Seminole Heights Elementary School

2022-23 Schoolwide Improvement Plan

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Seminole Heights Elementary School

6201 N CENTRAL AVE, Tampa, FL 33604

[no web address on file]

Demographics

Principal: Francine Lazarus

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students* White Students Economically Disadvantaged Students
School Grades History	2021-22: B (60%) 2018-19: C (51%) 2017-18: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		C	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Seminole Elementary will create an environment where students set goals and work with integrity to become leaders, effective communicators and decision makers.

Provide the school's vision statement.

Seminole will empower students to become lifelong learners to reach their highest potential.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Lazarus, Francine	Principal	The Principal directs and coordinates educational, administrative, and counseling activities of an elementary, adult, ESE or other specialized public school site. The Principal demonstrates the Florida Principal Standards, serves as the instructional leader, and develops and evaluates educational programs to ensure conformance to state, national, and school board standards.
Thomas, JohnS	Assistant Principal	The Assistant Principal, Elementary, will assist with the instructional, administrative, and operational leadership of an elementary school.
Rothfarb, Jared	Other	The Exceptional Student Education (ESE) Specialist will provide site-based support in all areas of exceptional student education. This position will utilize program knowledge and leadership skills to work collaboratively with school, region, and district staff to provide supports for curriculum, instruction, behavior, compliance, and programmatic decisions. The ESE Specialist will assist the site-based administrative team, ESE and general education teachers, school staff, parents, and students to ensure the provision of a free and appropriate public education (FAPE) and to improve the outcomes of students with disabilities.
Johnson, Katherine	Other	The Media Specialist oversees the library media program of a school site in support of the curriculum.

Demographic Information

Principal start date
Wednesday 7/1/2020, Francine Lazarus

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

380

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

12

Identify the number of instructional staff who joined the school during the 2022-23 school year.

12

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	68	68	57	49	58	59	0	0	0	0	0	0	0	359
Attendance below 90 percent	6	16	11	11	5	5	0	0	0	0	0	0	0	54
One or more suspensions	0	1	1	0	5	2	0	0	0	0	0	0	0	9
Course failure in ELA	0	0	0	11	0	0	0	0	0	0	0	0	0	11
Course failure in Math	0	0	0	11	0	0	0	0	0	0	0	0	0	11
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	11	0	0	0	0	0	0	0	0	0	11
Level 1 on 2022 statewide FSA Math assessment	0	0	0	11	0	0	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	0	0	0	11	0	0	0	0	0	0	0	0	0	11

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	1	3	1	0	0	0	0	0	0	0	6

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	10	2	5	2	2	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Sunday 8/28/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	63	72	54	52	59	58	0	0	0	0	0	0	0	358
Attendance below 90 percent	1	12	10	6	7	5	0	0	0	0	0	0	0	41
One or more suspensions	0	0	0	4	0	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	0	0	11	21	15	0	0	0	0	0	0	0	47

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	7	0	0	0	0	0	0	0	0	0	7

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	7	9	7	12	1	0	0	0	0	0	0	0	0	36
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	63	72	54	52	59	58	0	0	0	0	0	0	0	358
Attendance below 90 percent	1	12	10	6	7	5	0	0	0	0	0	0	0	41
One or more suspensions	0	0	0	4	0	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	0	0	11	21	15	0	0	0	0	0	0	0	47

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	7	0	0	0	0	0	0	0	0	0	7

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	7	9	7	12	1	0	0	0	0	0	0	0	0	36
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	50%	53%	56%				48%	52%	57%
ELA Learning Gains	63%						53%	55%	58%
ELA Lowest 25th Percentile	64%						57%	50%	53%
Math Achievement	51%	50%	50%				41%	54%	63%
Math Learning Gains	73%						55%	57%	62%
Math Lowest 25th Percentile	74%						57%	46%	51%
Science Achievement	48%	59%	59%				44%	50%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	54%	52%	2%	58%	-4%
Cohort Comparison		0%				
04	2022					
	2019	41%	55%	-14%	58%	-17%
Cohort Comparison		-54%				
05	2022					
	2019	46%	54%	-8%	56%	-10%
Cohort Comparison		-41%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	33%	54%	-21%	62%	-29%
Cohort Comparison		0%				
04	2022					
	2019	39%	57%	-18%	64%	-25%
Cohort Comparison		-33%				
05	2022					
	2019	43%	54%	-11%	60%	-17%
Cohort Comparison		-39%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	41%	51%	-10%	53%	-12%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	30	60	60	31	65	67	29				
ELL	31	67		50	82						
BLK	30	55	57	30	71	86	32				
HSP	39	58		49	73		41				
WHT	78	68		74	77		85				
FRL	43	63	71	45	75	78	40				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	33	33		22	40		25				
ELL	33			42							
BLK	26	50		28	43		27				
HSP	41	23		32	69		38				
MUL	40			40							
WHT	68			56			40				
FRL	38	41		33	62		41				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	33	59	64	38	66	58					
ELL											
BLK	28	44	56	32	55	56	26				
HSP	70	61		48	57		58				
MUL	53	58		47	45						
WHT	47	54		42	57						
FRL	45	52	58	38	51	52	40				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	476
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	57
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	76
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Science proficiency fell slightly behind ELA & Math proficiency by 2 & 3 percentage points respectively. Math gains are 10 percentage points higher than ELA gains. Bottom quartile gains for math were also 10 percentage points higher than the bottom quartile gains for ELA. For ELA achievement, White students out performed all other subgroups by at least 30 percentage points. For Math achievement, White students out performed all other subgroups by at least 20 percentage points.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA learning gains & ELA bottom quartile learning gains are in need of most improvement.

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

ELA learning loss due to the pandemic appears to have been more difficult to address than the learning loss in Math. ELA teachers will need to use data to make instructional decisions, differentiate their instruction to meet the unique needs of students & participate in collaborative planning sessions with our new reading coach to ensure a tight alignment between ELA lessons and the new BEST standards.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

ELA gains in 2022 were at 63%. This is a 19 point gain from 44% in 2021.

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

A quad design for instruction was created in 5th grade allowing teachers to teach to their strengths with one teacher teaching math, one teacher teaching science and 2 teachers teaching ELA. The school prioritized visible data tracking to build student ownership over learning. Afternoon academic shout-outs for students were added.

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

* Collaborative planning with content facilitators
* Visible data tracking to build student ownership over learning
* Afternoon academic shout-outs for students
* Ongoing PD on new standards & curriculum materials along with active engagement
* Instructional differentiation based on student needs

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

* Collaborative planning & coaching with reading coach & AP
* Instructional Leadership Team book study on Fierce Teaching by Eric Jensen
* Online PD & resources available through the Leader in Me site
* Ongoing walk-throughs & observations with growth evoking feedback
* District PD opportunities through PDS & Canvas

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

* New planning protocol will provide additional planning time for teachers
* A 20-hour/week daytime ELP tutor will be hired to support the needs in 1st grade
* The Imagine Learning online program will be used by all LYA & select LYB ELL students

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	A guiding questions protocol was used to complete a comprehensive needs assessment to identify the area of focus. It was determined that continued collaborative planning with teachers was needed in order to implement differentiated, standards-based instruction to positively impact student achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	In 2023, at least 52% of students will achieve proficiency in ELA, at least 53% of students will achieve proficiency in math, and at least 50% of students will achieve proficiency in science. In 2023, at least 64% of students will make learning gains in ELA, at least 75% of students will make learning gains in math, at least 65% of bottom quartile students will make learning gains in ELA, and at least 74% of bottom quartile students will make learning gains in math. During the 22-23 school year, walk-through & observational data will be analyzed to ensure that at least 75% of teachers are implementing the differentiated, standards-based lessons developed during the weekly collaborative planning sessions.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Both administrators and the reading coach will participate in collaborative planning sessions with teachers. The principal and the assistant principal will monitor the implementation of differentiated, standards-based instruction by conducting regular walk-throughs and observations in classrooms.
Person responsible for monitoring outcome:	Francine Lazarus (francine.lazarus@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teacher clarity: Teacher clarity relates to organization, explanation, examples and guided practice, and assessment of student learning. It can involve clearly communicating the intentions of the lessons and the success criteria. Clear learning intentions describe the skills, knowledge, attitudes, and values that the student needs to learn.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

According to John Hattie, teacher clarity has an effect size of 0.75
* The evidence-based strategy list available at https://www.ectacfl.net/evidence-based?practices.html was used to select this strategy.

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

Hire a reading coach to support K-5 teachers. This individual will lead collaborative planning sessions, implement coaching cycles with teachers, progress monitor ELA data, design & deliver interventions and provide professional development to build teacher capacity. This will all fall under the weekly supervision of the principal and AP.

Person Responsible   Francine Lazarus (francine.lazarus@hcps.net)

Use OneNote to provide immediate walk-through feedback and the weekly Friday Focus newsletter to celebrate teachers implementing rigorous, differentiated, standards-based lessons and/or other notable practices.

Person Responsible   Francine Lazarus (francine.lazarus@hcps.net)

Hold teachers accountable for participating in weekly collaborative planning sessions using online, shared lesson plan templates. Administration will monitor attendance and work produced during these planning sessions.

Person Responsible   Francine Lazarus (francine.lazarus@hcps.net)

Implement academic parent events to share student performance data with families, have parents set academic goals for their students and provide academic resources for them to use with kids at home. Admin, the reading coach and teachers will be responsible for planning and organizing these events. PK-5 teachers will deliver grade-level parent sessions at each event.

Person Responsible   Francine Lazarus (francine.lazarus@hcps.net)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Develop & implement student success criteria, accountability, and feedback practices in order to increase student ownership of work and active engagement.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Develop & implement student success criteria, accountability, and feedback practices in order to increase student ownership of work and active engagement.

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

In 2023, at least 50% of K-2 students will be proficient in ELA based on the FAST assessment criteria.

Grades 3-5: Measureable Outcome(s)

In 2023, at least 50% of 3-5 students will be proficient in ELA based on the FAST assessment criteria.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

This area of focus will be monitored by both administrators and our reading coach. We will analyze monthly ELA progress monitoring assessments administered to K-5 students in order to determine gaps in

achievement. This data will be used to design interventions for students and to determine supports needed for teachers.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Lazarus, Francine, francine.lazarus@hcps.net

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Develop & implement student success criteria, accountability, and feedback practices in order to increase student ownership of work and active engagement.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

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

Our instructional priorities for the 22-23 school year are:
Using visible data tracking to build student ownership over learning and using data to make instructional decisions. The strategies chosen relate to both of these priorities.

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

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
* Provide professional development to teachers that will provide them specific strategies to increase student ownership of work and active engagement. * Utilize actual student tasks from weekly lesson plans as a guide to create student exemplars and success criteria. * Develop equitable practices around providing students feedback across the ELA block, as learned in PD, utilizing the success criteria and exemplars as a guide. * Conduct focused walk throughs in grades K-5, providing feedback to teachers on use of success criteria, equitable feedback, and student engagement.	Lazarus, Francine, francine.lazarus@hcps.net

Positive Culture & Environment

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

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

Seminole Elementary will implement a variety of strategies to build a positive school culture and environment for all faculty, staff, students and families. Administration and its Leadership Team will maintain open lines of communication with stakeholders through an "open-door" meeting policy along with a "24-hour" standard for returning calls, text and emails. A "Friday Focus" newsletter will be published weekly for faculty and staff. Parent Link emails and text messages will be used to communicate with families. The school counselor and social worker will be on hand daily to meet the needs of students and families. A close partnership with Tribe Seminole Heights will be leveraged to offer school uniforms, "wish list" items for teachers, appreciation incentives, etc. Seniors in Service will provide a volunteer "grandma" to work in each kindergarten & 1st grade classroom. An ELL resource teacher and paraprofessional will be on staff to support ELL students and their families. Gifted and special education services will be provided for qualifying students. Weekly SEL lessons will be taught to students along with characteristics of the 7 Habits of Highly Effective People. A student from each class will be selected as the Leader-of-the-Month based on one of the 7 Habits. These students and their parents will be invited to a recognition assembly. Parent involvement will be encouraged at academic events along with All-Pro Dad and iMom events.

The following list includes events & initiatives that are designed to build a positive school culture and environment to ensure all stakeholders (teachers, parents, students, staff, community members, business partners) are involved in our school community:

Walk to Hillsborough High School 2023
Parent & Family Engagement Plan

Parent Teacher Association
School Advisory Council
Family Academic Events
Black History Celebration
Hispanic Heritage Fiesta
Morning Show
Eagle Vision You-Tube Channel
Covey's 7 Habits with Leader-of-the-Month Awards
Community Events
Teacher Appreciation Events
Volunteer Appreciation Recognition
Student Performances & Art Shows
Gator Bucks & the School Store
EOY Awards Ceremonies
Friday Focus Faculty/Staff Newsletter
Climate Surveys
Holiday Events
HOST & SHUMPS After-School programs
TRIBE Community Partnership
Reading Pals/Readers in Motion with United Way
Classroom Birthday Recognition
5th Grade Banquet
Conference Nights
Open House
Safety Patrols
Academic Incentives
School Flyers & Newsletters
ParentLink Calls, Texts & Emails
Positive Referrals & Academic Shout-Outs

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

All Seminole Heights Elementary, faculty and staff will play a role in promoting a positive culture and environment at the school by meeting the academic, social and emotional needs of students and by communicating regularly with families. Major community partners contributing to a positive culture and environment at Seminole Heights Elementary include United Way, Seniors in Service & Tribe Seminole Heights. Seminole families contribute to the positive culture and environment at the school by attending school events, communicating with teachers and
following the guidelines outlined in the Parent-Teacher-Student Compact.