Social Studies Achievement					75%	78%		72%	77%

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	31%	54%	-23%	58%	-27%
Cohort Comparison						
04	2021					
	2019	29%	62%	-33%	58%	-29%
Cohort Comparison		-31%				
05	2021					
	2019	23%	59%	-36%	56%	-33%
Cohort Comparison		-29%				
06	2021					
	2019					
Cohort Comparison		-23%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	50%	65%	-15%	62%	-12%
Cohort Comparison						
04	2021					
	2019	54%	67%	-13%	64%	-10%
Cohort Comparison		-50%				
05	2021					
	2019	53%	65%	-12%	60%	-7%
Cohort Comparison		-54%				
06	2021					
	2019					
Cohort Comparison		-53%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	19%	51%	-32%	53%	-34%
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		-19%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

K-7: iReady Diagnostics

*Note, due to some students being virtual and having connection/internet problems, not all students were assessed. The numbers below represent the number of students who were actually tested.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55/15%	59/29%	59/49%
	Economically Disadvantaged	54/15%	53/29%	53/49%
	Students With Disabilities	5/0%	5/0%	5/60%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	54/24%	57/37%	61/54%
	Economically Disadvantaged	54/24%	54/37%	54/54%
	Students With Disabilities	5/0%	5/0%	5/60%
	English Language Learners	0	0	0

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	57/16%	53/25%	54/30%
	Economically Disadvantaged	50/16%	53/25%	54/30%
	Students With Disabilities	3/0%	9/0%	9/11%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	54/7%	54/9%	51/20%
	Economically Disadvantaged	54/7%	54/9%	51/20%
	Students With Disabilities	3/0%	3/0%	3/33%
	English Language Learners	0	0	0

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40/28%	39/36%	38/53%
	Economically Disadvantaged	40/28%	33/36%	38/53%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	41/10%	39/23%	38/47%
	Economically Disadvantaged	41/10%	39/23%	38/47%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0	0	0

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	58/14%	53/15%	53/25%
	Economically Disadvantaged	58/14%	53/15%	53/25%
	Students With Disabilities	8/0%	8/0%	8/0%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	54/19%	53/19%	51/45%
	Economically Disadvantaged	54/19%	53/19%	51/45%
	Students With Disabilities	8/0%	8/0	8/25%
	English Language Learners	0	0	0

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	33/18%	34/15%	36/14%
	Economically Disadvantaged	33/18%	34/15%	36/14%
	Students With Disabilities	4/0%	4/0%	4/0%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	36/14%	33/18%	32/25%
	Economically Disadvantaged	36/14%	33/18%	32/25%
	Students With Disabilities	4/0%	4/0%	4/0%
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners	0	0	0

Grade 6				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	19/37%	23/30%	19/37%
	Economically Disadvantaged	19/37%	23/30%	19/37%
	Students With Disabilities	4/0%	4/0%	4/0%
	English Language Learners	0	0	0
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	18/22%	24/29%	14/43%
	Economically Disadvantaged	18/22%	24/29%	14/43%
	Students With Disabilities	4/0%	4/0	4/25%
	English Language Learners	0	0	0

Grade 7				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	11/27%	13/23%	9/44%
	Economically Disadvantaged	11/27%	13/23%	9/44%
	Students With Disabilities	2/0%	2/0%	2/0%
	English Language Learners	0	0	0
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	12/25%	13/62%	10/50%
	Economically Disadvantaged	12/25%	13/62%	10/50%
	Students With Disabilities	2/0%	2/50%	2/50%
	English Language Learners	0	0	0
Civics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners	0	0	0

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

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	16			20							
BLK	24	38	47	25	9	6	5	62			
FRL	23	38	47	24	10	6	6	62			
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				17							
BLK	30	51	58	55	70	69	18				
FRL	27	51	57	52	71	71	17				

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
BLK	25	46		40	60						
FRL	24	43		38	54						

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	27
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	215
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	18
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	27
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Since UPA has a very high economically disadvantaged population (approx. 98%) the vast majority of student performance data is analyzed with this context in mind.

In English Language Arts, students with disabilities are demonstrating only marginal progress toward proficiency across all grade levels. In general, students, on average, do show some growth between Fall and Spring iReady diagnostics with 2nd, 4th, and 5th grades demonstrating the least amount of progress.

In Mathematics, students with disabilities are demonstrating only marginal progress toward proficiency across all grade levels. In general, students, on average, do show some growth between Fall and Spring iReady however, the growth is not sufficient for an adequate number of students to obtain proficiency over the course of the school year. The least amount of growth was noted in 2nd and 5th grades.

Although only a small amount of students obtained proficiency, it was noted that at least some growth was noted in both Math and ELA across most grade levels and subgroups.

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

The students with disabilities subgroups are in need of the most improvement in both proficiency and learning gains. From Spring 2019 to Spring 2021 this group, school-wide, had a 10% drop in learning gains in ELA and a 65% drop in learning gains in Math.

On a school level, both reading and math student performance are in need of improvement. As a school, we would like to have a minimum of 50% proficiency in both subject and both progress monitoring data from Spring 2021 and FSA data from Spring 2021 indicate these areas continue to be ones of significant need.

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

In 2020, the school was forced to switch to virtual learning due to COVID. The school was ill prepared to make the transition. Teachers were not trained to provide virtual instruction, and the school did not have adequate technology to make the transition smooth. Furthermore, student attendance, which was already an issue plummeted due to parents being unable to get computers or internet access. Additionally, families were ill-equipped to provide a home environment that was structured and conducive for learning. This lack of preparation, resources, and learning environment had a negative impact on student learning during Spring of 2020. This learning loss was further exacerbated by the usual "summer slide", which research indicates can equal a 30% loss in academic gains, especially for economically disadvantaged students.

During Fall of 2020, nearly half of the students enrolled at University Preparatory Academy chose to remain on virtual learning due to fears surrounding the pandemic. Despite the school's best efforts, many of the virtual students continued to have a decline in attendance and student performance. This lack of engagement with the school's academic program further diminished student performance for many of the school's students.

During the 2020-2021 school year, many of the teachers continued to have to teach both in-person and online students simultaneously, which proved to be very stressful and unproductive for many teacher. The school believes this factor also let to a decrease in student performance.

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

Based on 2019 FSA data, Math proficiency and learning gains showed the most improvement. Math proficiency increased by 15% compared to 2018 FSA and learning gains improved by 16% compared to 2018 FSA data.

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

During this time the school focused heavily on tested subjects by increasing the number of interventionist and support staff to work with students in tested areas. The school was also able to implement a summer and tutoring program that helped mitigate some of the summer learning loss.

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

The school needs to continue adding human and technological support to the classrooms to provide teacher support toward individualized learning and differentiated instruction. Human support in the form of paraprofessionals, interventionists, resource teachers, instructional coaches, and tutors can help provide additional live support for students and teachers. Furthermore, continuing to implement with fidelity, programs such as iReady and Reading Plus will help provide additional learning support for students. The school also needs to research dedicated programs for math instruction.

Finally the school will need to find a way to mitigate learning loss due to attendance problems, behavior and the mental/social needs of the students and their families.

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.

The school is presently arranging professional development for teachers to enhance their use of professional learning communities. This training will help teachers become more self-directed and collaborative with meeting their needs and the needs of the students.

Training on gathering, analyzing, and using student assessment data is being provided to improve teacher knowledge, skills, and strategies toward fine tuning their ability to understand and meet the needs of students. Additionally, specific training related to learning platforms are scheduled throughout the year to ensure learning software is used and implemented with fidelity.

The school plans to utilize Title I meetings with parents and stakeholders to explore additional opportunities and strategies to improve student attendance rates. The school is proactively providing small-group and mentorship for students to help promote a positive school environment and improve student behavior. The school is also recently started collaborating with a third party vendor to provide additional social/mental health support for students and their families.

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

In the future the school plans to continue to make use of Title I, Title II, and Title IV services to help sustain support, learning, and social/emotional programs.

Part III: Planning for Improvement

Areas of Focus:

No activities were entered for this section.

Additional Schoolwide Improvement Priorities

Using the 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.

The primary area of concern with students at University Preparatory Academy, is students' ability to resolve inter-personal conflicts without resorting to fighting and creating adversarial circumstances. UPA currently utilizes Rediker to track student behavior incidents in-house. It also allows the school to run various reports to determine what incidents are particularly occurring, where, demographics of students involved, and what teacher is reporting the incidents.

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.

University Preparatory Academy promotes a family-type atmosphere where all of our students are known, respected, and feel welcomed at our school. It is a part of our school culture that every teacher greets each of their students every day. We promote a "warm-strict" approach with our students in which we hold our students to high-expectations, but also demonstrate we are willing to do whatever it takes to help them achieve those expectations.

As a school we are intentionally in our school programs and offerings by ensuring that our programs are based on the needs of our students and the abilities of our staff. As such we are willing to take non-traditional approaches to educating the "whole student". Our school conducts regular assemblies to allow our students to not only participate in public events in the presence of their families and peers, but to also allow every student the opportunity to express their various gifts and passions.

UPA utilizes an experienced network of school leaders and stakeholders that meet regularly to discuss issues and topics relevant to school growth and culture. This network of stakeholders includes businessmen and women from the local community, experienced educational leaders, parents, staff, students and various community organizations. These expertises combined provide relevant and fresh perspectives on issues facing schools similar to UPA and helps us to adjust and develop our strategies for meeting the needs of our school community.

It is through the school's efforts to stay connected with others that the school community has not only been able to understand the plight of others schools, but to also clarify the unique niche or role UPA can play in the local community. As such, the school strives to provide a safe, positive, learning environment for all

students in a manner that is conductive for learning, where respect is held for all, and learning occurs on high levels.

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

Governing Board - the governing board provides oversight and expertise to ensure the school is moving toward the accomplishment of its mission, vision, and goals. The board helps to connect the school with both human and material resources that can help further its mission.

School faculty/staff - school faculty and staff have a unique perspective that only comes from being involved in the every day operations and instructional components of the school. As such, they offer valuable feedback on various school components and play a critical role toward ensuring the school's mission is carried out with fidelity.

Students - UPA recognizes that without students there is no mission. Students have the responsibility to promote and be positive contributors to the overall learning community of the school. Students play a role in helping to establish and carry out the expected values, beliefs, and expectations of our school culture. Most importantly, students should make every other student realize their place and worth in the UPA community.

Parents - it is the role of parents to ensure their students have a home and family environment that enhances the efforts of the school. Parents ensure students attend school, complete necessary assignments, and pursue excellence in every aspect of student life. Parents are also primary contributors to the school environment through their volunteer efforts and organizational support. Parents provide valuable feedback that helps school faulty, staff, and governing board to make decisions that are in the best interests of the students and school community.

Education Management Network - UPA is a part of the Academic network, which provides information, resource, and support to the school. Academica assists UPA in managing its resources according to best practices, staying abreast of current educational policies and regulations, and supporting the school toward compliance with federal, state, and local statutes.

Community organizations and Private Individuals - UPA collaborates with various community organizations such as Urban League of Palm Beach County, Faith's Place, Harris Uniforms, and United Way to help support our students and families. These organizations and several private individuals help UPA to sustain its mission and vision of providing educational services to traditionally underserved communities in the Palm Beach area.
Education Management Organization -