

Seminole County Public Schools

UCP SEMINOLE CHILD DEVELOPMENT



2024-25 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 3

 A. School Mission and Vision 3

 B. School Leadership Team 3

 C. Stakeholder Involvement and Monitoring 6

 D. Demographic Data 7

 E. Early Warning Systems 8

II. Needs Assessment/Data Review 11

 A. ESSA School, District, State Comparison 12

 B. ESSA School-Level Data Review 13

 C. ESSA Subgroup Data Review 14

 D. Accountability Components by Subgroup 15

 E. Grade Level Data Review 16

III. Planning for Improvement 17

IV. Positive Culture and Environment 25

V. Title I Requirements (optional) 28

VI. ATSI, TSI and CSI Resource Review 32

VII. Budget to Support Areas of Focus 33

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Donna Darby

Position Title

Principal

Job Duties and Responsibilities

As a School Principal, I oversee the daily activities and operations within the school. I also:

Instructional Leader

Supervise Student Assessments

Establish and uphold school codes and policies

Manage the school's budget and continued funding
Communicate with staff and parents
Maintain disciplinary policies
Attend functions as the public representative of the school
Discipline or advise students
Approve Teachers' curriculums
Ensure the school environment is safe for all students and staff members

Leadership Team Member #2

Employee's Name

Stacey Garzione

Position Title

Principal Intern

Job Duties and Responsibilities

Will assist the School Principal, to oversee the daily activities and operations within the school. as well as:

Provide Instructional Leadership
Supervise Student Assessments
Establishing and upholding school codes and policies
Managing the school's budget and continued funding
Communicating with staff and parents
Maintaining disciplinary policies
Attending functions as the public representative of the school
Disciplining or advising students
Approving Teachers' curriculums
Ensuring the school environment is safe for all students and staff members

Leadership Team Member #3

Employee's Name

Elizabeth Rogers

Position Title

Instructional Coach/Interventionist

Job Duties and Responsibilities

- Collaborating with teachers to improve their pedagogical practices

- Analyzing student data to inform instruction
- Designing and delivering professional development
- Providing individualized coaching to teachers
- Promoting reflection, providing guidance and structure where needed, and focusing on strengths, collaboration, and common issues of concern
- Ensuring high-quality instruction in classrooms through modeling, co-planning, co-teaching, and providing feedback to teachers
- Provide and support intervention

C. Stakeholder Involvement and Monitoring

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. (ESEA 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 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.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-2
PRIMARY SERVICE TYPE (PER MSID FILE)	ALTERNATIVE EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: 2022-23: * 2021-22: 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	10	12	3							25
One or more suspensions	1	1	1							3
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	10	6	7							23
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	6	6	3							15

Current Year 2024-25

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	7	9	5							21

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year			1							1
Students retained two or more times										0

Prior Year (2023-24) As Last Reported (pre-populated)

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 school days	18	8	1							27
One or more suspensions	2	1	1							4
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	14	3	4							21

Prior Year (2023-24) As Last Reported (pre-populated)

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	6	3	1							10

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	1								2
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024		2023		2022**				
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *		66	57		61	53		65	56
ELA Grade 3 Achievement **		69	58		62	53			
ELA Learning Gains		62	60						
ELA Learning Gains Lowest 25%		55	57						
Math Achievement *		67	62		64	59		46	50
Math Learning Gains		64	62						
Math Learning Gains Lowest 25%		43	52						
Science Achievement *		68	57		65	54		65	59
Social Studies Achievement *								62	64
Graduation Rate								62	50
Middle School Acceleration								45	52
College and Career Readiness									80
ELP Progress		75	61		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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI

Data for 2023-24 had not been loaded to CIMS at time of printing.

ESSA OVERALL FPPI HISTORY

2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
			30%		30%	27%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%

No ESSA data found for this school and year

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%

No ESSA data found for this school and year

2021-22 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%

No ESSA data found for this school and year

D. 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)

E. 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.

There is no assessment data available for this school.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Our greatest area of improvement was in Math proficiency, our schools overall proficiency was 55% proficient for the 2023-2024 school year a 12% increase from our 2022-2023 proficiency rate of 43%. UCP Seminole Charter School focused on small group math instruction utilizing manipulatives and targeted intervention based on STAR progress monitoring results.

Lowest Performance

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

Our lowest area of performance was in Reading proficiency, we scored a 35% proficiency in 2023-2024 which was an improvement of 1% from the 2022-2023 school years rate of 34%

Kindergarten Reading Proficiency Rate was 37%. Areas for Improvement: Students have trouble using academic vocabulary appropriately in speaking and writing. Students struggle when given informational texts and poems. They would benefit from answers "wh" questions across all genres.

First Grade Reading Proficiency Rate was 43%. Area for Improvement: Students struggle when given informational texts and poems. They would benefit from answering "wh" questions across all genres.

Second Grade Reading Proficiency Rate 25%. Areas for Improvement: Use Science and Social studies materials should be incorporated to assist in reading informational text. Students struggle when given informational texts and poems. They would benefit from answering "wh" questions across all genres.

Greatest Decline

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

No declines were noted in academic performance, however we did notice a decline in attendance rate and an increase in tardiness

Greatest Gap

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 did experience a reduction in learning gains in both Math 6% and Reading 9% in the 2023-2024 school year even though proficiency increased for the same grade levels.

Kindergarten Reading Learning Gains were 24% as compared to 77% for previous year. This was attributed to students having trouble using academic vocabulary appropriately in speaking and writing. Students struggling when given informational texts and poems. They would benefit from answers "wh" questions across all genres.

First Grade Reading Learning Gains were 50% as compared to 65% for previous year. Students struggle when given informational texts and poems. They would benefit from answering "wh" questions across all genres.

Second Grade Reading were 50% Kindergarten Reading Learning Gains 60% for previous year. Students struggle when given informational texts and poems. They would benefit from answering "wh" questions across all genres.

Kindergarten Math Learning Gains were 80% as compared to 77% for previous year. Students were lowest in algebraic reasoning. The use of manipulatives and the HMH math kits would help improve algebraic reasoning skills. Math facts need to be explicitly taught and practiced.

First Grade Math Learning Gains were 40% as compared to 65% for previous year. Students struggled with fractions and data analysis and probability. Math facts need to be explicitly taught and practiced. This would help increase the understanding of operations and number sense.

Second Grade Math Learning Gains were 75% as compared to 70% for previous year. Students were lowest in measurement. These standards are taught toward the end of the school year which brings up the question of whether this standard was explicitly taught before school ended.

EWS Areas of Concern

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

1. Absenteeism is an area of concern.
2. Parent communication

Highest Priorities

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

1. Increase Literacy Proficiency rate of K-2 students through explicit instruction in Academic Vocabulary as well as Phonics & Reading Skills.
2. Decrease Truancy rate through implementation of a schoolwide PBIS program.
3. Increase Literacy Rate for K-2 students through explicit instruction in Number Sense.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Small-group Instruction

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Progress monitoring data indicates that 52% of students in Grades K-2 did not meet benchmark proficiency in Phonics and Word Analysis.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Students in K-2 will increase Phonics and Word Analysis Benchmark proficiency by 5% for the 24-25 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Person responsible for monitoring outcome

Donna Darby

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Orton-Gillingham Approach will be implemented in all K-2 classrooms to teach literacy skills to struggling students. Students will receive small group differentiated instruction using resources such as: OG instructional strategies; IXL; Rigby Readers - guided reading; Freckle (HMH), etc.

Rationale:

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. Guided reading targets specific needs and provides more focused attention. Freckle through STAR assessment creates a personalized learning pathway to target a student's specific needs.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Become Model school for Orton-Gillingham by ensuring all teachers are trained. This will allow, at no cost to the school, guided coaching and modeling from the Reed Charitable Foundation. Phonics Based Instruction using HMH Structured Literacy in conjunction with the OG approach.

Person Monitoring:

Donna Darby/Elizabeth Rogers

By When/Frequency:

Quarterly Report Cards; Weekly Observations; PLC & MTSS Meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Finalize training of any K-2 staff member not trained on OG implementation methods. Monitoring of OG lessons, through teacher/staff videos, classroom walkthroughs, teacher-created lesson plans, and formative and summative OG assessments. On site support will be implemented with consortium Literacy Coach. 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. Classroom observation data will be analyzed in comparison to progress monitoring data to rate effectiveness of instructional practices.

Action Step #2

Interactive Read-Alouds - models fluent reading, expands vocabulary, builds comprehension skills, and exposure to complex language structures and content. Differentiated Small Group Instruction - Group students based on their reading levels and provide targeted instruction that meets their specific needs. This will include guided reading sessions, literacy centers, and personalized learning activities.

Person Monitoring:

Donna Darby

By When/Frequency:

Weekly Walkthroughs and Lesson Plan Reviews.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Interactive Read-Alouds Teachers read books aloud to the class while engaging students through questioning, discussions, and predictions. This practice can be enriched by using books that are culturally relevant and reflect students' interests. Differentiated Small Group Instruction Grouping students based on their reading levels and providing targeted instruction that meets their specific needs. This can include guided reading sessions, literacy centers, or personalized activities. The focus on small group instruction will be monitored through a multi-tiered approach that includes regular classroom observations, data analysis, and teacher feedback. Administrators and the

instructional coach will conduct frequent walk-throughs and formal observations to ensure the consistent and effective implementation of small group strategies. These observations will be complemented by monthly Data, PLC, and/or MTSS meetings where teachers review student progress, analyze formative assessment data, and adjust instruction as needed. Student achievement outcomes will be monitored using benchmark assessments, progress monitoring tools, and state assessment predictors. This ongoing monitoring allows for the timely identification of students who may need additional support or intervention, ensuring that instructional adjustments can be made promptly.

Action Step #3**Person Monitoring:****By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:****Action Step #4****Person Monitoring:****By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:****Action Step #5****Person Monitoring:****By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:****Action Step #6****Person Monitoring:****By When/Frequency:****Describe the Action to Be Taken and how the school will monitor the impact of this action step:****Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

STAR Math results confirmed that 55% of K-2 students have mastered grade level proficiency of the grade level benchmarks.

While UCP Seminole student Math proficiency increased from 43% in 22-23 SY to 55% in the 23-24 SY, student gains decreased from 71% in the 22-23 SY to 65% for the 23-24 SY indicating the need for increased individualized instruction and small group math instruction.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase math proficiency mastery to 58% for K-2 students based on EOY STAR results by using data to group students and by focusing on those standards in which students tend to struggle, focusing on instruction/teaching standards using available resources, including manipulatives, Freckle (HMH), IXL, and Reflex math.

Kindergarten Math Literacy proficiency was 53% for the 23-24 SY as compared to 59% for the 22-23 SY, a decrease of 6%.

First Grade Math Proficiency was 63% for the 23-24 SY as compared to 39% for the 22-23 SY, an increase of 24%.

Second Grade Math Proficiency was 50% for the 23-24 SY as compared to 30% for the 22-23 SY, an increase of 20%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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. Continued implementation of Tier 1 Standards Based Instruction will be monitored by reviewing weekly lesson plans, observations. Data meetings will be held during BOY, MOY and EOY using Star data. PLC and MTSS meetings will review benchmark data to ensure students are progressing using the identified interventions.

Person responsible for monitoring outcome

Donna Darby

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Description of Intervention #1 : Remediation of Number Sense through small group and individual instruction using manipulatives for students to work with visual representations of mathematical ideas. This will be executed through: 1. Use of Math Talk and Language-Rich Instruction Regularly incorporate "math talk" by asking students to explain how they arrived at their answers. Use open-ended questions, such as "How did you solve that problem?" or "Can you think of another way to solve it?" This strategy helps students articulate their reasoning, strengthens their mathematical

vocabulary, and fosters a classroom environment where collaborative problem-solving is valued. 2. Implement Small Group Instruction Group students by their proficiency levels or learning styles and provide tailored lessons that address their unique challenges. For example, one group might work on basic number recognition, while another focuses on solving simple word problems. This approach ensures that each student receives the appropriate level of support and challenge, promoting steady progress in math proficiency. 3. Incorporate Math Centers and Rotations Set up different stations or centers in the classroom, each focusing on a specific math skill (e.g., addition, shapes, measurement). Rotate students through the centers, allowing them to practice various skills using hands-on activities, games, and technology. This strategy not only keeps students engaged but also allows for repeated practice of skills in different contexts, which can lead to better retention and understanding.

Rationale:

Students cannot yet reliably access an "internal" number-line of numbers 1-10. Encouraging students to verbalize their thought processes helps deepen their understanding and allows teachers to assess comprehension. • Small group instruction allows for more targeted teaching that can address the specific needs of different students, facilitating better comprehension and skill mastery. • Math centers provide opportunities for students to engage in diverse activities that reinforce key concepts, making learning more dynamic and personalized.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Action Step #1 Use of manipulatives in small group instruction/Differentiation - interactive Training – math fluency; developmental progression of mathematical concepts Tier 1 instructional practices; math literacy/academic vocabulary

Person Monitoring:

Donna Darby

By When/Frequency:

continuously

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Teachers are required to submit weekly lesson plans. The plans are to include Tier 1 standards based whole group lesson, small group plans with center rotations and intervention plans. The school based instructional leadership team will review the lesson plans, conduct weekly walkthroughs to ensure lesson plan alignment, coaching, modeling and identify training. PLC, MTSS and BOY, MOY and EOY data meetings will serve to monitor student progress.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

25 K-2 students had truancy rates in excess of ten percent of school days for the 23-24 SY as compared to 27 K-2 students for the 22-23 SY, which is a slight reduction in the number of truant students. 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. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Stacey Garzione

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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:

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:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Accurate reporting of daily attendance

Person Monitoring:

Stacey Garzione

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Staff will be trained to accurately entered student attendance into Google Drive prior to 9:30 daily using indicators established by UCP.

Action Step #2

Child Study Team meetings

Person Monitoring:

Stacey Garzione

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Implement Child Study Team meetings to address truancy concerns; take meeting notes within the student's IEP if applicable. Will be monitored via MTSS meetings that occur weekly. The goal is to identify barriers to preventing student attendance and to create measurable steps to aid families in regularly attending school.

Action Step #3

School Wide PBIS system

Person Monitoring:

Stacey Garzione

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action**step:**

Implement School Wide PBIS system to include attendance rewards. By creating rewards and excitement for attending school, student attendance should increase. In addition, K-2 classes created theme-based names and mottos to establish a community of learners who share in each others successes and promote positive behavior in school.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 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.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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.

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)(ii))

UCP Seminole Charter School plans to strengthen the academic program by strengthening teacher capacity. K-2 teachers will received 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.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Truancy was identified as a barrier for student achievement. A school-wide PBIS plan will be implemented during the 24-25 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.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

Through weekly MTSS meetings with teachers, the behavior coach, the interventionist, 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.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

Not applicable for K-2 students.

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

A school-wide Positive Behavioral Intervention System will be introduced during the 24-25 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 as noted in the Master Schedule. 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.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

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.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 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.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00