
Title I Comprehensive Schoolwide Plan
University Prep Academy-PBch (4080)

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#ELA	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	30	25	29	38	41
Gains	N/A	45	50	N/A	61
Lowest 25% Gains	N/A	N/A	57	N/A	51

1. According to data, what are your top priorities? Include needs assessment statements.

At University Preparatory Academy, according to the data, closing the achievement gap with the lowest 25% is a top priority.

2. List the root causes for the needs assessment statements for your top priorities.

At University Preparatory, some of the root causes for our top priorities include ensuring that teachers are delivering differentiated instruction to reach all students. In addition, there are some staff members who have limited capacity and will require additional training.

3. Share possible solutions that address the root causes.

Possible solutions to address the top priorities will be to build both teachers and student's background knowledge. It is important to make real life connections while teaching to provide students with limited background knowledge and experiences.

4. How will school strengthen the PFEP to support undefined?

Communication

Parent Training

Staff Training
(Related to Parent Engagement)

Accessibility
(Accommodations for Parents with Special Needs)

At UPA, we can strengthen the PFEP by continuing to use ClassDojo and Class Newsletters.

At UPA, we can strengthen the PFEP by continuing to host our annual Literacy Night. We would like to research more ways to increase attendance at our annual Literacy Night.

At UPA, we can strengthen the PFEP by continuing to have weekly Professional Learning Communities or PLCs for ELA. This year we would like to host cross-grade level ELA PLC meetings.

At UPA, we can strengthen the PFEP by continuing to make readily available all resources that are provided at all ELA related meetings.

5. How will each stakeholder group strengthen the School-Parent Compact to support undefined?

School

Students

Parents

The school will strengthen the School-Compact to support ELA by developing a media center/library or a mobile library. This will allow students to invest in books that they are interested in.

The students will strengthen the School-Compact to support ELA by creating vision board and goal sheets, to identify how they can achieve their ELA goals.

The parents will strengthen the School-Compact to support ELA by committing to volunteer at the beginning of the year. Also, parents should commit to attending the annual Literacy Night meeting.

#Math	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	30	39	54	55	64
Gains	N/A	55	71	N/A	71
Lowest 25% Gains	N/A	N/A	71	N/A	61

1. According to data, what are your top priorities? Include needs assessment statements.

At University Preparatory, our top priorities include increasing math achievement, as well as closing the gap for the lowest 25%.

2. List the root causes for the needs assessment statements for your top priorities.

Some of the root causes for our top priorities include a lack of foundational skills, as well as building a bridge for students who are below grade level. It is important for teachers to be able to identify their students academic needs at the beginning of the school year, and this requires support and professional development.

3. Share possible solutions that address the root causes.

Some possible solutions to the root causes include additional resources and interventionists. In addition to our annual Math Night, an additional event, "Homework Night", where teachers can assist parents in how best to support their children.

4. How will school strengthen the PFEP to support undefined?

Communication

Parent Training

Staff Training
(Related to Parent Engagement)

Accessibility
(Accommodations for Parents with Special Needs)

At UPA, we can strengthen the PFEP to support Math by continuing to utilize ClassDojo and as well as Class Newsletters to communicate important information.

At UPA, we can strengthen the PFEP to support Math by hosting a "Homework Night" in addition to hosting our annual Math Night.

At UPA, we can strengthen the PFEP to support Math by providing teachers with professional development around identifying students academic needs to close the achievement gap. In addition, teachers around student engagement and

At UPA, we can strengthen the PFEP to support Math by continuing to provide parents with all resources that are given at any of our school-wide meetings.

5. How will each stakeholder group strengthen the School-Parent Compact to support undefined?

School

Students

Parents

The school will strength the School-Parent Compact to support Math by creating a math lab for students, teachers, and parents to access additional resources.

The students will strength the School-Parent Compact to support Math by utilizing I-Ready math, during their math block and at home, to increase the academic growth.

The parents will strength the School-Parent Compact to support Math by attending the annual "Math Night" and "Homework Night".

#Science	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	N/A	N/A	19	14	43

1. According to data, what are your top priorities? Include needs assessment statements.

At University Preparatory Academy, the top priority for science is increasing the achievement level for 5th grade students on the Science FCAT.

2. List the root causes for the needs assessment statements for your top priorities.

The root causes for the top priorities, include misconceptions in science, especially as it relates to students background knowledge. In addition, teachers need to develop more content knowledge, as it relates to science.

3. Share possible solutions that address the root causes.

Possible solutions to root causes would be to begin addressing misconceptions at the lower grade levels, as well as provide specific professional development around science content.

4. How will school strengthen the PFEP to support undefined?

Communication

Parent Training

Staff Training
(Related to Parent Engagement)

Accessibility
(Accommodations for Parents with Special Needs)

The school will strengthen the PFEP by continuing to use ClassDojo as well as Class Newsletters to communicate to parents.

The school will strengthen the PFEP by continuing to host the annual STEM Night where parents and students engage in science-related activities, many that can be replicated at home.

The school will strengthen the PFEP by continuing to provide staff with professional development around science content and misconceptions.

The school will strengthen the PFEP by continuing make all resources available to parents.

5. How will each stakeholder group strengthen the School-Parent Compact to support undefined?

School

Students

Parents

The school will strengthen the School-Parent Compact by creating a science lab where students can interact with hands-on activities to reinforce science concepts.

The students will strengthen the School-Parent Compact by completing a science fair project or entering into a science competition.

The parents will strengthen the School-Parent Compact by attending the annual STEM Night and support students with their science project or science competition project.

#SocialStudies

Explain how this area of focus is being addressed elsewhere:

Not applicable.

#Acceleration

Explain how this area of focus is being addressed elsewhere:

Not applicable.

#Graduation

Explain how this area of focus is being addressed elsewhere:
 Not applicable.

Action Step	Continue the current school-parent collaboration in order to improve student achievement through parent meetings and training.	Budget Total: \$2,361.67
Acct Description	Description	
Parent Support by School Staff	Instructional Staff will facilitate parent trainings for ELA and Math in September and February. Approximately 50 parents will attend. (2 staff x 2 events x 2 hours per event @ \$25 hr = \$200)	
Consultants	South Florida Science Museum will facilitate 2 hours of hands-on STEM activities for all families K-7 in January. Approximately 60 parents will be in attendance to learn how to further support Science academics at home.	
Postage	Postage - 8 rolls for \$55 each -for 2 mailings for invites to the trainings in September/Feb. mailing 400 fliers each time	
Supplies	Parent engagement supplies: 410 Agendas at Woodburn Press for grades K-7 @1.99 each = \$815.90 to improve school to home communication. Kindergarten Round-Up supplies (40 students) - 40 books at \$5.35 each = \$214, 40 sight word flashcards @ \$2.79 each = \$111.60, 40 packs crayons @ \$1 = \$40.	

Action Step	Continuous professional development on unpacking standards, data driven instruction, and sharing best practices in reading, math, and science is a priority for FY20 in order to improve teachers' capacity and have strong impact on student achievement	Budget Total: \$63,021.65
Acct Description	Description	
Coach	Professional Development Resource Teacher will develop targeted instruction based on data analysis and provide professional development to all teachers in grades K-5 in core areas. Will lead PLCs and provide support to teachers.	

Action Step	Provide rigorous and differentiated instruction to the lowest 25% in reading and math through small groupings.	Budget Total: \$109,515.74
Acct Description	Description	
Resource Teacher	Resource Teacher will provide support for L25 and ESE through small group intervention (pull out) in both reading and math (Grades K-5).	
Paraprofessional	HQ Paraprofessional will provide extra practice and small group intervention (pull out) in reading (Grades K-3) for the lowest 25%.	
Paraprofessional	HQ Paraprofessional will provide extra practice and small group intervention (pull out) in reading and math (Grades 4-7) for the lowest 25%.	
Paraprofessional	HQ Paraprofessional will provide extra practice and small group intervention (pull out) in math (Grades 4-7) for the lowest 25%.	

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

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.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

1. List the name and title for each member/stakeholder responsible for the development and the implementation of the CNA, SWP, PFEP and School-Parent Compact.

Name	Title
Dr. Mike Hill	Principal
Mrs. Tiffany Mann	Assistant Principal
Ms. Danielle Murry	Teacher
Mr. Michael Thomas	Interventionist/Paraprofessional
Mrs. Theresa Shed	Parent
Mrs. Noble Mays	Community Partner

2. What are the procedures for selecting members representing all stakeholders? Describe the process for selecting members.

The procedure for selecting members representing all stakeholders included considering the value, knowledge and commitment each stakeholder would bring to helping develop and implement the school-wide plan. The school will communicate with selected stakeholders the goals and importance of developing and implementing the school-wide plan, as well as the expectations of involvement to ensure effective collaboration. The process for selecting members includes hosting a stakeholders meetings, informing stakeholders of roles and responsibilities as members,

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Stakeholders are jointly involved in the development of the school-wide plan by attending meetings with school staff to establish the goals and important of developing and implementing the school wide plan. In addition to a stakeholder meeting held on 9/5/20 at 9am, as well as 9/10/20 at 6:30pm, we also plan to hold monthly stakeholder meetings every third Thursday at 6pm.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

Stakeholders provide input to how Title 1 funding will support parent and family engagement by engaging with school staff to determine opportunities for improvement and how available services and resources can help capitalize on those opportunities. During the FY21 CNA meeting, stakeholders suggested using Title 1 funding to support parent and family engagement by creating a Resource Library for parents, students and staff, that would provide resources for ELA, Math, and Science. In addition, stakeholders felt that the school should establish more subcommittees

5. List the name and title for each member/stakeholder responsible for ongoing monitoring of the implementation of SWP and PFEP.	
Name	Title
Mrs. Tiffany Mann	Assistant Principal
Type in the name of member/stakeholder	Type in the title of member/stakeholder

Annual Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

Brief Narrative

1. What is the actual date, time and location of the Annual Meeting?

University Preparatory Academy will hold our Annual Title 1 Meeting on Thursday, October 15, 2020 at 6:30pm through a Virtual Zoom meeting.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Parent, teachers, and community partners will be notified of the Annual Meeting through our school website, upaflorida.org, as well as email, Class Dojo, written letter sent home, and school newsletters.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

The resources that will be prepared for the Annual Title 1 Meeting include meeting invitation and agenda, PowerPoint presentation, evaluations, and meeting minutes. Digital presentations will be used to provide information and engagement for parents.

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

Staff Training for Parent and Family Engagement #1 (PFEPStep4)

Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Engaging Parents	Staff will learn to create and implement digital portfolios, creating a timely and user-friendly	As a result of this training, teachers and staff will positively impact and increase	Teachers will submit copies of conference/staffing notes, as well	November, 2020	Dr. Mike Hill

Staff Training for Parent and Family Engagement #2 (PFEPStep4)

Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Goal-setting with	Staff will implement goal-setting with families through Formative Instructional Practices to	As a result of this training, staff, students and families will monitor	Teachers will submit copies of parent-teacher conference notes,	December, 2020	Dr. Mike Hill

Evaluation of Staff Training

Using your staff training evaluations and feedback from faculty and staff trainings, evaluate how the trainings provided during the school year educated faculty and staff on the value of engaging families and on the strategies designed to equip families to support learning at home.

Reflection/Evaluation of Training #1 (PFEPStep5)					
Name and Brief Description	Number of Participants	What were teachers able to do as a result of the training?	Have you seen evidence that teachers are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
N/A	N/A	N/A	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? N/A	N/A	N/A

Reflection/Evaluation of Training #2 (PFEPStep5)					
Name and Brief Description	Number of Participants	What were teachers able to do as a result of the training?	Have you seen evidence that teachers are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements could be made and what steps will you implement to make the training more effective?
N/A	N/A	N/A	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? N/A	N/A	N/A

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

Parent and Family Capacity Building Training #1 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount \$0.00
Literacy Night	Parents will be provided with tools necessary to assist in their child's literacy development.	Parents will participate in hands-on, grade-level specific, standards based activities to assist in their child's literacy development.	As a result of this training, parents will be able to incorporate the learned strategies at home, with their children, to support them in their literacy development.	October 22, 2020	Mrs. Mann	Resources and materials include meeting invitation and	

Parent and Family Capacity Building Training #2 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount \$0.00
STEM Night	Parents will be provided with tools necessary to assist in their child's mathematical development.	Parents will participate in hands-on, grade-level specific, standards based activities to assist in their child's math development.	As a result of this training, parents will be able to incorporate the learned strategies at home, with their children, to support them in their math development.	January 21, 2020	Ms. Thorpe	Resources and materials include meeting invitation	

Parent and Family Capacity Building Training #3 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount <input type="text" value="\$0.00"/>
Virtual Learning and Assessment Support	Staff will support families with continued virtual education and online platforms, as well as standardized assessments.	Parents will participate in hands-on, ability-level specific, standards based activities to assist in their child's virtual learning and assessment success.	As a result of this training, parents will be able to incorporate the learned strategies at home, with their children, to support them in their virtual learning and assessments.	November 19, 2020	Mrs. Mann Ms. Thorpe	Resources and materials include meeting invitation and	

Evaluation of Parent Training

Using your parent and family training analysis or reflections, evaluations, and other input, evaluate how the parent and family trainings provided during the school year built the capacity of parent and families to help their children learn at home.

Reflection/Evaluation of Training #1 (PFEPStep7)					
Name of Training	Number ofParticipants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
Literacy Night	7	Develop and expand children's time spent reading by utilizing virtual library	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? NA	Parents were excited that there are additional options available to them when many libraries are closed or have limited hours. Parents were informed about data around the positive effects of increased reading time for students.	Additional advertising and increased incentives to increase attendance.

Reflection/Evaluation of Training #2 (PFEPStep7)					
Name of Training	Number ofParticipants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
NA	NA	NA	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? NA	NA	NA

Reflection/Evaluation of Training #3 (PFEPStep7)					
Name of Training	Number ofParticipants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?

Name of Training	Number of Participants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
N/A	N/A	N/A	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? N/A	N/A	N/A

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

Partnership #1

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Faith's Place	Faith's Place is an organization that provides preschool and after school educational services to the community. This partnership allows many	Agendas and meeting minutes will be provided to showcase this partnership.	Bi-annually

Partnership #2

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Urban League	Urban League of Palm Beach County has been at the forefront of youth, education, economic, community and health empowerment for the	Photographs will be provided to showcase this partnership.	Bi-annually

Partnership #3

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Bridges of West Palm Beach	Bridges of West Palm Beach, a division of program of the Children's Services Council of Palm Beach County, is a gathering place that	Agendas and meeting minutes will be provided to showcase this partnership.	Bi-annually

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

<p>1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.</p>	<p>List evidence that you will upload based on your description.</p>
<p>University Preparatory Academy will inform parents about Title 1 programs through CNA meeting, PFEP input meeting, Annual Meeting, our monthly family calendar, flyers, ClassDojo, Rediker, website, and Facebook. Title 1 information will be provided in English, Spanish, Creole, and Portugese, to meet the needs of all families.</p>	<p>Flyers, newsletters, Rediker message, ClassDojo post, school website and Facebook page</p>
<p>2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.</p>	<p>List evidence that you will upload based on your description.</p>
<p>Parents will be informed about curriculum through teacher's weekly newsletter. Assessment information will be provided on both the family calendar and the teacher's weekly newsletter. Proficiency levels will be introduced at Open House, literacy nights, and during parent-teacher conferences. Information will be shared in appropriate</p>	<p>Progress reports, reading deficiency letters, and report cards.</p>
<p>3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.</p>	<p>List evidence that you will upload based on your description.</p>
<p>Parents will be informed about curriculum through teacher's weekly newsletter. Assessment information will be provided on both the family calendar and the teacher's weekly newsletter. Proficiency levels will be introduced at Open House, literacy nights, and during parent-teacher conferences. Information will be shared in appropriate</p>	<p>Flyers, newsletters, Rediker message, ClassDojo post, school website and Facebook page</p>
<p>4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.</p>	<p>List evidence that you will upload based on your description.</p>
<p>Parents and all stakeholders will be invited to our Annual Title 1 Meeting, Comprehensive Needs Assessment Meeting, as well as our monthly School Advisory Council Meetings. Parents will be informed about opportunities to participate in decision-making related to the education of their children through invitations to teacher-led and</p>	<p>Flyers, newsletters, Rediker message, ClassDojo post, school website and Facebook page</p>
<p>5. Describe how the school will offer flexible meeting dates and times or trainings, activities and events to remove barriers for attendance.</p>	<p>List evidence that you will upload based on your description.</p>
<p>During all meetings, supervision is provided for students, thus allowing parents to focus on the content being presented. Flexible meeting schedule are provided to families. Virtual meetings will allow families to attend from their homes. Meetings can also be recorded and shared. Information will be shared in appropriate languages</p>	<p>Meeting dates and times, clips of posts of recorded meetings.</p>

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events.

Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency	List evidence that you will upload based on your description.	File Attachments
<p>The parents and families with limited English Proficiency need to be provided with equal access to the information provided at school meetings. Currently, we have families that speak Spanish and Creole. University Preparatory Academy will need to address this barrier, by ensuring that translators are made available to ensure families are</p>	<p>Parent's Right to Know translated in Spanish, Creole, and Portuguese</p>	
2. Parents and families with disabilities	List evidence that you will upload based on your description.	File Attachments
<p>The parents and families with disabilities need to be provided with equal access to the information provided at school meetings. University Preparatory Academy will need to address this barrier, by ensuring that accommodations are made available to ensure families are able to receive the information presented. These</p>	<p>Picture of handicap parking spaces Picture of ADA compliant seating Ramps for wheelchair access</p>	
3. Families engaged in migratory work	List evidence that you will upload based on your description.	File Attachments
<p>The parents and families who are engaged in migratory work need to be provided with equal access to the information provided at school meetings. University Preparatory Academy will need to address this barrier, by ensuring that all information presented be made available for families to access, after meetings have been held, in</p>	<p>Home visit logs Referral to Migrant Education Program Documentation of resources provided, including</p>	
4. Families experiencing homelessness	List evidence that you will upload based on your description.	File Attachments
<p>The parents and families who are experiencing homelessness need to be provided with equal access to the information provided at school meetings. University Preparatory Academy will need to address this barrier, by ensuring that all information presented be made available for families to access, after meetings have been held, in</p>	<p>Email to McKinney-Vento Program List of organizations, community partners who provide additional resources</p>	

Other Activities

List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

Activity #1

Name of Activity	Brief Description
School vision meeting (virtual).	Meeting with school parents and other stakeholders to share the school vision in a concise and effective manner. Connecting parents with the school vision will promote engagement, solicit support, and give parents

Activity #2

Name of Activity	Brief Description
Virtual coffee.	Brief morning meetings to connect with parents in a less structured environment. These meetings allow the principal to have direct feedback from parents and present additional opportunities for engagement.

Activity #3

Name of Activity	Brief Description
School family night (when/if pandemic permits)	School gathering with a family type atmosphere. Includes games and activities for the whole family. School family nights allow families to interact with each other as well as with school staff and stakeholders

Building Students' Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/ emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and / or
- Develop a sense of service for others.

University Preparatory Academy takes deliberate efforts to build our scholars academically, as well as socially. Through our Positive Behavior Support and Intervention committee, we have established daily, weekly, and monthly incentives to motivate our scholars to transition from "behave" to "believe". Our teachers utilize a classroom management system, where scholars can earn daily rewards from the treasure box. Teachers communicate daily with parents regarding scholars and their efforts to maintain appropriate behavior. Monthly, scholars can earn "Fun Friday", where our fine arts teachers collaborate and rotate various activity to reward scholars for adhering to school-wide expectations. Three times during the school year, our administration hosts themed celebrations for scholars that continuously adhere to school-wide expectations. Those events include our "Boo Bash", "Winter Wonderland", and "Spring Fling". Our teachers also utilize ClassDojo to reinforce positive behaviors and communicate with parents. We can also post events, pictures, and videos of our scholars engaging in academic activities, as well as social events. This allows parents to have a glimpse of what their scholar experiences on a day-to-day basis. Our scholars also benefit from support from our school guidance counselor. She collaborates with teachers and staff and identifies and develops strategic interventions that greatly improve our scholars social development. Our faculty and staff will participate in "Adopt-a-Scholar", where scholars who need additional support, receive it from a faculty/staff mentor. Monthly, our social-emotional curriculum, Positive Action, focuses on various social-emotional topics including self-concepts, body and mind, emotions, responsibility, social interactions, honesty, and continuous improvement,. These topics are integrated throughout our school day, including Morning Meeting, lunch, fine arts, and extra-curricular activities. Our guidance counselor also hosts the "Anti-Bullying Campaign" and "Red Ribbon Week", which encourages our students not to bully and to report it, as well as to stay drug-free. She also meets with parents and students to support them so that they can be successful.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS).

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

At UPA, our Tier 1 support is that all students are exposed to the core curriculum. For reading and writing, our core curriculum is Wonders, a standards-based curriculum that produces rigorous and relevant instruction. For mathematics, we utilize the GoMath series. As teachers utilize each of these curriculum, if they find that a scholar is having difficulty performing successful on Tier 1 curriculum, they will implement interventions for 6 weeks, collecting data and progress monitoring. After 6 weeks, if the student makes improvement, the teacher will determine whether to continue interventions or if the student is now proficient and no longer requires interventions. However, if after 6 weeks of interventions, the student is not making progress academically, that student will be referred to School Based Team, where the teacher, SBT leader, and other faculty members will meet and analyze the student's progress on baseline assessments. After analyzing the academic data on the student, along with a questionnaire and observations on the student, the team identifies specific areas to focus on and a Tier 2 plan will be developed. The student's tier 2 plan must be specific, measurable, attainable, realistic, and timely. After the team has identified the specific and measurable realistic goal, the team implements the plan and reconvenes with data was collected over 6 weeks. For Tier 2 services in reading, we utilize Fountas and Pinnell's Leveled Literacy Instruction. LLI is an intensive, evidence-based intervention program. Utilizing this program 30 minutes, daily, outside of the Tier 1 instructional time, will give the scholar the additional time and instruction, that will support them during Tier 1 instruction. The classroom teacher traditionally provides the tier 2 services, however, we do utilize interventionists to provide those services as well. When the team reconvenes after 6 weeks, the team analyzes the data collected. The team determines if the intervention is working and Tier 2 services should be continued. If the student has made significant progress and can return to Tier 1 services only. In this case, the data would show that the interventions have been so successful that the scholar is now performing on grade-level and no longer needs Tier 2 services. On the other hand, the student may have shown minimal to no improvement since beginning Tier 2 services, and the team may determine that the scholar needs Tier 3 services. At that time, the team would determine which Tier 3 services would best support the student.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

The process used to determine core instructional needs (data).How the school ensures instruction is aligned to standards.Courses / electives that are not considered core- content.Courses / electives that are focused on job skills. Opportunities to extend learning time.How the school connects classroom learning to world applications How extra curricular opportunities enrich the students' education.

**The term "well - rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

At UPA, we use data to determine our core instructional needs. This includes FSA, FSQs and USAs, I-Ready and Literacy Assessment data. After analyzing the data, we determine if the curriculum fits the needs of our students. If the curriculum provides the differentiated strategies and resources that we need, we then determine how to best incorporate the components of the curriculum to fit the needs of our students. Some resources will be used for whole group instruction, while other resources can be used for small group, intervention and remediation. The students of UPA are able to receive enrichment lessons daily through one of the three fine arts classes. These classes include Physical Education, Music, and Guidance. Each class session is 30 minutes daily and enables our students to supplement their core education. We believe that it is important for students to be stimulated in multiple content areas and provide opportunities to collaborate with their classmates and achieve success outside of academics. Students in our Music class are learning how to play the recorder (beginning recorder class and voice). Lastly, we partner with Faith's Place Aftercare Program and provide a very discounted rate for our students to attend aftercare here on campus. Faith's Place Aftercare Program provides sports, music and dance lessons, as well as homework assistance. We encourage all of our students to participate.

Post-secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/ readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT / SAT prep programs;
- Project based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

At University Preparatory Academy, the hallways display college and university banners from a variety of schools, from ivy league to historically black colleges and universities. In addition, each classroom is named for a college or university. Many teachers chose to name their classroom after their Alma mater, and refer to their class by their college/university. For example, a teacher may greet her class by saying, "Good morning USF (University of South Florida) scholars!". The last Friday of the month is University Day where faculty, staff, and students wear college and university attire. As a school, we are able to use University Day to discuss the various programs and opportunities available at the colleges and universities that we have attended. College tours and career days have been planned for the end of the school year.

Transition from Early Childhood Education Programs to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round- up
- Pre - K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On - site school tours for new kindergarten families
- Early school year start / summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre- K students
- Looping from Pre- K to K
- Collaboration with local preschools to develop readiness skills

University Preparatory Academy has established relationships with local Voluntary Pre-K Program providers and daycare providers. Through this relationship, we are able to visit the sites and meet with site directors, as well as parents. We are also invited to monthly meetings at the daycare sites. Attending these meetings allows us the opportunity to share with parents and directors our Kindergarten Readiness Presentation. This presentation gives parents and directors vital information to prepare their children in literacy, mathematics, fine and gross motor skills. This information enables parents and site directors to know critical skills to reinforce with their children, so that they will be more successful as they enter elementary school. We also seek out other community organizations and events, where we can share our Kindergarten Readiness presentation as well. At the conclusion of the presentation, we are able to give each participant a Kindergarten Readiness packet, full of activities to reinforce skills taught throughout the presentation. Students are able to work on the various activities throughout the packet to prepare them for the academic rigor of elementary school.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences(AVID, content specific, STEM, AP / IB / AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

Faculty and staff are provided with a variety of professional development opportunities. Our Summer Institute provided teachers and support staff with training in our reading curriculum Wonders. The Instructional Coach and Assistant Principal facilitated this 2-day training which allowed teachers to internalize the first unit and prepared them to internalize future units. Teachers will also be trained in using I-Ready Tools for Instruction and Teacher-led small group lessons. Reading teachers were trained in Close Reading, through Catapult Learning. Teachers were also trained in School Based Team, and the MTSS process. Other technological trainings during the Summer Institute include I-Ready, an adaptive computer-based program for reading and math, as well as Standards Mastery, an assessment component of I-Ready, Standards Mastery allows teachers to create focused standards-based assessments that are presented in a format similar to the Florida Standards Assessment. Our STEM Lab teacher will utilize Tynker, a coding program. Throughout the school year, teachers, interventionists, fine arts teachers, and administrators attend Professional Learning Communities, or PLCs. Although the Instructional Coach and Assistant Principal facilitate these meetings, they are collaborative meetings focus on a variety of topics including classroom management, parent conferencing, data driven instruction, and lesson planning. Teachers also have opportunities to attend workshops where the Instructional Coach and Assistant Principal provide additional support. These workshops include Literacy Stations and an Leveled Literacy Instruction (LLI). Teachers are able to leave each workshop with specific tools and resources to support them in the classroom. The Principal facilitates monthly faculty meetings that also provide teachers and staff with an opportunity to learn other effective strategies to implement in their classrooms. The Educator Support Program allows experienced teachers the chance to support and develop newer teachers.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Retention:

- Orientation
- Mentoring / Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School / Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part- time pay such as tutoring

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

UPA strongly believes in and has taken significant efforts to recruit, develop, retain, and support certified teachers and to be in compliance with certification requirements. These effective as instructors and positive assets to the professional learning community. We have taken the following steps to ensure a strong teaching force: attending Job Fairs at colleges throughout the state, advertisements in local newspaper, as well as internet career sites, recommendations from current teachers at our school, stipends for "Master teachers", who teach in critical areas, such as 3rd-5th grade and who have graduate degrees and specialized certifications, as well as participation in the Educator Support Program. We have conducted on-the-spot interviews at Job Fairs, and seek to fill a variety of positions including our Teaching Fellow position. This position is a great way for a non-education major to experience teaching and work alongside a "master teacher". While working in this position, a teaching fellow gets the opportunity to work with small groups, learn effective instructional strategies, as well as engaging activities to utilize with their students in the future. Our advertisements yield us candidates that interview with multiple members of administration and staff and are asked a series of questions regarding themselves and their instructional practices. Candidates may also be required to conduct a mock lesson, in which they pick a topic and teach it to a group of students or staff members. We look for candidates who are willing to build relationships with their students and the student's parents. Once hired, some teachers may benefit from the ESP program. Mentors are already identified. Mentees are matched up with those educators who meet the qualification to be an ESP mentor. Establishing this relationship helps to retain teachers.

