

Seminole County Public Schools

# Ucp Seminole Child Development School



2023-24

Schoolwide Improvement Plan (SIP)

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## Ucp Seminole Child Development

756 N SUN DR, Lake Mary, FL 32746

<http://www.ucpcdc.org/>

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

#### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

#### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

#### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **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 Department 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.

## 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.

#### **Provide the school's vision statement.**

The core of our philosophy is that disabilities do not define a child's potential to prosper and contribute to their community.

Through that philosophy we found that every child needs, and deserves the tools they need to blossom academically, socially, and emotionally and are proud that our roots as a nonprofit organization have evolved into an inter-sectional and inclusive vision where every child has equal access to the resources, experiences, and community that will help them achieve their ambitions.

### School Leadership Team, Stakeholder Involvement and SIP Monitoring

#### **School Leadership Team**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Darby, Donna	Principal	<p>As a School Principal, I oversee the daily activities and operations within the school. I also:</p> <ul style="list-style-type: none"> <li>Supervise Student Assessments</li> <li>Establishing and upholding school codes and policies</li> <li>Managing the school's budget and continued funding</li> <li>Communicating with staff and parents</li> <li>Maintaining disciplinary policies</li> <li>Attending functions as the public representative of the school</li> <li>Disciplining or advising students</li> <li>Approving Teachers' curriculums</li> <li>Ensuring the school environment is safe for all students and staff members</li> </ul>
Barreras, Winnie	Administrative Support	Plays a leadership role in the school's strategic and annual planning and budgeting process. Hires, manages, coaches, and develops school operations team members (including front office staff and vendors) and holds them accountable to goals and outcomes.
Ferran, Elizabeth	Paraprofessional	Paraprofessional responsibilities include providing staff support in an educational or childcare environment. Paraprofessionals will work with children individually or in small groups by providing basic instruction on reading, writing, math, and other education related activities as assigned by teachers' directions.
Garzione, Stacey	Staffing Specialist	Duties include assisting in the development of all IEP, IFSP, EP or SP documents required for eligible and identified ESE students actively enrolled at the school site; maintaining accurate ESE paperwork and supporting documentation to reflect the appropriate service delivery models and compliance with services for all students.
Gressley, Tiffany	Administrative Support	Oversee, ensure accuracy of and assist as needed with all office functions, including client relations, check-in/check-out, payment collection and entry, scheduling, insurance verification, answering phones and creation/maintenance/release of clients' paper and electronic health record.
Ortiz, Irma	Teacher, K-12	Develops, plans, and implements curriculum, lesson plans, and educational programs for student audiences within areas of expertise. Advises, tests, and teaches students audiences in a variety of academic subjects. Presents and reinforces learning concepts within a specified subject or subject area.
Scott, Karyn	Other	Oversees every aspect of developing, assessing, and modifying the road map for teachers. It's their duty to work with other school administrators

Name	Position Title	Job Duties and Responsibilities
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to outline what state standards, knowledge and skills must be taught at every grade level.

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

UCP Seminole Charter involves Teacher Leaders and Key Stakeholders to develop the SIP. The School Lead Team meets weekly to review upcoming events, coordinate assessments, recap behavior concerns and upcoming IEP meetings, enrollment numbers, Title 1, any other necessary agenda items. The Lead Team consists of the Instructional Coach, School Business Manager, Enrollment Specialist, Staffing Specialist, Therapy Practice Manager, and the Principal. The Principal meets bi-monthly with the K-2 Leader and the Early Childhood Leader to discuss teacher concerns, review upcoming events, assessments, and any other agenda items. Finally, the School Principal or designee meets monthly with the PTA Board to provide Title 1 updates, family engagement events, school functions and activities, and any other agenda items needed.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored three times per school year: Beginning of Year, Middle of Year, and End of Year. Each of these times both summative and formative student data will be gathered and entered into the MTSS database. School and district leaders will review summative and formative student data to confirm SIP goals are effectively implemented and student achievement is increasing, especially for our students with disabilities. Data chats and MTSS database will also be used to ensure SIP goals are on track or if revisions are needed so that continuous improvement is made.

### Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-2
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	79%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	89%
<b>Charter School</b>	Yes
<b>RAISE School</b>	No
<b>ESSA Identification</b>	



*updated as of 3/11/2024	
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2017-18: F
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

## Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	18	8	1	0	0	0	0	0	0	27	
One or more suspensions	2	1	1	0	0	0	0	0	0	4	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0		
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	14	3	4	0	0	0	0	0	0	21	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

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

## Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level	Total
Absent 10% or more days		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on statewide ELA assessment		
Level 1 on statewide Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**The number of students identified retained:**

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

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

**The number of students identified retained:**

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

## II. Needs Assessment/Data Review

### ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*		61	53		65	56			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		64	59		46	50			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		65	54		65	59			
Social Studies Achievement*					62	64			
Middle School Acceleration					45	52			
Graduation Rate					62	50			
College and Career Acceleration						80			
ELP Progress		77	59						

*\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

### ESSA School-Level Data Review (pre-populated)

**2021-22 ESSA Federal Index**

ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

**2021-22 ESSA Federal Index**

ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)****2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
FRL				

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

**Accountability Components by Subgroup**

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

**2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2021-22</b>	<b>C &amp; C Accel 2021-22</b>	<b>ELP Progress</b>
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												

## 2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL												

## 2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

## 2020-21 ACCOUNTABILITY 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	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

**Grade Level Data Review– State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

### III. Planning for Improvement

**Data Analysis/Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Kindergarten students showed higher gains in Reading than in Math, with 83% of students showing gains in Reading and 80% showing gains in Math. First and Second graders had higher gains in Math than Reading, with 72% showing gains in Math and 59% showing gains in Reading. First and Second graders lost face to face instructional time in earlier grades due to the pandemic. Absenteeism was a contributing factor as well as the lack of Reading Foundational Skills in these grades, which can be attributed to the pandemic.

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

Kindergarten, First and Second grades did not show declines in Reading or Math.

**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.**

We are an Early Childhood Education Center, covering Kindergarten, First and Second grades. No STAR state data has been shared for these grades.

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

First and Second grade students had the most improvement in Reading scores. The improvement in Reading scores can be attributed to implementation of standards-based curriculum taught in accordance with district pacing guides, implementation of center based/small group learning activities which highlighted focus standards, and small group or individual tutoring sessions provided to at risk students targeting specific skill deficits. Instructional staff received professional development to build capacity of understanding BEST standards, implement standards-based instruction, and differentiate instruction to accommodate the needs of all learners.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

1. Absenteeism is an area of concern.

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

1. Increase Vocabulary as well as Phonics & Word Analysis Skills of K-2 students.
2. Decrease Truancy rate through implementation of a schoolwide PBIS program
3. Increase Number Sense for K-2 students

**Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)



**#1. Positive Culture and Environment specifically relating to Early Warning System****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 22-23 Early Warning Indicators, absenteeism is a concern for our K-2 students. To decrease absenteeism rates, UCP Seminole is implementing a school-wide PBIS system. Included in this plan are ways to build excitement and desire to attend school regularly. Part of this plan includes increasing parent involvement in school. In addition, Child Study Team Meetings will be held regularly to discuss student truancy concerns and develop individual plans for students who are truant.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Eighteen percent of K-2 students had truancy rates in excess of ten percent of school days. The goal is to decrease the truancy rate of our K-2 students by 7% reducing the percentage students who were absent in excess of 18 school days to 11%. This will be measured by monthly and yearly attendance data in Skyward.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Student truancy will be monitored by recording attendance daily in Google drive. Daily documentation will be collected for students who are tardy and are check-out prior to the end of day. Teachers will be the first point of contact with the parents of absent students. If a student is absent 3 or more days a month, they will be referred to the Child Study Team so that a specific plan can be put in place to address truancy. If students holds an IEP, meetings with parents will be held to discuss truancy concerns and develop a plan of action.

**Person responsible for monitoring outcome:**

Donna Darby (donna.darby@ucpcf.org)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Research- and evidence-based school-wide absence prevention strategies will include: Daily classroom use of Cloud 9 program focusing on social-emotional learning practices, including anti-bullying message; providing access to mental health support through Seminole County Public School Mental Health Counselor; providing attendance incentives which are incorporated in our school-wide PBIS system; enhance climate and safety measures by establishing clear expectations and behaviors among students in PBIS system

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

MTSS Tier 1 interventions, including Cloud 9 and PBIS program will benefit all students; rewarding student attendance is also a Tier 1 intervention; Referring truant students to Child Study Team allows individualized plans to be created for Tier II students, which could include mental health counseling, IEP meetings with parents, student incentive contracts, additional academic support, and small group social-emotional learning practices. Tier III interventions involve notifying the school district of truant students, home visits, and possible relocation to student's home school so that transportation to/from school can be provided.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Attendance entered into Google Drive

**Person Responsible:** Donna Darby (donna.darby@ucpcfl.org)

**By When:** Daily by 9:30 am.

Implement Child Study Team meetings to address truancy concerns; take meeting notes within the student's IEP if applicable

**Person Responsible:** Donna Darby (donna.darby@ucpcfl.org)

**By When:** Meeting will occur each Tuesday at 10:00 am during the school year.

Implement School Wide PBIS system

**Person Responsible:** Donna Darby (donna.darby@ucpcfl.org)

**By When:** 8/10/23 and thereafter

Monthly Attendance Awards

**Person Responsible:** Donna Darby (donna.darby@ucpcfl.org)

**By When:** Held monthly beginning at the end of August and continuing until May.

Consistently implement Cloud 9 Social-Emotional program in all K-2 classrooms.

**Person Responsible:** Donna Darby (donna.darby@ucpcfl.org)

**By When:** Begins 8/10/23 and is noted in teacher lesson plans and through classroom monitoring.

**#2. Instructional Practice specifically relating to Math****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

STAR Math results confirmed that 50% of K-2 students have mastered grade level Number Sense benchmarks.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase Number Sense mastery to 55% for K-2 students based on EOY STAR results.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Implementation of consistent standards-based instruction in Number Sense for K-2 students using standards-based Go Math curriculum as noted in teacher lesson plans; BOY, MOY, EOY data from STAR math results.

**Person responsible for monitoring outcome:**

Donna Darby (donna.darby@ucpcf.org)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Remediation of Number Sense through small group and individual instruction using manipulatives for students to work with visual representations of mathematical ideas.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Students cannot yet reliably access an "internal" number-line of numbers 1-10.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Direct instruction to build Number Sense using manipulatives, such as dice, number lines, counting board games, and ten frames.

**Person Responsible:** Donna Darby (donna.darby@ucpcf.org)

**By When:** Continuously implemented through small group center instruction throughout the school year.

Explicit number counting strategies for addition and subtraction for students to acquire math facts using number lines and number "math fact" flash cards.

**Person Responsible:** Donna Darby (donna.darby@ucpcf.org)

**By When:** Continuously implemented through small group and individual instruction throughout the school year.

### #3. Instructional Practice specifically relating to ELA

#### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

STAR assessment data confirms 52% of K-2 students are not proficient in Vocabulary benchmarks.

#### Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase proficiency in Vocabulary benchmarks by 5% by introducing and reinforcing high-utility words considered "tier-2 vocabulary" words that are relevant to academic success.

#### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

State and district progress monitoring assessments, teacher lesson plans, formative assessments, student work and report cards will be monitored to determine progress towards measurable outcome. Results from STAR Reading EOY report for 23-24 SY as compared to 22-23 SY.

#### Person responsible for monitoring outcome:

Donna Darby (donna.darby@ucpcf.org)

#### Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Vocabulary instruction must be explicitly taught using a systemic approach including categorization of words, parts of speech, definitions, synonyms, and antonyms.

#### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Vocabulary instruction should explicitly teach categorization of words, parts of speech, definitions, synonyms, and antonyms. By focusing on these areas we build knowledge of multiple-meaning words, shades of meaning, students need to have the foundation to comprehend effectively.

#### Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

#### Will this evidence-based intervention be funded with UniSIG?

No

#### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Explicit, targeted vocabulary instruction for K-2 students using categorization of words, parts of speech, definitions, synonyms, and antonyms in order for students to comprehend effectively.

**Person Responsible:** Donna Darby (donna.darby@ucpcf.org)

**By When:** Continuously taught throughout the school year.

#### #4. Instructional Practice specifically relating to Small Group Instruction

##### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Progress monitoring data indicates that 53% of students in Grades K-2 did not meet benchmark proficiency in Phonics and Word Analysis.

##### Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students in K-2 will increase Phonics and Word Analysis Benchmark proficiency by 5% for the 23-24 school year.

##### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

State and district progress monitoring, teacher created lesson plans, student work, report cards.

##### Person responsible for monitoring outcome:

Donna Darby (donna.darby@ucpcfl.org)

##### Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Orton-Gillingham Approach will be implemented in all K-2 classrooms to teach literacy skills to struggling students.

##### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Seventy-five percent of the student population are categorized as students with disabilities and are significantly behind in their literacy skills. Orton-Gillingham is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals.

##### Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

##### Will this evidence-based intervention be funded with UniSIG?

No

##### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Finalize training of K/1 ESE teacher and 2 support staff members on OG implementation methods. Monitoring of OG lessons, through teacher/staff videos, classroom walkthroughs, teacher-created lesson plans, and formative and summative OG assessments.

**Person Responsible:** Donna Darby (donna.darby@ucpcfl.org)

**By When:** Continuous implementation of OG method throughout the school year in the ELA block, which was extended by 30 minutes to allow intensive intervention.

Orton Gillingham method will be implemented in small groups during intervention period to increase student's foundational reading skills.

**Person Responsible:** Donna Darby (donna.darby@ucpcf.org)

**By When:** Orton Gillingham will be used in K-2 classrooms daily during intervention time and STAR Reading assessment data will be collected 3 times a year to measure outcomes.

### CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

### Reading Achievement Initiative for Scholastic Excellence (RAISE)

#### Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

#### Grades K-2 Measurable Outcomes

#### Grades 3-5 Measurable Outcomes

### Monitoring

#### Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

#### Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

### Evidence-based Practices/Programs

**Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

**Rationale:**

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

**Action Steps to Implement**

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

**Action Step****Person Responsible for Monitoring****Title I Requirements****Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school’s webpage\* where the SIP is made publicly available.



The SIP will be made publicly available on our school webpage: <https://www.ucpcharter.org/seminole>. A copy of the current school year SIP will be printed and placed in our school lobby. The SIP will also be presented at school-wide PTA meetings and during our Title 1 meetings. A link to the SIP will also be posted on Brightwheel, our parent portal.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

UCP Seminole Charter School's Family Engagement Plan will be made publicly available on our school webpage: <https://www.ucpcharter.org/seminole>. Monthly parent engagement opportunities will be offered to parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students. UCP Seminole will also hold Parent Conferences during the first and second semesters of the 23-24 School Year. In addition, all progress monitoring assessment results will go home in student folders as well as report cards for each grading period. UCP Charter School will also hold monthly parent sessions virtually. When information is shared or parent events held, they will be communicated through flyers, Brightwheel, student planners, and the school's website.

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

UCP Seminole Charter School plans to strengthen the academic program by strengthening teacher capacity. K-2 teachers will receive training in Orton Gillingham to increase student's foundational reading skills. Teachers will also base all instruction on grade level BEST standards and UCP pacing guides. Reading block was increased by 30 minutes to include an intervention block to offer remediation daily. Center based instruction will be used with Math and Reading instruction and manipulatives will be used for math instruction. Based on formative and summative assessment results, tutoring will be available for at risk students. Truancy will be minimized due to school wide implementation of a PBIS. Parent communication will be frequent and transparent and the school will be open to parent involvement.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

Truancy was identified as a barrier for student achievement. A school-wide PBIS plan will be implemented during the 23-24 school year to address truant behaviors and increase student attendance. Frequent contact with parents through Parent Engagement Monthly Activities, PTA, and Parent Conference Days, will increase parent involvement and parent satisfaction.

#### **Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**



Through weekly MTSS meetings with teachers, the behavior coach, the instructional coach, the staffing specialist, and the district mental health counselor, students will be identified who need assistance outside academic subject areas. Mental health counseling, social skills instruction, evaluation referrals, as well as outside agency referrals will be considered as options to improve students' skills.

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

Not applicable for K-2 students.

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

A school-wide Positive Behavioral Intervention System will be introduced during the 23-24 school year. In this tiered approach, all K-2 students will receive social skills instruction through Cloud 9 30 minutes per week in their classrooms. Students identified through the MTSS system as needing Tier 2 support will receive a small group social skills instruction with our behavior coach as well as Tier 1 classroom support. Students identified through the MTSS system as needing Tier 3 support will receive individual social skills training with the school's behavior coach. Tier 3 students will also receive a Functional Behavior Analysis to determine if a Behavior Intervention Plan is needed. If confirmed, a specialized Behavior Intervention Plan will be written for the student. The Behavior Coach will train classroom staff on BIP implementation to ensure plan is implemented with fidelity.

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

Kindergarten, First and Second grade teachers and paraprofessionals received intense training in implementing Orton Gillingham, a specialized reading plan to improve reading instruction. The same personnel received district training during preplanning on standards-based instruction for the BEST standards. Professional development will continue on the first Friday of every month to increase teacher and paraprofessional capacity in Foundational Reading Skills, Number Sense, and Small Group Instruction. In addition, all school staff will participate in the PBIS program implemented at UCP Seminole Charter School.

Teachers and staff new to UCP Seminole will be assigned a mentor who will be a resource for the teammate throughout the 23-24 school year. Also, staff moral will be enhanced through monthly incentives such as staff member of the month parking space, appreciation cart, and PTA giveaways.

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

To prepare our Early Childhood students for kindergarten readiness, the school is prioritizing instruction focusing on Vocabulary acquisition through vocabulary rich classrooms, read aloud time, and sing song activities interwoven with our FrogStreet curriculum which follows the Early Childhood standards. In addition, pre-reading skills will be taught through Zoo Phonics for PreSchool students and Heggerty for PreK students. Both Zoo Phonics and Heggerty will provide explicit phonemic awareness instruction through teacher modeling for our Early Childhood PreSchool and PreK students. In addition, Early Childhood students will receive foundational instruction on early numeracy skills to build capacity and be prepared to access kindergarten math standards.

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Small Group Instruction	\$0.00
Total:			\$0.00

### Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No