

Seminole County Public Schools

Ucp Seminole Child Development



2021-22 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: 9/30/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: F (27%) 2016-17: 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	
* 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.

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)
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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of UCP 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	Position Title	Job Duties and Responsibilities
Gomez, Marife	Principal	Oversee Budget, Personnel Hiring, Staff evaluations, Discipline, Data Analysis, Parent Concerns, Public Relations, Staff Management, Mentoring, Coaching, Master Schedule, Facilities Management, Threat Assessment Team, Attendance, Safety Team, Title 1, and Professional Development,
Hunt, Toni	Instructional Coach	Oversees data analysis, mentors and coaches teachers in instructional planning and curriculum needs, facilitates professional development for teachers and staff
Parady, Rachelle	ELL Compliance Specialist	tests ELL students upon entry, completes ELL paperwork, holds meetings with families regarding ELL students, monitors ELL students progress,

Demographic Information

Principal start date

Thursday 9/30/2021, 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

13

Total number of students enrolled at the school

147

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

5

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

5

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	25	18	7	0	0	0	0	0	0	0	0	0	0	50
Attendance below 90 percent	21	13	7	0	0	0	0	0	0	0	0	0	0	41
One or more suspensions	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	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	
Number of students with a substantial reading deficiency	0	4	4	0	0	0	0	0	0	0	0	0	0	8

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	4	0	0	0	0	0	0	0	0	0	0	8

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

Date this data was collected or last updated

Thursday 9/30/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	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	

2020-21 - Updated

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	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		

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					67%	57%	18%	63%	56%
ELA Learning Gains					61%	58%		58%	55%
ELA Lowest 25th Percentile					51%	53%		47%	48%
Math Achievement					70%	63%	36%	68%	62%
Math Learning Gains					66%	62%		62%	59%
Math Lowest 25th Percentile					50%	51%		46%	47%
Science Achievement					62%	53%		66%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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

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

Grade Level Data Review - Progress Monitoring Assessments

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

English Language Arts- IReady Beginning, Middle and End of the Year

Mathematics- IReady Beginning, Middle and End of the Year.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	12/18%	12/33%	12/59%
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12/27%	12/41%	12/58%
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	11/33%	11/44%	11/50%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11/22%	11/13%	11/30%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	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

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							

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	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 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 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?

Using the progress monitoring data, we see that ELA gains are greater than Math gains for our 1st and 2nd grade students.

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

Based off progress monitoring data, Math is the content area showing the greatest need for improvement.

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

Aside from the pandemic and students transitioning in and out of face to face and virtual instruction, many students and teachers were quarantined. Students need to returned to Face to Face instruction and quarantine needs to diminish.

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

Based on progress monitoring data, ELA showed the most improvement across both 1st and 2nd grade.

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

The school implemented a new researched based curriculum (Neuhaus) and began weekly MTSS data meetings with teachers and school leadership team. This year we have a new instructional coach position to assist teachers with professional development and curriculum/lesson planning needs.

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

The teachers will divide students by level. Interventions during Guided Reading will be provided to fill in any gaps in learning. These additional interventions will help students better understand and practice grade level concepts. The group level structure will allow differentiation to ensure individual students' needs are being addressed on a daily basis.

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.

Our school-wide professional development calendar will consist of reviewing the ELA and Math B.E.S.T. standards framework. Teachers are also being trained in engagement strategies and effective practices for small groups in reading and math. Returning teachers are in phase two of the Neuhaus training program to assist students with ELA deficiencies while new teachers are receiving phase one training. iReady training will continue with teachers and school leadership to promote increase student learning gain.

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

A Skilled Instructional/Intervention Coach has been hired to support teachers and students, track records and data, model lessons, support lesson planning, enhance student engagement and increase teacher capacity. The interventionist will support Tier 3 and Access Points students through small groups, targeted remediation, and acceleration.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Since UCP will not have 3rd grade this year, our goal is to increase iReady reading scores by 3% from school year 2020-2021.
Measurable Outcome:	Our students in 1st grade will increase proficiency in Reading from BOY 21% to 59% EOY. Our students in 2nd grade will increase proficiency in Reading from BOY 36% to 53% EOY.
Monitoring:	iReady data will be used as a progress monitoring tool three times per year. Neuhaus mastery check will be used to monitor student progress throughout the year.
Person responsible for monitoring outcome:	Marife Gomez (mgomez@ucpcf.org)
Evidence-based Strategy:	The school will be using Neuhaus, iReady teacher toolbox, iReady diagnostics, and the UCP Education Website which contains addition research based practices.
Rationale for Evidence-based Strategy:	This strategy was selected as there is an evident need for improvement of Tier 1 standards-based instruction as well as increasing teacher capacity in order to effectively respond to data and make informed instructional decisions that will positively impact student achievement.

Action Steps to Implement

1. iReady data will be monitored by teachers and the school leadership team on a weekly basis.
2. MTSS meetings will be used to monitor progress for Tier 2 and Tier 3 interventions.
3. PLC's will be coordinated by grade level and conducted monthly.
4. Information from the data analysis will be used to drive instructional practice including reteaching, reassessment efforts, and targeted interventions.

Person Responsible Marife Gomez (mgomez@ucpcf.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Since UCP will not have 3rd grade this year, our goal is to increase IReady Math score by 3% from school year 2020-21.
Measurable Outcome:	Our students in 1st grade will increase proficiency in Math from BOY 30% to 61% EOY. Our students in 2nd grade will increase proficiency in Math from BOY 25% to 33% EOY.
Monitoring:	iReady data will be used as a progress monitoring tool three times per year. Ready Math unit summative assessments will be used to measure progress toward acquisition of grade level standards. Go Math is being used in conjunction with iReady to increase student performance on grade level standards.
Person responsible for monitoring outcome:	Marife Gomez (mgomez@ucpcf.org)
Evidence-based Strategy:	The school will be using iReady teacher toolbox, iReady diagnostics, Go Math, and the UCP Education Website which contains addition research based practices.
Rationale for Evidence-based Strategy:	This strategy was selected as there is an evident need for improvement of Tier 1 standards-based instruction. Math manipulatives will be used by students to ensure math concepts are comprehensible and aid with problem solving skills.

Action Steps to Implement

1. IReady data will be monitored by teachers and leadership team on a weekly basis.
2. MTSS meetings will be used to monitor progress in Tier 2 and Tier 3 interventions.
2. PLC's will be coordinated by grade level.
3. Information from the data analysis will be used to drive instructional practice including reteaching and reassessment efforts, and targeted interventions.

Person Responsible Marife Gomez (mgomez@ucpcf.org)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	Social and Emotional Learning (SEL) provides a foundation for safe and positive learning as well as enhances students' abilities to succeed in school, career, and life. Through Conscious Discipline, students will learn the skills to be successful.
Measurable Outcome:	To measure the effectiveness of the Social Emotional instruction at UCP, we will look at the discipline referrals from school year 2020-21. With the implementation of Conscious Discipline we will see a decrease in referral numbers by a 3%.
Monitoring:	Monitoring referrals and threat assessment data.
Person responsible for monitoring outcome:	Marife Gomez (mgomez@ucpcf.org)
Evidence-based Strategy:	PBIS, Conscious Discipline, and FLDRS Positive School Culture trainings
Rationale for Evidence-based Strategy:	PBIS and Conscious Discipline can be use at all grade levels, their is no equipment to purchase. Social Emotional classes will be integrate in the master schedule to develop appropriate social skills.

Action Steps to Implement

Use PBIS strategies such as:

1. Make school a welcoming and engaging place.
2. Connect with at risk students.
3. Involve parents

Use Conscious Discipline to provide a social and emotional intelligence classroom management program designed to give teachers the discipline skills they need to address the emotional and social issues of children. It also, interconnected world of conscious adults capable of responding instead of reacting to conflict, creating safe homes, and safe schools.

A year of Positive School Culture trainings for parents and teachers through FLDRS.

Person Responsible Marife Gomez (mgomez@ucpcf.org)

Additional Schoolwide Improvement Priorities

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

When using the SafeSchoolsforAlex.org site, UCP Seminole Child Development Center was not found. However, we will continue to track referrals using our internal system devised by our behavior department. We will also be implementing PBIS strategies, Conscious Discipline, and Positive School Culture Trainings from FLDRS to work with our students, staff, and parents.

Part IV: Positive Culture & Environment

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

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

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

UCP Seminole continuously works to build and improve upon its relationships with our families. This year UCP started a series of trainings for parents and teachers to build a Positive School Culture and environment sponsored by FLDRS.

Monthly Parent Teacher Association (PTA) meetings are held on campus/virtually to provide support for the activities planned by school administration and staff. During those meetings, concerns are 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 remarks 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, therapists and outside agencies inform parents at these events. Parents are recognized for their contribution via the UCP Seminole community newsletter, by letters sent home and in person at events. The school opens up many of its daytime activities and events to parents, such as Meet the Teacher prior to school starting, Curriculum Night, Math Night, Literacy Night, Thanksgiving Luncheon, and Art Show. The school completes a Parental Involvement Plan (PFEP), which is available on the school website.

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

School staff, parents, students and community members are all stakeholders responsible for promoting a positive culture and environment at UCP. School staff will develop positive relationships with all other stakeholders, set consistent expectations for school-wide behavior, build personal relationships with students based on trust and understanding while providing a safe and inclusive atmosphere for learning. Parents will be treated as educational "partners" and their involvement will be solicited and welcomed. Parents will be provided tools through workshops and weekly communications so they can better support their children

educationally. Students will be encouraged to meet high behavioral expectations, learn self management strategies and be active participants in their own academic and social development. Community partners will support the school's efforts by providing incentives and rewards to be used with staff and students to promote a positive culture and environment.