Ucp Seminole Child Development

2020-21 Schoolwide Improvement Plan

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Ucp Seminole Child Development

756 N SUN DR, Lake Mary, FL 32746

http://www.ucpcdc.org/

Demographics

Principal: Marife Gomez

Start Date for this Principal: 8/20/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-2
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: F (27%) 2016-17: No Grade 2015-16: No Grade
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	CS&I
* 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 Seminole 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.](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)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-2	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	2017-18
Grade	F

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 Seminole 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.
To create a fully inclusive learning community where all students, parents, and education professionals appreciate and value diversity in all forms. We will educate students to become conscientious, responsible citizens whereby they assume the role of life-long learners as they reflect upon and contribute to the cultural and civic life of the community. All students are supported to achieve high standards in both their academic and personal development through a research-based educational program utilizing an inquiry/project- based program integrating arts and technology.

Provide the school's vision statement.

UCP Seminole Campus is a place that fulfills the needs of our students. We are creating a community where everyone touched by a disability can excel, without limitations. There is evidence-based research that supports the belief that children with and without disabilities in an inclusive classroom achieve similar or better academic outcomes than their peers in non-inclusive classroom environments. Studies have shown that when placed in a classroom with their peers with disabilities, children without disabilities score higher on problem solving skills and empathy than those students who are not exposed to such a diverse environments. UCP Seminole is educating all kids differently. All students will be supported to achieve high standards in both their academic and personal development through a research-based educational program utilizing brain based and constructive approaches that are designed to engage students in problem solving activities at levels appropriate to their individual needs.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Gomez, Marife	Principal	The primary role of the Principal is oversight of campus-based instructional programs. This includes a participatory role in the selection and implementation of English Language Arts, Mathematics, Science and Social Studies programs; training of staff in the use of the program; oversight of data collection and MTSS processes; development of the campus tutoring program: formation and oversight of professional learning communities; implementation of agency teachers mentor-ship programs; and oversight of preparation for state standards-based assessments. Another vital role of the School Administrator is oversight of compliance with the individuals with Disabilities Act (IDEA). A large percentage of students with disabilities at the UCP Seminole Campus PK-2nd (approximately 80%) are supported by an Individualized Education Program, or IEP; the school administrator works closely with staff to ensure that the IEP plans are carried out, that IEP timelines are fulfilled with fidelity, and that IEP goals, benchmarks, services, and accommodations are met to the greatest extent possible. A third role of the school administrator is to work with all school stakeholders, including students, parents, teachers, and UCP administration to ensure that the school fulfills all applicable health, safety, educational and therapeutic best practices and compliance requirements. The School Administrator monitors overall student achievement and determines if there are students in danger of not making learning gains that are predicted Level 1 and 2 students. The School Administrator, ensures their enrichment needs, resources, teacher support are appropriate, to share in the common goal of improving instruction as well as developing Professional Development courses that align with the school-wide Professional Development Plan.

Demographic Information

Principal start date
Thursday 8/20/2020, Marife Gomez

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.*

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.*

Total number of teacher positions allocated to the school
12

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-2
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: F (27%) 2016-17: No Grade 2015-16: No Grade
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	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

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	16	12	13	9	0	0	0	0	0	0	0	0	0	50
Attendance below 90 percent	7	9	4	4	0	0	0	0	0	0	0	0	0	24
One or more suspensions	0	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	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide 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	6	0	0	0	0	0	0	0	0	0	0	0	6

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

Thursday 8/20/2020

Prior Year - As Reported

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	17	13	13	10	0	0	0	0	0	0	0	0	0	53
Attendance below 90 percent	5	5	1	0	0	0	0	0	0	0	0	0	0	11
One or more suspensions	4	0	0	4	0	0	0	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	0	9	0	0	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	9	0	0	0	0	0	0	0	0	0	9

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	6	13	11	10	0	0	0	0	0	0	0	0	0	40

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	2	1	3	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - 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	17	13	13	10	0	0	0	0	0	0	0	0	0	53
Attendance below 90 percent	5	5	1	0	0	0	0	0	0	0	0	0	0	11
One or more suspensions	4	0	0	4	0	0	0	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	0	9	0	0	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	9	0	0	0	0	0	0	0	0	0	9

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	6	13	11	10	0	0	0	0	0	0	0	0	0	40

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	2	1	3	0	0	0	0	0	0	0	0	0	6
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
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	2019			2018		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	0%	67%	57%	0%	65%	55%
ELA Learning Gains	0%	61%	58%	0%	60%	57%
ELA Lowest 25th Percentile	0%	51%	53%	0%	52%	52%
Math Achievement	0%	70%	63%	0%	67%	61%
Math Learning Gains	0%	66%	62%	0%	61%	61%
Math Lowest 25th Percentile	0%	50%	51%	0%	47%	51%
Science Achievement	0%	62%	53%	0%	60%	51%

	EWS Indicators as Input Earlier in the Survey			
Indicator	**Grade Level (prior year reported)**			**Total**
	K	**1**	**2**	
	(0)	(0)	(0)	0 (0)

Grade Level Data
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**

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**

Subgroup Data

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	27			36							
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**
SWD	20			40							
FRL	20			40							
2017 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 2015-16**	**C & C Accel 2015-16**

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	30
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	60
Total Components for the Federal Index	2
Percent Tested	94%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

In 2019-20 due to Covid-19 no data is available, no test was perform.
Trends:
1.Students were receiving virtually lessons.
2,Attendance- some parents work others didn't know how to navigate the Ipads.
3.Lack of completing daily work-minimal attention span due to student disability

In 2018-19 the area of lowest performance based on the indicators in this School Improvement Plan is that students achievement of the Florida Standards Assessment. Nine third graders obtained a Level 1
on the ELA assessment and nine students obtained a Level 1 on the mathematics assessment.

One trend can be the transition to IReady as the students were learning how to use it.
The year of 2018-19 was the second year that UCP Seminole assessed third grade students for the
FSA and FSAA.
Another trend could be that 10 out the 13 students that took the FSA ELA and FSA Math
have disabilities.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

None, due to Covid-19 UCP Seminole was not able to have comparable data. This year UCP
Seminole will not have a third grade.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

2019-20- No gap was available to compare with state average due to Covid-19.
2018-19- On the FSA ELA assessment, 8% of students were proficient (levels 3). On the FSA Math
test 23 % of students were proficient (levels 3) during the 2018-19 school year. The 3rd
grade ELA had the largest gap between the school performance and the state
performance on FSA. Both ELA and Math show the same gap between school percentile
and state average.

Which data component showed the most improvement? What new actions did your school take in this area?

No comparable data was collected due to Covid-19.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

One concern is the type of students that UCP Seminole Charter enrolls based on our mission and
vision. Currently approximately 80% of the students at UCP Seminole Charter are students
with disabilities.
Although our attendance on 2018-19 school year was 89%, for the school year 2019-20 the trend
appears to be much lower due to Covid-19.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase attendance rate.
2. Increase IReady ELA scores.
3. Increase IReady Math scores.

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to Attendance	
Area of Focus Description and Rationale:	One of the greatest predictors of present and future student academic success is a high rate of attendance. Due to Covid-19 parents are not using the school-based transportation option, some decided to select the Flex Connect option. Some families are impacted by others factors. Nevertheless, the school needs to ensure that a high rate of daily attendance is maintained for the sake of its student body. During the 2019-2020 school year, the school consistently recognized and rewarded students with a high rate of attendance and sent certificates home with free meal coupons in reward of their support. During the upcoming year, the school needs to change strategies to enhance the attendance rate. The average quarterly attendance across all elementary school classrooms will be at least 91%.
Measurable Outcome:	The average daily attendance across all elementary school classrooms will be at least 91%.
Person responsible for monitoring outcome:	Marife Gomez (mgomez@ucpcfl.org)
Evidence-based Strategy:	Use PBIS strategies such as: 1. Make school a welcoming and engaging place. 2. Connect with at risk students. 3. Involve parents. 4. Award PBIS point for attendance achievement
Rationale for Evidence-based Strategy:	1. PBIS can be use at all grade levels, their is no equipment to purchase. 2. It integrate to student information systems

Action Steps to Implement

1.Teachers will communicate student attendance concerns (excessive tardiest or absences) to School Administrator and Family Service Case Manager on a weekly basis; concerns will be logged and addressed immediately.
2. School Administrator and Family Case Manager will used a tiered system of communications to contact parents and communicate attendance concerns (phone, informal meetings, truancy meetings).
3. Teacher will set conference with parents to discuss students attendance and the impact absences and tardies affect the learning gains of their students.
4.. School Administration will design and send home flyers in English and Spanish that discuss positive correlative between academic performance and attendance.
5. School Administrator obtain school-wide attendance levels from Agency Registrar once a month.

Person Responsible	Marife Gomez (mgomez@ucpcfl.org)

#2. Other specifically relating to Learning gains in English Language Arts	
Area of Focus Description and Rationale:	Since we will not have 3rd grade this school year 2020-21, our goal is to increase IReady reading score by a 10% from school year 2019-2020.
Measurable Outcome:	1. School administrator will identify students that are on Tier 2 and Tier 3 and will provide those students with individualized specialist instruction targeted to close academic deficits. 2. By using the IReady scores.formative and summative assessments (3 times a year) teachers will discuss progress monitoring data and will establish instructional strategies during ongoing professional learning community meetings. 3. School-wide and classroom incentives will be in effect to recognize individual achievement and reinforce academic growth. 4.A mandatory homework program to reinforce core and recently taught skills will be implemented. 5. IReady will be implemented across all elementary grades and benchmark tests will be regularly used for instructional, assessment, groupings and differentiation purposes. 6. Students that are identified as struggling readers in the IReady program will be provided additional small group instruction in the designation interventions blocks during the school day.
Person responsible for monitoring outcome:	Marife Gomez (mgomez@ucpcfl.org)
Evidence-based Strategy:	1. IReady data will be monitored by teachers and school administrator on a weekly basis. 2. MTSS meetings will be used to monitor progress in Tier 2 and Tier 3 interventions. 2. Teacher teams will monitor student progress in regularly scheduled PLC meetings.
Rationale for Evidence-based Strategy:	The school intent that students increase IReady reading scores by 10%.
Action Steps to Implement	

No action steps were entered for this area of focus

#3. Other specifically relating to Learning gains in Math	
Area of Focus Description and Rationale:	Since we will not have 3rd grade this school year 2020-21, our goal is to increase IReady math score by a 10% from school year 2019-2020.
Measurable Outcome:	1. School administrator will identify students that are on Tier 2 and Tier 3 and will provide those students with individualized specialist instruction targeted to close academic deficits. 2. By using the IReady scores.formative and summative assessments (3 times a year) teachers will discuss progress monitoring data and will establish instructional strategies during ongoing professional learning community meetings. 3. School-wide and classroom incentives will be in effect to recognize individual achievement and reinforce academic growth. 4.A mandatory homework program to reinforce core and recently taught skills will be implemented. 5. IReady will be implemented across all elementary grades and benchmark tests will be regularly used for instructional, assessment, groupings and differentiation purposes. 6. Students that are identified as struggling math in the IReady program will be provided additional small group instruction in the designation interventions blocks during the school day.
Person responsible for monitoring outcome:	Marife Gomez (mgomez@ucpcfl.org)
Evidence-based Strategy:	1. IReady data will be monitored by teachers and school administrator on a weekly basis. 2. MTSS meetings will be used to monitor progress in Tier 2 and Tier 3 interventions. 2. Teacher teams will monitor student progress in regularly scheduled PLC meetings.
Rationale for Evidence-based Strategy:	The school intent that students increase IReady math scores by 10%

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

1. Daily phone calls to follow students absentee.
2. Implementation of Neuhaus to improve reading skills.
3. Implement IReady Math to increase math skills.
4. MTSS weekly meetings to collect data and progress monitor.

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 ensuring all stakeholders are involved.

UCP Seminole continuously works to build and improve upon its relationships with the families. Monthly Parent Teacher Association (PTA) meetings are help on campus/virtually to provide support for the activities planned by school administration and staff. During those meetings, concerns and addressed and new activities are implemented. A quarterly school newsletter is published to inform families of upcoming events, provide articles about their children's learning and achievement, and relay consortium-wide events. In addition, individual classrooms produce newsletters that give specific information regarding the academics and goals of the classroom. Teachers provide comments and marks on quarterly report cards, but are always available to meet with parents regarding any questions or concerns. Parent/Teacher conferences are held three times a year during which student progress is discussed. After school parent workshops are offered every two months; the topics for these workshops are based on surveys of parent interest; UCP employees and therapists and outside agencies speak and inform parents at these events. Parents are recognized for their contribution to the UCP Seminole community in newsletter, by letter and in person. The school opens up many of its daytime activities and events to parents, such as Curriculum Night, Math Night, Literacy Night, Thanksgiving Luncheon and Muffins for Moms and Donuts for Dads.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Other: Attendance	$0.00
2	III.A.	Areas of Focus: Other: Learning gains in English Language Arts	$0.00
3	III.A.	Areas of Focus: Other: Learning gains in Math	$0.00
		Total:	$0.00