

Broward County Public Schools

Seminole Middle School



2022-23 Schoolwide Improvement Plan

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Seminole Middle School

6200 SW 16TH ST, Plantation, FL 33317

[no web address on file]

Demographics

Principal: Emily Gonzalez

Start Date for this Principal: 9/22/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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)	75%
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* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (49%) 2018-19: B (57%) 2017-18: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 Broward 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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6200 SW 16TH ST, Plantation, FL 33317

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">75%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">74%</p>

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Seminole Middle School strives to empower all students to achieve at their highest potential and to become productive members in their community.

Provide the school's vision statement.

Seminole Middle School vision is for all students to achieve at their highest potential. We embody this purpose through the various academic programs offered at Seminole Middle School. First, we have the D.E.C.A.L (Division of Enhanced Communication and Law) Program. Students in 6th-8th grade who earned a level 4 or 5 on the FCAT Reading and Math apply to be in the program when they enter 6th grade. 6th grade lays the framework for the program with a course in Study Skills and advanced core classes. Students are expected to excel and work at a higher level than their peers not in the D.E.C.A.L program. Classes are project based and very challenging. Moving onto 7th grade students are enrolled in their core classes, as well as up to 3 high school level courses, Algebra, Speech and Debate, and either Spanish or American Sign Language. In addition the core classes are also preparing the students for not just 8th grade but also success in high school and beyond. Finally, 8th grade students enrolled in D.E.C.A.L have the opportunity to take up to 5 high school credits: Biology, Algebra or Geometry, Spanish or American Sign Language, Law, and either Psychology & Sociology, Creative Writing or Debate 2. These classes are offered in addition to the core classes 8th graders must take. The rigor and standards in these courses is extremely high so that students have an easy transfer into their prospective high schools.

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
Gonzalez, Emily	Principal	Maintain school safety, oversee all curriculum and programs, oversee all departments and personnel.
Fiorentino, Jill	Assistant Principal	Oversee safety and security, 6th Grade Administrator, Science and Social Studies Administrator
Smith, Tameka	Assistant Principal	Oversees School Improvement, 8th Grade Administrator, Reading and ELA Department Administrator
Woodburn, Washington	Assistant Principal	Oversees school schedule, 7th Grade Administrator, Math and Unified Arts Administrator
Frazier, Ulunda	Reading Coach	Helps with scheduling. Works with reading and ELA to plan programs, look at school data, and provide interventions.
Sakowitz, Alan	Other	Oversee ESE department and students. Organize and run IEP meetings.
Rappaport, Sarah	SAC Member	Completes SIP, Department Chair, SEL Liason
Bozeman, Cambreia	Other	Oversees Math Department, helps math teachers
Marcellus, Bianca	Other	oversees ELA department, helps ELA teachers
McNiven, Andrea	Other	oversees social studies department, collaborates with social studies teachers
Regan, Annmarie	Other	oversees science department, works with science teachers

Demographic Information

Principal start date

Thursday 9/22/2022, Emily Gonzalez

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.*

46

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.*

22

Total number of teacher positions allocated to the school

65

Total number of students enrolled at the school

1,075

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

15

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

18

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	0	0	0	0	0	0	409	400	425	0	0	0	0	1234
Attendance below 90 percent	0	0	0	0	0	0	87	97	92	0	0	0	0	276
One or more suspensions	0	0	0	0	0	0	86	94	86	0	0	0	0	266
Course failure in ELA	0	0	0	0	0	0	19	45	3	0	0	0	0	67
Course failure in Math	0	0	0	0	0	0	19	30	4	0	0	0	0	53
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	109	120	130	0	0	0	0	359
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	141	122	193	0	0	0	0	456
Number of students with a substantial reading deficiency	0	0	0	0	0	0	56	48	45	0	0	0	0	149

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	0	0	0	0	132	150	136	0	0	0	0	418

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	0	0	0	0	0	0	4	8	18	0	0	0	0	30
Students retained two or more times	0	0	0	0	0	0	2	6	12	0	0	0	0	20

Date this data was collected or last updated

Friday 9/2/2022

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	0	0	0	0	0	0	404	440	380	0	0	0	0	1224
Attendance below 90 percent	0	0	0	0	0	0	45	49	49	0	0	0	0	143
One or more suspensions	0	0	0	0	0	0	4	3	4	0	0	0	0	11
Course failure in ELA	0	0	0	0	0	0	35	76	13	0	0	0	0	124
Course failure in Math	0	0	0	0	0	0	44	48	45	0	0	0	0	137
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	47	67	54	0	0	0	0	168
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	50	65	59	0	0	0	0	174
Number of students with a substantial reading deficiency	0	0	0	0	0	0	137	170	137	0	0	0	0	444

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	0	0	0	102	133	100	0	0	0	0	335

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	1	11	5	0	0	0	0	17

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	0	0	0	0	0	0	404	440	380	0	0	0	0	1224
Attendance below 90 percent	0	0	0	0	0	0	45	49	49	0	0	0	0	143
One or more suspensions	0	0	0	0	0	0	4	3	4	0	0	0	0	11
Course failure in ELA	0	0	0	0	0	0	35	76	13	0	0	0	0	124
Course failure in Math	0	0	0	0	0	0	44	48	45	0	0	0	0	137
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	47	67	54	0	0	0	0	168
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	50	65	59	0	0	0	0	174
Number of students with a substantial reading deficiency	0	0	0	0	0	0	137	170	137	0	0	0	0	444

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	0	0	0	102	133	100	0	0	0	0	335

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	1	11	5	0	0	0	0	17

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	49%	54%	50%				60%	57%	54%
ELA Learning Gains	49%						56%	57%	54%
ELA Lowest 25th Percentile	31%						40%	48%	47%
Math Achievement	41%	41%	36%				59%	60%	58%
Math Learning Gains	48%						51%	58%	57%
Math Lowest 25th Percentile	42%						41%	49%	51%
Science Achievement	43%	52%	53%				53%	49%	51%
Social Studies Achievement	65%	63%	58%				70%	71%	72%

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
06	2022					
	2019	59%	57%	2%	54%	5%
Cohort Comparison						
07	2022					
	2019	60%	55%	5%	52%	8%
Cohort Comparison		-59%				
08	2022					
	2019	56%	59%	-3%	56%	0%
Cohort Comparison		-60%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	54%	58%	-4%	55%	-1%
Cohort Comparison						
07	2022					
	2019	58%	53%	5%	54%	4%
Cohort Comparison		-54%				
08	2022					
	2019	19%	45%	-26%	46%	-27%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	38%	43%	-5%	48%	-10%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	67%	33%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	70%	71%	-1%	71%	-1%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	85%	61%	24%	61%	24%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	56%	44%	57%	43%

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	16	27	24	14	34	37	5	25	25		
ELL	24	37	27	26	37	36	24	52	54		
ASN	44	34		56	61		42	45	56		
BLK	35	40	32	27	42	39	27	55	55		
HSP	47	51	27	38	47	45	44	65	66		
MUL	63	59	40	51	63	60	67	56	87		
WHT	69	58	32	61	57	38	60	81	87		
FRL	38	43	31	30	42	37	34	53	66		
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	15	24	21	15	22	18	17	21	33		
ELL	42	44	51	32	24	20	25	54	43		

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
ASN	57	55		52	28			44	67		
BLK	36	33	23	22	15	13	21	46	29		
HSP	54	41	35	42	24	21	42	57	57		
MUL	58	31		48	12			67	50		
WHT	75	60	25	57	30	26	59	69	62		
FRL	43	37	27	29	17	17	29	44	44		

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	24	41	35	24	35	38	20	39	57		
ELL	35	55	49	37	45	46	35	34	80		
ASN	73	68		74	55		67	90	75		
BLK	42	47	36	40	42	36	34	54	84		
HSP	59	62	49	58	53	45	53	66	82		
MUL	64	47		61	52		63	56	57		
WHT	74	59	34	76	56	40	67	89	87		
FRL	49	52	38	48	48	40	42	60	73		

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)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	489
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	48
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	48
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	61
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	60
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	42
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?

Looking at the progress monitoring over the past year, the trends show that Students with Disabilities and ELL students were proficient in reading and math at a much lower percentage than their peers. This was true amongst all three grade levels.

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

Based on 2022 state assessments and progress monitoring the areas that need the greatest need for improvement are the math and reading scores of our Students With Disabilities.

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

The contributing factors to this need for improvement are the student's reading and math levels when they enter middle school. Although they may not be showing proficiency a lot of our SWD students are still making learning gains and progress. However, our goal is to work towards proficiency, therefore we have implemented reading classes based on students' needs, pull out groups and push in groups with Support Facilitators, SWD focused PLC, and data tracking amongst classroom teachers and administrators. Teachers will also be participating in data chats with both students and administrators in order to focus on their data and plan with a specific focus in building student levels.

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

Based on progress monitoring and state assessments, the data components that showed the most improvement were our civics scores. Scores in ELA and math showed a decrease, however, it is hard to compare when such a low percentage of students took the state exams in 2021.

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

We feel that our civics scores improved due to the increase in progress monitoring that took place at our school. We continually looked at the scores and data and had data chats with both our students and the administration. Teachers used the data to drive instruction. Throughout the year we had civics teachers and reading and ELA teachers work together to help build reading progress, which in turn supports the civics EOC.

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

In order to accelerate learning across our school, we will continue to do a number of things and implement a number of new strategies. First, we will continue to hold weekly PLCs and common planning. During this PLC time, we will plan together to implement research-based classroom strategies. We will also continue to progress monitor throughout the year. Additionally, teachers are using common assessments with our students to track progress, as well as provide individualized lessons based on student needs. Finally, we will have data chats with both students and administrators to discuss student growth and progress.

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.

We will have a number of professional development opportunities provided at the school to support teachers and school leaders. First, there are weekly PLC meetings for the ELA teachers and Reading teachers to plan together and learn effective classroom tools. Secondly, the teachers will continue to have common departmental planning in order to work as a team. Teachers will attend and participate in District Training. Finally, the Reading Coach will continue to model lessons and share best practices in teacher classrooms.

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

The additional services that will be implemented to ensure sustainability are the after-school tutoring program in both reading and math, as well as, our extended learning opportunities that allow students to participate in FSA camps and trainings. We've also hired an ESSR Math Support teacher to conduct push-in and pull-out groups, as well as, model strategies for our students. Finally, we hope to offer a winter and spring break camp for students who want to work towards growth during time off from school.

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Students with Disabilities scored below 40% FPPL, therefore, we want to focus on our students with disabilities to increase their reading and math proficiency and learning gains.

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

By June 2023, Students with Disabilities will score at or above 41% FPPL.

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

Students with Disabilities will take ongoing progress monitoring in order to determine the progress they are making in reading and math throughout the year. Students will be given remediation opportunities during the year to work on various skills and strategies.

Person responsible for monitoring outcome:

Jill Fiorentino (jill.fiorentino@browardschools.com)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

In order to increase reading and math skills for our students with disabilities we are going to utilize school-wide programs and policies that focus on reading and math, as well as, increase background knowledge and content-area knowledge. Students will use the newly adopted reading and ELA programs to increase their fluency and vocabulary skills, as well as read from a wide variety of genres. We will also work with the support facilitators and reading coach to work on individual student goals through small group instruction and support. Students will also receive remediation and reteaching as needed to ensure they are grasping new content.

Rationale for Evidence-based Strategy: Explain the rationale for

Small group instruction, as well as, specialized and focused support will help our students be successful because they will be given individualized attention. Through this small-group instruction, they can ask specific questions, learn focused skills, and work on their individual needs. Teachers are working together in an ongoing manner during PLC and Team Meetings to discuss the specific needs of their students.

selecting this specific strategy. Describe the resources/ criteria used for selecting 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.

The following action steps will be utilized in order to increase the proficiency and learning gains of our students with disabilities. First, all teachers are expected to read, understand, and implement all of the Individualized Education Plans of their students. They also document how the students are progressing with their goals. During weekly team meetings, the team of teachers meets to discuss students' needs and progress. They share their observations and concerns with the support facilitator. The teachers will work as a team to determine if their students have any needs or remediation needs for skills taught that week. If they do, they can be pulled for small group instruction. Together teachers will work with their students to help remediate and reteach skills. Teachers also utilize school-wide programs like iReady to provide specific learning opportunities for their students. Finally teachers use data to drive decisions regarding their students.

Person Responsible Emily Gonzalez (emily.gonzalez@browardschools.com)

#2. Instructional Practice specifically relating to ELA

**Area of Focus
Description
and Rationale:
Include a
rationale that
explains how it
was identified
as a critical
need from the
data reviewed.**

We chose to focus on ELA due to our low scores on the 2022 FSA. On the 2022 FSA, 51.7% of our students were not proficient. Therefore, we feel that it is a critical need area for our school. Once ELA scores increase, there should be an increase in other content areas as well.

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

By June 2023, the percentage of students who are proficient in ELA will increase to 65%.

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

The area of focus will be monitored on an ongoing basis through progress monitoring. Teachers will use the data from the progress monitoring to remediate and enrich their students as needed. Teachers will also conduct ongoing data chats with the administration to determine their needs, receive support, and help plan purposeful, research-based strategies to help improve student learning and ELA outcomes.

**Person
responsible for
monitoring
outcome:**

Tameka Smith (tameka.smith@browardschools.com)

**Evidence-
based
Strategy:
Describe the
evidence-
based strategy
being
implemented
for this Area of
Focus.**

Teachers will utilize district-created curriculum maps, as well as, new ELA resources and guides to help plan and prepare lesson plans. Teachers will focus on ELA strategies across the curriculum by teaching through the use of graphic organizers and vocabulary strategies throughout various content area classes. School-wide teachers will work together to build background knowledge, as well as, build vocabulary skills and expand students' understanding of informational text. Teachers will use various strategies for ongoing formative assessments in order to readdress misconceptions, student needs, and readdress standards as needed.

**Rationale for
Evidence-
based
Strategy:
Explain the
rationale for**

The rationale behind working to build growth in content area text is that a number of the ELA standards are build around informational text and understanding charts, graphs, and other pieces of content text. Therefore, if all of the departments work together to build these skills, teachers will see growth in not only their subject area but also in ELA, which will ultimately increase our ELA proficiency.

selecting this specific strategy. Describe the resources/ criteria used for selecting 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.

Teachers will address student needs through ongoing progress monitoring and formative assessments. Teachers will provide enrichment based on student needs, as well as, readdress standards that are not showing a high level of growth or mastery. Teachers will work collaboratively with their grade level content teachers to increase students' understanding of the content area and informational text. Finally, teachers will meet on an ongoing basis through departmental planning, PLC, and data chats to discuss student growth, student needs, and teacher needs.

Person Responsible Tameka Smith (tameka.smith@browardschools.com)

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.

The school works very hard to build a positive school culture and environment. First, there is a wide variety of clubs and organizations for students to join in order to make connections to other students throughout the school. These clubs and organizations range from interest-based clubs like Junior Thespians and Art Club to service organizations like National Junior Honor Society and Student Government. Students work to bring school spirit and increase school culture and climate. These activities encourage students to be more involved in school and feel a strong sense of school pride.

Beyond the clubs and organizations, our school offers we also host a number of school-wide programs to build strong character skills and recognize students. One of our programs is Panther of the Month. This program has teachers nominate students who show strong character, behavior and make good choices. The students are then recognized monthly by the Principal and celebrated school-wide. Students strive to be selected for Panther of the Month and are very proud when they obtain this achievement.

Throughout the year, students are taught various positive traits like responsibility and cooperation. They are then recognized in quarterly honor roll assemblies, school-wide activities, and within the classroom. These traits are used as a stepping stone for building a positive culture and environment.

Finally, every teacher is responsible for teaching Social-Emotional Learning (SEL) activities at the beginning of each class period. These activities help build a sense of pride in their school and community.

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

There are a number of stakeholders who have important roles in promoting a positive culture and environment. Of course, it starts at the top with our Principal, Ms. Gonzalez and our administrators, Mr. Woodburn, Ms. Fiorentino, and Ms. Smith. Our Parent Teacher Association (PTA) works with the administrators and school to meet the school's needs in order to create a positive culture and environment for both faculty and staff. Finally, the teachers and club sponsors teach SEL activities, hold events, and work tirelessly to ensure that their classrooms, organizations, and students all feel a sense of pride in being a Seminole Panther.