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## 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:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

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

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The mission of UCP is to empower children with and without disabilities to achieve their potential by providing individualized support, education, and therapy services in an inclusive environment.

#### Provide the school's vision statement

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Providing enriching, individualized, quality academic experiences through rigorous yet differentiated instruction, project-based learning, and integrating educational technology and the arts.

### 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

Joshua Torres

##### Position Title

Principal

##### Job Duties and Responsibilities

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Demonstrate proactive leadership in furthering the vision and mission delineated in UCP's strategic plan. Employ a collaborative leadership approach and robust processes to establish and oversee the school's mission and goals, ensuring alignment with UCP's overarching mission and objectives through the active engagement of stakeholders in the school improvement process.

- Utilization of collaborative leadership style and quality processes to establish and monitor school mission and goals aligned with UCP's mission and goals
- Achievement of expected results on the school's student learning goals
- Allocation of resources for data analysis, instructional improvement, and implementation of quality standards-based curricula
- Development, implementation, and monitoring of an instructional framework aligning curriculum with state standards, effective instructional practices, student learning needs, and assessments

- Recruitment, retention, development, and evaluation of an effective and diverse faculty and staff
- Facilitation of effective professional development and provision of timely feedback to faculty and staff to improve their professional performance
- Establishment and maintenance of individual professional development plans linked to student achievement for each instructional employee
- Management of school operations and facilities to promote a safe, efficient, legal, and effective learning environment
- Leadership and management of organizational processes for school operations, including student discipline, attendance, food service, transportation, master schedules, extracurricular activities, finance, financial reporting, and maintenance
- Promotion of positive school/community relations and effective communication with stakeholders to convey school information, goals, student learning, and behavior expectations

## **Leadership Team Member #2**

### **Employee's Name**

Dr. Coralys Santos

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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- Assisting the principal in establishing and maintaining a positive learning environment and implementing a PBIS system.
- Contributing to the overall administration of the school.
- Acting as the principal in their absence.
- Assisting in the design and implementation of educational programs based on current educational theory and research to address the specific needs of the school and its students.
- Facilitating the approved curriculum to optimize the academic progress of all students.
- Assisting in the acquisition, utilization, and inventory of instructional materials and equipment for the school.
- Coordinating services for all students, including scheduling related services such as therapy, nursing services, and behavior services.
- Conducting an ongoing assessment of the educational program, analyzing data from test results, attendance records, discipline reports, and feedback from students, staff, administrators, and parents.
- Ensuring that MTSS meetings are held and follow-up is completed.
- Conducting regular walkthroughs with teachers to provide feedback.
- Assisting in the design of professional development and programming for individual teachers and educational support staff to address deficiencies, build on strengths, and enhance their effectiveness

as team members, including providing model lessons.

### **Leadership Team Member #3**

**Employee's Name**

Suzanne Rose

**Position Title**

Staffing Specialist

**Job Duties and Responsibilities**

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- Serve as local educational agency representative in all placement conferences (initial, re-staffing, dismissal). This includes reviewing referral and evaluation dates; securing and disseminating additional information; planning, scheduling, and conducting conferences; providing follow-up work on committee recommendations; and providing all documentation as required by district and state regulations.
- Facilitate the development and implementation of appropriate curriculum in Exceptional Student Programs.
- Serve as resource to teacher in ESE Programs for the selection of appropriate instructional materials and equipment; effective instructional techniques for behavior management in ESE classrooms; staff development; implementation of district procedures policy (pupil progression, discipline, etc.); facilitate the inclusionary model for appropriate exceptional students.
- Coordinate educational placement and appropriate services for students with disabilities.
- Other duties as assigned

### **Leadership Team Member #4**

**Employee's Name**

Francheska Morales Erazo

**Position Title**

Instructional Coach

**Job Duties and Responsibilities**

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Engage in instructional coaching

- Oversee data collection
- Assist in developing intervention plans
- Provide technical assistance to teachers/other faculty
- Identify/coordinate professional development
- Provide direct instruction in small group intervention
- Ensure implementation of evidence-based practices occurs
- Ensure integrity (fidelity) of the instructional practice is monitored; coach and provide feedback that informs action toward implementation integrity
- Model demonstration lessons, facilitate co-teaching, and engage in curriculum development focused

on evidence-based literacy instruction

- Keep abreast of best practices and developments in curriculum, instruction, and assessment, and provide leadership in determining their appropriateness (and implementing if appropriate) for inclusion in UCP's educational program
- Plan and conduct staff development activities that focus on the use of reading instruction/intervention to enhance learning
- Facilitate collaborative instructional planning
- Collaborate with teachers to integrate research-based methodologies into the classroom
- Identify and disaggregate critical data, such as grades, test scores, attendance, and enrollment
- Assist in the coordination of district, state, and progress monitoring assessments
- Manage all facets of achievement testing to include storage, security, inventory, ordering, scheduling, delivery/pickup, scanning, scoring, pre-coding, test disposal, test modifications, printing of scoring reports, and distribution of reports to necessary stakeholders
- Perform other duties as assigned



## 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.*

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Stakeholder involvement is included through monthly parent academies, parent and community engagement events and Parent Teacher Organization (PTO)

### 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))

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The SIP will be monitored three times per year through summative and formative assessments. Classroom walkthroughs/ fidelity checks will be done to monitor differentiation instruction used in the classroom. Accommodations and scaffolding will be monitored to close the achievement gap.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>ALTERNATIVE EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>71.5%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>89.1%</b>
<b>CHARTER SCHOOL</b>	<b>YES</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>CSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL)* HISPANIC STUDENTS (HSP)* WHITE STUDENTS (WHT)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: 2022-23: * 2021-22: MAINTAINING 2020-21: 2019-20:</b>

## 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	13	14	9	5	3	2				46
One or more suspensions	0	0	0	0	0	0				0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0				0
Course failure in Math	0	0	0	0	0	0				0
Level 1 on statewide ELA assessment	0	0	0	0	5	18				23
Level 1 on statewide Math assessment	0	0	0	0	5	16				21
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	1	0						1
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0						0

#### 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	0	0	1	0	1	2				4

#### 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	0	0	1	0	0				2
Students retained two or more times	0	0	0	0	0	0				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										0
One or more suspensions										0
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)										0

**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										0

**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										0
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 *	18	49	57	16	44	53	19	48	56
ELA Grade 3 Achievement **	18	52	58	18	46	53			
ELA Learning Gains	48	56	60				33		
ELA Learning Gains Lowest 25%		53	57						
Math Achievement *	30	50	62	16	46	59	18	44	50
Math Learning Gains	57	53	62				53		
Math Learning Gains Lowest 25%		46	52						
Science Achievement *	20	47	57	11	43	54	25	46	59
Social Studies Achievement *								55	64
Graduation Rate								42	50
Middle School Acceleration								42	52
College and Career Readiness									80
ELP Progress	26	59	61	23	59	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	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	31%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the FPPI	217
Total Components for the FPPI	7
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
31%	16%	30%	31%		37%	9%

\* 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%
Students With Disabilities	28%	Yes	3	3
English Language Learners	26%	Yes	2	2
Hispanic Students	34%	Yes	5	
White Students	21%	Yes	2	2
Economically Disadvantaged Students	37%	Yes	3	
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%
Students With Disabilities	14%	Yes	2	2
English Language Learners	23%	Yes	1	1

**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>
Hispanic Students	19%	Yes	4	1
White Students	5%	Yes	1	1
Economically Disadvantaged Students	17%	Yes	2	1

**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>
Students With Disabilities	27%	Yes	1	1
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students				

## 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%
Hispanic Students	37%	Yes	3	
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	32%	Yes	1	

### 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	18%	18%	48%		30%	57%		20%					26%
Students With Disabilities	7%	7%	42%		30%	58%							24%
English Language Learners													26%
Hispanic Students	23%	25%	46%		31%	54%							24%
White Students	8%				33%								
Economically Disadvantaged Students	25%	24%	50%		36%	57%							28%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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
All Students	16%	18%			16%			11%					23%
Students With Disabilities	16%	16%			16%			12%					9%
English Language Learners	30%				20%								19%
Hispanic Students	20%	22%			18%			13%					21%
White Students	0%				10%								
Economically Disadvantaged Students	16%	21%			18%			14%					14%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	19%		33%		18%	53%		25%					
Students With Disabilities	16%		31%		17%	55%		18%					
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	24%		40%		23%	59%							
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	20%		37%		17%	54%		30%					

## 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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	17%	49%	-32%	55%	-38%
Ela	5	18%	46%	-28%	55%	-37%
Math	3	39%	52%	-13%	60%	-21%
Math	5	18%	41%	-23%	56%	-38%
Science	5	20%	42%	-22%	53%	-33%
Ela	4	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Math	4	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

### 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?

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Our analysis revealed significant progress in our students' ELA and Math learning gains. Specifically, our students achieved a 42% improvement in ELA learning gains and a 50% improvement in Math learning gains. To support our Tier 2 and Tier 3 students, we developed a focused intervention plan implemented from March to May. This plan was designed to address specific learning needs and promote growth among our students who require additional support.

##### **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 performance area is ELA with 48% of our students demonstrating mastery. This is in comparison to our math performance of 57% showing a 9 percent deficit in ELA. This is explained by our increased ELL population and increased ESE populations with both groups showing significant gaps in achievement.

##### **Greatest Decline**

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

---

Our school is addressing the decline in reading achievement, particularly among students with disabilities who encounter barriers in this area. To address this issue, we have initiated targeted intervention programs such as Heggerty, Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS), and Orton-Gillingham (OG) to provide tailored support for our students. Additionally, we are planning to train teachers in the OG curriculum to support students with foundational phonics skills across K-2.

##### **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.

---

The data component that showed the lowest performance was the end-of-year reading scores for 5th-grade students, with 53% scoring at level 1. This was closely followed by the end-of-year math scores



for 5th-grade students, where 67% scored at level 1. These scores indicate that several students are not meeting proficiency standards (or demonstrating adequate growth) in reading and math.

Our school's academic performance can be attributed to a complex interplay of factors. Firstly, a significant proportion of our student body consists of students with ESE needs, making up 87% of our population. These students often require specialized attention and resources to meet their unique needs. Additionally, 100% of our students are eligible for Free/Reduced Lunch, indicating a high socio-economic disadvantage, which can impact academic performance due to limited access to resources and support outside of school. We also serve a diverse demographic, 78% Hispanic students, who may face language/cultural barriers affecting their educational progress.

### **EWS Areas of Concern**

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

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The number of students with a substantial reading deficiency is concerning. These students are significantly below grade-level reading expectations and are struggling with reading fluency, comprehension, or vocabulary. Due to their reading challenges, they are at a higher risk of falling behind in various subjects since reading is fundamental to learning in all academic areas. These students may have difficulty understanding complex texts and might struggle to keep up with other subjects such as math and science.

### **Highest Priorities**

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

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1. Increase reading learning gains and achievement to at least 25% in grades 3-5, as evidenced by scale growth from BOY to EOY progress monitoring assessments
  
2. Increase math growth and achievement to at least 35% in grades 3-5, as evidenced by scale growth from BOY to EOY progress monitoring assessments.

## 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 ELA

#### 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.

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Our focus for the 2024-2025 school year is to significantly improve literacy outcomes by integrating the Orton-Gillingham (OG) approach into our ELA (English Language Arts) instruction. The Orton-Gillingham approach is a structured, multi-sensory method designed to address the needs of students with dyslexia and other reading difficulties. It emphasizes explicit, systematic phonics, spelling, and reading fluency instruction. By adopting OG, we aim to enhance our ELA curriculum with a proven method that supports diverse learning styles and addresses the specific needs of struggling readers. This approach will involve professional development for our teachers, incorporating OG principles into lesson plans, and using targeted interventions to support students who need to meet grade-level literacy expectations.

#### Rationale:

The decision to focus on the Orton-Gillingham approach was driven by an in-depth review of our prior year's data, which highlighted several critical needs:

1. **Low Reading Proficiency:** Our data indicated that many students were performing below grade level in reading. Standardized test scores, formative assessments, and classroom performance revealed persistent decoding, fluency, and comprehension challenges, particularly among students in the lower grades and those with identified reading difficulties.
2. **High Incidence of Reading Difficulties:** The data showed an increase in the number of students needing additional reading support. This trend pointed to a need for a more effective instructional strategy to address the specific barriers to reading these students face.
3. **Inconsistent Literacy Instruction:** An analysis of our current ELA instruction practices revealed inconsistencies in how phonics and reading strategies were taught across different classrooms. This lack of uniformity contributed to uneven student progress and highlighted the need for a structured, research-based approach.

The Orton-Gillingham approach was selected as it is specifically designed to address these issues. It provides a systematic, explicit framework for teaching reading that can be tailored to meet the needs

of individual students, making it a suitable choice for addressing the gaps identified in our data. Moreover, OG's multi-sensory techniques align well with diverse learning styles, ensuring that all students, including those with dyslexia and other learning challenges, receive the support they need to succeed.

### **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.

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### **Rationale:**

Our decision to focus on the Orton-Gillingham approach is rooted in a thorough analysis of our prior year's data, which underscored critical needs in our literacy instruction:

1. **ELA Achievement and Learning Gains:** During the 2023-2024 school year, our school achieved a 50% learning gain rate across various subjects. However, our ELA achievement was notably low at 16%. This disparity indicates a need for a more effective literacy strategy to address reading proficiency and comprehension challenges.
2. **Literacy Challenges:** Data from standardized assessments, formative tests, and classroom performance revealed persistent difficulties in decoding, fluency, and comprehension, especially among students in the lower grades and those with reading difficulties. This data suggests that our current instructional methods are insufficient to meet our students' diverse needs.
3. **Need for Consistent Instruction:** The review of instructional practices highlighted inconsistencies in phonics and reading strategies across classrooms. This lack of uniformity has contributed to uneven student progress and emphasizes the need for a systematic, research-based approach like Orton-Gillingham.

The Orton-Gillingham approach was chosen for its proven effectiveness in addressing reading difficulties and its ability to provide structured, individualized instruction. Its multi-sensory methods align well with various learning styles and will support our goal of improving literacy outcomes.

### **Specific, Measurable Outcomes:**

To address these needs and improve our ELA achievement, we have set the following specific, measurable outcomes for each relevant grade level:

1. **Grades K-2:**
  - **Outcome:** Increase the percentage of students meeting grade-level phonics and reading fluency benchmarks from 16% to 32%.
  - **Measurement:** Administer benchmark assessments at the beginning, middle, and end of the school year to track progress in phonics and fluency. Aim for at least a 10% improvement each quarter.

## 2. Grades 3-5:

- **Outcome:** Raise the percentage of students achieving grade-level proficiency in reading comprehension from 16% to 32%.
- **Measurement:** Utilize standardized reading comprehension tests and formative assessments to monitor progress. Target a 7% increase in proficiency rates each quarter.

### 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.

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To ensure the effectiveness of the Orton-Gillingham (OG) approach and achieve our desired outcomes, we will establish a comprehensive monitoring plan that includes multiple layers of assessment and feedback mechanisms. This plan will focus on tracking progress, identifying areas for improvement, and making necessary adjustments to instruction and interventions.

#### 1. Benchmark Assessments:

- **Frequency:** Administer at the beginning, middle, and end of each semester.
- **Purpose:** To measure phonics, reading fluency, and comprehension progress against established benchmarks.
- **Tools:** Use standardized tests, district-wide assessments, and OG-specific tools to evaluate students' reading skills.

#### 2. Formative Assessments:

- **Frequency:** Conduct weekly or bi-weekly, depending on grade level and specific needs.
- **Purpose:** To provide ongoing insights into student understanding and skill development in phonics and reading comprehension.
- **Tools:** Utilize quizzes, reading logs, and informal assessments to gather data on student progress.

### Professional Development Evaluations:

1. **Frequency:** Conduct evaluations after each major training session.
2. **Purpose:** To assess the effectiveness of professional development and identify areas for additional training or support.
3. **Tools:** Use surveys, feedback forms, and follow-up observations to gauge teacher understanding and application of the Orton-Gillingham approach.

### Student Achievement Data Analysis:

1. **Frequency:** Analyze data at the end of each semester and review annually.

2. **Purpose:** To evaluate overall progress towards meeting each grade level's specific, measurable outcomes.
3. **Tools:** Use data analytics software and reports to identify trends, measure improvements, and adjust strategies as needed.

### **Impact of Ongoing Monitoring on Student Achievement Outcomes:**

1. **Early Identification of Issues:** Ongoing monitoring allows for the early identification of students who may be struggling with the OG approach or are not making expected progress. By addressing these issues promptly, we can provide additional support and targeted interventions to prevent long-term setbacks.
2. **Data-Driven Decision Making:** Continuous assessment and feedback enable data-driven decisions about instructional practices and resource allocation. Teachers can adjust their strategies based on real-time data, ensuring instruction is tailored to meet students' evolving needs.
3. **Continuous Improvement:** Regular monitoring and feedback create a continuous improvement cycle. Teachers can refine their practices based on observations and assessment results, leading to more effective instruction and improved student outcomes.
4. **Enhanced Communication:** Progress reports and updates inform parents and guardians about their child's achievements and areas needing improvement. This transparency fosters a collaborative approach to supporting student success and encourages parental involvement in learning.
5. **Professional Growth:** Evaluations of professional development ensure that teachers receive the support they need to implement the Orton-Gillingham approach effectively. Ongoing training and feedback contribute to their growth as educators and enhance their ability to meet students' literacy needs.

### **Person responsible for monitoring outcome**

Joshua Torres

### **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:**

Houghton Mifflin Harcourt (HMH) workbooks offer evidence-based interventions in ELA for elementary students. These interventions are grounded in educational research and designed to support students' language and literacy development. HMH's curriculum focuses on integrating foundational reading skills, comprehension strategies, vocabulary acquisition, and writing skills, all of which align with best practices in ELA instruction for elementary students (National Reading Panel,

2000). The curriculum provides a comprehensive and structured approach that caters to diverse learning needs, including struggling readers and English language learners. Research has highlighted the effectiveness of HMH's intervention materials in enhancing students' reading abilities and overall ELA performance. Slavin et al. (2011) demonstrated that HMH's curriculum, with its emphasis on explicit instruction and guided practice, significantly improved students' reading comprehension skills and vocabulary acquisition. Additionally, a review of HMH's intervention programs conducted by the What Works Clearinghouse (WWC, 2019) indicated strong evidence of positive effects on ELA outcomes.

**Rationale:**

The rationale for selecting Houghton Mifflin Harcourt (HMH) Curriculum workbooks and materials as an evidence-based intervention in English Language Arts (ELA) for elementary students lies in its alignment with established best practices and its proven effectiveness in supporting students' language and literacy development. -Research-Based Approach: HMH's curriculum is grounded in educational research, incorporating findings from studies such as the National Reading Panel report. This approach ensures that the intervention is built upon a solid foundation of evidence-based instructional strategies for teaching reading, comprehension, vocabulary, and writing skills.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

Yes

**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**

Baseline Assessments

**Person Monitoring:**

Joshua Torres

**By When/Frequency:**

October 2024

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

At the start of the school year, baseline assessments will be conducted for all students to establish their initial ready scale scores.

**Action Step #2**

Growth Targets

**Person Monitoring:**

Francheska Morales

**By When/Frequency:**

Yearlong

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

Implement Progress Monitoring Assessments: Conduct progress monitoring assessments at the beginning, middle, and end of the school year, aligned with state standards, to track students' reading growth.

**Action Step #3**

Data Analysis Meetings

**Person Monitoring:**

**By When/Frequency:**

Francheska Morales

October 2024

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

Provide Targeted Interventions: For students needing additional support, design and implement targeted interventions using evidence-based HMH workbooks and monitor their effectiveness through data analysis meetings.

**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.

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Our current average daily attendance rate for the 2024-2025 school year is 83% across grades K-5. We've decided to focus intentionally on this area, as inconsistent student attendance can have implications. When students are absent from school, they miss valuable learning time. Consistent attendance is crucial for students to receive continuous instruction, engage in classroom activities, and actively participate in discussions, all of which contribute to academic growth and achievement. Furthermore, frequent absences can have a cumulative effect on a student's learning progress. Even seemingly minor absences can result in missed instructional content and learning opportunities, making it challenging for students to catch up with their peers. Finally, research shows a strong correlation between attendance and academic performance. Students with higher attendance rates are more likely to achieve better grades, demonstrate higher proficiency levels, and perform well on standardized tests.

**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.

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By the end of the 2024-2025 school year, the school will achieve a 5% increase in the Average Daily Attendance (ADA) rate from 83% to 89% across grade levels K-5.

**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.

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The school will commence by compiling attendance data and conducting a baseline assessment of



the Average Daily Attendance rate at the outset of the 2024-2025 academic year. This foundational data will be a reference point for monitoring progress throughout the year. Attendance data will be consistently gathered and scrutinized every month. This ongoing data analysis will enable the school to monitor attendance trends and discern any alterations or enhancements in the Average Daily Attendance rate.

**Person responsible for monitoring outcome**

Dr. Coralys Santos

**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:**

Implement a Positive Behavioral Interventions and Supports (PBIS) program. in the school to create a positive learning environment. This program should include clear behavioral expectations, incentives, rewards for good attendance, and targeted interventions for students facing attendance challenges.

**Rationale:**

UCP Osceola aims to establish a positive learning environment through the implementation of clear behavioral expectations, provision of incentives and rewards for good attendance, and the offering of targeted interventions for students encountering attendance challenges.

**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**

PBIS

**Person Monitoring:**

Coralys Santos

**By When/Frequency:**

Yearlong

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

Continuously collect and analyze attendance data on a monthly basis throughout the school year. Use this data to track attendance trends, identify areas for improvement, and assess progress toward the goal of achieving an 88% ADA rate by the end of the 2023-2024 school year. Adjust PBIS interventions and engagement strategies as needed based on data insights



## 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.

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<https://www.ucpcharter.org/osceola>

#### 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))

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<https://www.ucpcharter.org/osceola>

#### 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))

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We are thrilled to announce that this school year, we will be offering a range of Parent Engagement activities intended to actively involve both our parents and students. We firmly believe that these activities are invaluable for building a strong school community and fostering a collaborative educational environment.

#### 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,

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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))

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First, the creation of an effective plan to support UCP Osceola involved a collaborative approach between the Parent-Teacher Organization (PTO) and school staff. This approach focused on addressing both immediate needs and long-term goals. Through regular meetings and open forums, both parties discussed specific needs, concerns, and expectations. Clear, achievable goals were defined, and roles and responsibilities were assigned to ensure that everyone was aligned and working towards the same objectives. This collaborative effort created a shared vision, mobilizing resources and support efficiently.

Next, we developed a structured plan requiring identifying key areas where support is needed. This might involve assessing academic, social, and logistical needs within the school. For instance, if there is a need for enhanced learning resources or extracurricular programs, the plan should include strategies for fundraising, volunteer recruitment, and partnerships with local businesses. Incorporating feedback from teachers, students, and parents will help tailor the plan to address the specific challenges and opportunities at UCP Osceola. Setting up a committee to oversee these initiatives can ensure that tasks are managed effectively and progress is regularly evaluated.

## **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))

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We will follow the Osceola County Mental Health Plan for the 24-25 SY.

#### **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))

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ESE students who are going to become 12 or transitioning to 7th grade ( what happens first) will receive information from agencies that support ESE services and career and readiness opportunities.

#### **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)).

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MTSS-Behaviors: Tier 1- Classroom management strategies Tier 2- small group social skills Tier 3- 1-3 students individualized interventions

#### **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)).

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UCP Osceola has recruited teachers (JI) form international teacher agencies.

#### **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))

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Preschool students participate in transition programs within the school since Kindergarten is offered

in campus.

## 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.

SDOC does not allocate funding to individual schools. However, district support personnel provide training and monitoring of ESSA subgroups using Educlimber. The ESE and Multi-Cultural departments support ATSI, CSI, and TSI schools and subgroups, in addition to core content academic resource coaches and teachers. Title 2 funding has been used to provide professional development opportunities for our teachers and staff. We have also opted into the district's mental health allocation, which gives us access to mental health-related resources.

### Specifics to Address the Need

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

The School Improvement Plan (SIP), a crucial document for our school's progress, will be uploaded to UCP Osceola for publication and for stakeholders to receive feedback. The plan's availability will also be announced in the school newsletter to ensure all stakeholders can access it. Additionally, copies of the SIP will be made available in the offices of the Principal and Assistant Principal for stakeholders to review. A notice will be sent out via the parent/family newsletter to inform stakeholders about the availability of the SIP for review and feedback. Furthermore, the progress of the SIP will be communicated through the school newsletter and various means of communication with parents, such as letters, emails, phone calls, etc. Progress will also be displayed on a data wall.

UCP Osceola prioritizes cultivating positive and robust relationships with families, recognizing their significant impact on academic performance, social and emotional development, and individual accomplishments. Emphasizing compassionate and transparent communication among educators, parents, and school staff is pivotal for fostering a supportive environment that bolsters learning and nurtures confidence in all students. Our ethos of trust and inclusivity towards students creates a secure and nurturing setting that strengthens the connections between the school, families, and the community.

Families will receive regular updates on each student's progress through various channels, including letters, emails, phone calls, and reports. Parents can expect to receive

Data analysis: UCP Osceola analyzes data to close the achievement gap and promote learning growth in all our students. The analysis includes standardized testing results, formative and summative assessments in the classroom, discipline referrals, parents' input, teachers' input,

Extended School Year services provided in the previous year, diagnostic/pre-post tests, attendance, out-of-school evaluations, and before- and after-school academic services to provide interventions. Areas of need will be identified to provide Tier 2 and Tier 3 interventions in academics and behaviors.

Differentiated instruction will be the core approach to target the student's needs. This approach will be delivered through stations, small group instruction, one-on-one tutoring, peer tutoring, and technology-based interventions.

Professional development: Teachers will receive ongoing professional development (PD) through job-embedded PD, District PD, UCP PD, in-school mentorship, and coaching. Core subjects (reading and math) will be targeted, as well as research-based strategies and best practices.

This School Improvement Plan has been developed by integrating differentiated instruction, family integration strategies, and academic and social/emotional interventions and skills.

## 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
Indirect Costs		5100/3940	UNISIG	0.0	3,137.50
<i>Indirect Cost - 2.51%</i>					
<b>Total</b>	<b>Indirect Costs</b>				<b>3,137.50</b>
<b>Areas of Focus</b>	<b>Instructional Practice - ELA</b>	5100/3940	UNISIG	0.0	20,160.50
<i>ELA Instructional Materials - HMH Reading Curriculum/Workbooks</i>					
<b>Areas of Focus</b>	<b>Instructional Practice - ELA</b>	5100/3940	UNISIG	0.0	30,760.00
<i>Summer Learning Academy (Summer School)</i>					
<b>Areas of Focus</b>	<b>Instructional Practice - ELA</b>	6400/3940	UNISIG	0.0	5,468.50
<i>PLC - Collaborate Planning for Teachers</i>					
<b>Areas of Focus</b>	<b>Instructional Practice - ELA</b>	6400/3940	UNISIG	0.0	65,473.50
<i>Instructional Coach - Salary &amp; Benefits</i>					
<b>Total</b>	<b>Areas of Focus</b>				<b>121,862.50</b>
<b>Plan Budget Total</b>					<b>125,000.00</b>