

Broward County Public Schools

Seminole Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Seminole Middle School

6200 SW 16TH ST, Plantation, FL 33317

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Gonzalez, Emily	Principal	Maintain school safety, oversee all curriculum and programs, oversee all departments and personnel.
Pastor, Ashley	Assistant Principal	7th Grade Administrator, oversees Science and Social Studies, oversees School Improvement
Smith, Tameka	Assistant Principal	Oversees English Language Arts and Reading, 6th Grade Administrator, Intern Principal
Woodburn, Washington	Assistant Principal	Oversees Math and Unified Arts, 8th Grade Administrator, oversees safety and security, school scheduler
Rappaport, Sarah	Teacher, K-12	SAC Chair, Unified Arts Department Head, PTA Liason, PLC Coordinator
Bozeman, Cambreia	Teacher, K-12	Math Department Head
Marcellus, Bianca	Teacher, K-12	English/Language Arts Department Head
McNiven, Andrea	Teacher, K-12	Social Studies Department Head
Regan, Annmarie	Teacher, K-12	Science Department Head
Sakowitz, Alan	Staffing Specialist	ESE Specialist

Stakeholder Involvement and SIP Development

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

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

All stakeholders participate in building the School Improvement Plan in a number of different ways. First, the school leadership team works with school leadership and staff to create and work on the initial part of the plan. Following the creation of the plan, all stakeholders are invited to participate in creating and developing the School Improvement Plan through the School Advisory Council. The School Advisory Council consists of community members, parents from a number of different groups (SWD, ELL, and Gifted), as well as, parents from a variety of different backgrounds. Teachers, staff, and school leadership are all part of the School Advisory Council. The team works together to create the School Improvement Plan by looking at data, discussing student growth, and ensuring that all stakeholders have a say in the development of the plan.

SIP Monitoring

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

The School Improvement Plan will be regularly monitored for effective implementation and impact on increasing student achievement through our monthly School Advisory Council meetings. These meetings will include all stakeholders. During these meetings, we will discuss what we are doing to meet student needs and how it applies to the School Improvement Plan. Based on ongoing data and discussions we will readdress or revise the School Improvement Plan as needed during the monthly SAC meetings to ensure we are best meeting the needs of our students.

Demographic Data

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

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	74%
2022-23 Economically Disadvantaged (FRL) Rate	75%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	107	104	123	334	
One or more suspensions	0	0	0	0	0	0	79	101	100	280	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	10	48	9	67	
Course failure in Math	0	0	0	0	0	0	22	48	25	95	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	94	112	127	333	
Level 1 on statewide Math assessment	0	0	0	0	0	0	79	129	91	299	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	1	37	49	87	

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	0	0	0	0	104	149	146	399

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	2	6	27	35
Students retained two or more times	0	0	0	0	0	0	3	8	16	27

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	87	97	92	276	
One or more suspensions	0	0	0	0	0	0	86	94	86	266	
Course failure in ELA	0	0	0	0	0	0	19	45	3	67	
Course failure in Math	0	0	0	0	0	0	19	30	4	53	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	109	120	130	359	
Level 1 on statewide Math assessment	0	0	0	0	0	0	141	122	193	456	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	56	48	45	149	

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	132	150	136	418	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	4	8	18	30
Students retained two or more times	0	0	0	0	0	0	2	6	12	20

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	87	97	92	276	
One or more suspensions	0	0	0	0	0	0	86	94	86	266	
Course failure in ELA	0	0	0	0	0	0	19	45	3	67	
Course failure in Math	0	0	0	0	0	0	19	30	4	53	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	109	120	130	359	
Level 1 on statewide Math assessment	0	0	0	0	0	0	141	122	193	456	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	56	48	45	149	

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	132	150	136	418	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	4	8	18	30
Students retained two or more times	0	0	0	0	0	0	2	6	12	20

II. Needs Assessment/Data Review

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

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	49	53	49	49	54	50	54		
ELA Learning Gains				49			44		
ELA Lowest 25th Percentile				31			27		
Math Achievement*	49	56	56	41	41	36	40		
Math Learning Gains				48			22		
Math Lowest 25th Percentile				42			18		
Science Achievement*	45	50	49	43	52	53	41		
Social Studies Achievement*	53	67	68	65	63	58	55		
Middle School Acceleration	80	70	73	70	51	49	53		
Graduation Rate					49	49			
College and Career Acceleration					70	70			
ELP Progress	28	42	40	51	74	76	31		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	304
Total Components for the Federal Index	6

2021-22 ESSA Federal Index

Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	489
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	

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

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	19	Yes	4	2
ELL	34	Yes	2	
AMI				
ASN	79			
BLK	39	Yes	2	
HSP	51			
MUL	57			
PAC				
WHT	70			
FRL	40	Yes	1	

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%
SWD	23	Yes	3	1
ELL	37	Yes	1	
AMI				
ASN	48			
BLK	39	Yes	1	
HSP	48			
MUL	61			
PAC				
WHT	60			
FRL	42			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	49			49			45	53	80			28
SWD	21			22			18	25			5	9
ELL	34			36			39	22	45		6	28
AMI												
ASN	71			77			62	100	83		5	
BLK	35			32			28	40	68		6	32
HSP	49			51			44	51	80		6	29
MUL	52			54			44	43	91		5	
PAC												
WHT	64			63			62	74	85		5	
FRL	40			37			35	41	75		6	13

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	49	49	31	41	48	42	43	65	70			51
SWD	16	27	24	14	34	37	5	25	25			
ELL	24	37	27	26	37	36	24	52	54			51
AMI												
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			53
MUL	63	59	40	51	63	60	67	56	87			
PAC												
WHT	69	58	32	61	57	38	60	81	87			
FRL	38	43	31	30	42	37	34	53	66			47

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	54	44	27	40	22	18	41	55	53			31
SWD	15	24	21	15	22	18	17	21	33			
ELL	42	44	51	32	24	20	25	54	43			31
AMI												
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			33
MUL	58	31		48	12			67	50			
PAC												
WHT	75	60	25	57	30	26	59	69	62			
FRL	43	37	27	29	17	17	29	44	44			36

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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	48%	49%	-1%	47%	1%
08	2023 - Spring	45%	49%	-4%	47%	-2%
06	2023 - Spring	49%	50%	-1%	47%	2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	51%	54%	-3%	54%	-3%
07	2023 - Spring	37%	51%	-14%	48%	-11%
08	2023 - Spring	39%	46%	-7%	55%	-16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	31%	38%	-7%	44%	-13%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	87%	48%	39%	50%	37%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	97%	46%	51%	48%	49%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	87%	63%	24%	63%	24%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	52%	64%	-12%	66%	-14%

III. Planning for Improvement

Data Analysis/Reflection

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

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

Based on the data the subgroup that showed the lowest performance was the SWD (students with disabilities) in both ELA (English/Language Arts) and Math and the ELL (English Language Learner) students. Both student groups had a low level of proficiency based on state exams. Some contributing factors to the low performance are their reading and math levels when they enter the school. Even though they are not showing proficiency they are still making learning gains and improving. For the ELL students, it may be based on their English acquisition skills. Another contributing factor to the scores and low performance was the year and a half of virtual education due to the COVID-19 pandemic. These student groups tended to disengage and not make as many connections while learning virtually.

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

The data component that showed the greatest decline from the prior year was the ELA achievement and learning gains for our students with disabilities. The factors that contributed to this decline could have been the learning loss attributed to the COVID-19 pandemic. We also had a lot of staff turnover, not only during the summer and start of the school year but also during the school year which led to schedule changes, substitutes, and more. Therefore, the students did not always have consistent instruction, thereby, causing a decline in their ELA achievement.

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.

It appears that the greatest gap in student achievement when compared to the state average is the ELA achievement of our students with disabilities (SWD). This achievement gap is likely connected to the learning loss from COVID-19, as well as, their reading levels and comprehension levels when entering middle school. A lot of these students already are reading way below grade level before they even enter middle school. Although they made growth and improved academically, they may not show this growth on state exams.

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

An area that showed great improvement was the increase in the Social Studies achievement score. The score went from 55% proficient to 65% proficient. In order to achieve this score increase the school put a focus on having common formative assessments in Civics so that teachers had ongoing data based on the standards to plan for enrichment and remediation. They also worked collaboratively during common planning in order to plan lessons that focused on standards and achievement. The school also offered an after-school Civics Camp so that students would have extra opportunities for growth and learning.

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

Reflecting on the EWS data from Part I, two areas of concern are the achievement of our students with disabilities, as well as our achievement and growth of students who are Black.

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

Our highest priorities for school improvement and student achievement for the upcoming school year are:

- increase achievement and learning gains for students with disabilities,
- increase achievement and learning gains for students who are English Language Learners
- increase achievement and learning gains for students who are Black.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 2024, Students with Disabilities will score at or above 28% 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. The monitoring will be the common assessments given in ELA and math classes, as well as, teacher made tests, end of unit exams, and annual reviews. Teachers will look at data and discuss student growth and areas of need during weekly team meetings, as well as, monthly data chats. Students will be given remediation opportunities during the year to work on various skills and strategies.

Person responsible for monitoring outcome:

Ashley Pastor (ashley.pastor@browardschools.com)

Evidence-based Intervention:

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

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 Intervention:

Explain the rationale for selecting this specific strategy.

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.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

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 Read180 to provide specific learning opportunities for their students. Finally, teachers use data to drive decisions regarding their students.

Person Responsible: Ashley Pastor (ashley.pastor@browardschools.com)

By When: Action steps will take place all year and will be completed by May 2024.

#2. ESSA Subgroup specifically relating to English Language Learners**Area of Focus Description and Rationale:**

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

English Language Learners scored below 40% FPPL, therefore, we want to focus on our students who are ELL 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 2024, our ELL students will score at or above 41% proficient.

Monitoring:

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

Students 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. Students will also work with paras and support staff to help build and increase their English proficiency. Students will be tested monthly on Common Formative Assessments in Reading and Language Arts. The data will be discussed monthly during departmental data chats.

Person responsible for monitoring outcome:

Tameka Smith (tameka.smith@browardschools.com)

Evidence-based Intervention:

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

In order to increase reading and math skills for our ELL students, 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 ELL paras and staff to work on English acquisition and to work in small groups to focus instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Teachers will work with support staff to understand the learning and language level of their ELL students. They will put practices into place to ensure they are receiving appropriate content while also receiving

language instruction. Students who are ELL will be scheduled into reading and language arts classes with a native Spanish speaker and other ELL students in order to increase English acquisition.

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

By When: Students will be scheduled into a supportive reading course by August 2023. Small group instruction and pull out instruction will take place until May 2024.

#3. ESSA Subgroup specifically relating to Black/African-American**Area of Focus Description and Rationale:**

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

Our Black students scored below 40% FPPL, therefore, we want to focus on our Black students 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 2024, Black students will score at or above 45% FPPL.

Monitoring:

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

Our Black students 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. Data will be collected monthly through common assessments. Teachers will analyze the data during monthly departmental data chats. Teachers will also collect data from end of unit exams, teacher made tests, and mini-assessments that they will discuss during weekly team meetings and common planning.

Person responsible for monitoring outcome:

Washington Woodburn (washington.woodburn@browardschools.com)

Evidence-based Intervention:

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

In order to increase the proficiency of our Black students we will ensure that they are given the appropriate schedules to best meet their needs. We will also try to create a mentoring program so that all students have an adult they can reach out to in case they have any needs or questions. Students who are not showing proficiency will be enrolled in a double reading and math course to ensure that they are receiving the remedial skills they are missing in order to pull them up to grade-level achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Create a mentoring program.

Person Responsible: Ashley Pastor (ashley.pastor@browardschools.com)

By When: October 2023

Schedule students in appropriate courses to increase student achievement.

Person Responsible: Washington Woodburn (washington.woodburn@browardschools.com)

By When: August 2024

#4. Positive Culture and Environment specifically relating to Teacher Attendance

Area of Focus Description and Rationale:

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

In order to build a positive school culture and environment it is important to have teachers in attendance during the school day, therefore, we want to focus on teacher attendance.

Measurable Outcome:

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

By May 2024, 85% of teachers will have missed no more than 5 school days each quarter.

Monitoring:

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

Teacher attendance will be monitored by looking at attendance trends and pulling attendance data each quarter.

Person responsible for monitoring outcome:

Emily Gonzalez (emily.gonzalez@browardschools.com)

Evidence-based Intervention:

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

Administration and school leadership will review high numbers of teacher absences to determine the cause of the absence. There will be a plan in place to celebrate teachers who are in attendance each quarter and support teachers who may be struggling. We will also look at trends to determine why absences are taking place.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Using the data to determine why teachers are absent from work will help improve teacher morale, teacher support, and student achievement. Students will make higher learning gains when their teachers are in attendance.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Monitor teacher attendance

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

By When: Quarterly

Reward teachers with perfect attendance

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

By When: Monthly

#5. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

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

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 2024, 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 Intervention:

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

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 Intervention:

Explain the rationale for selecting this specific strategy.

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.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

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)

By When: May 2024

CSI, TSI and ATSI Resource Review

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

When we are provided with funds for school improvement, we follow a district-wide process to purchase materials to provide interventions and activities within the SIP. First, we research materials or programs that are research-based and will have the most impact on our students. When we have a suggested way to use the funds or purchase materials we then bring the rationale, cost, and examples to our School Advisory Committee to oversee, discuss, and determine if these resources would truly benefit our students and impact student achievement. At the following meeting, we then have our School Advisory Committee vote on whether or not we should use the funds to purchase the interventions or activities. As long as the meeting has quorum we are able to vote on how to use the funds.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

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

Our School Improvement Plan is shared in a number of ways with our parents and stakeholders. First, the plan is posted on our school website and linked through the website. Parents can see changes as they happen since it is a live and working document. Second, the plan is shared, along with how to access the plan, to all parents through phone and email using our school's ParentLink system. A copy of the School Improvement Plan is also placed in the front office for any parent who doesn't have access to the internet. Finally, the School Improvement Plan is discussed and reviewed at the monthly School Advisory Council meetings. These meetings are open to all parents and community stakeholders.

The school website is www.browardschools.com/seminole

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

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

The school has a number of plans in place to build positive relationships with parents and families. First, we have an active and supportive PTA that welcomes all parents and families into volunteering and supporting our school. We also have monthly family nights where teachers can showcase student work, parent resources, and student resources. We also invite the parents in for the honor roll assemblies, student awards, and other student events. Letters and materials are disseminated in the student's preferred language and all parents are welcome to attend the School Advisory Committee meetings.

Our Family Engagement Plan can be found at www.browardschools.com/seminole as part of our Broward County School Improvement Plan.

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

To strengthen the academic program in our school we are looking into starting a Cambridge program. This program will increase the rigor of instruction for our students by having them take courses that encourage higher-order thinking and critical thinking skills while preparing for the high school Cambridge and AP programs. We are also providing several high school credit courses to enrich and accelerate the curriculum for our students. These courses range from World Languages to GEM math and include courses like Biology, Psychology, and Debate. We also offer reading and literature courses for students that help increase their academic reading skills.

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

Our School Improvement Plan is developed in coordination with all other Federal, State, and local services and programs through the support of our Title I District Office and School Improvement District Office. Our School Improvement Plan focuses on student achievement and growth by including our Attendance Plan, SEL Plan, BPIE, and more. It also includes our Title I plan which focuses on student resources and student growth.

Optional Component(s) of the Schoolwide Program Plan

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

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

The school ensures that counseling, school-based mental health services, support services, mentoring services, and more through our school counseling office, guidance counselors, and support staff. The guidance staff creates and follows a school counseling plan to ensure all students get the support they need. Teachers are also trained in SEL and provide opportunities in their classrooms to learn social-emotional skills.

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

We are preparing students for career and technical education programs when they arrive at their prospective high schools. We do offer some introductory classes to broaden their scope of knowledge so they are more prepared for when they enter high school. These courses include technology, Rockets, Riddles, and Robots, and a Microsoft Certification course.

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

The school utilizes the Rtl process (Response to Intervention) in order to address problem behavior and early intervention services. Teachers work with guidance counselors and support staff to provide interventions in order to determine strengths and weaknesses, as well as, what needs to be in place for students to learn and grow. If necessary the school psychologist will test students to determine if they are eligible for ESE services. Rtl is a three-tiered system that ensures students are monitored and supported throughout their education. Our school also utilizes the School Wide Positive Behavior Plan to recognize and reward students who are exhibiting good behavior in classes and on campus.

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

Professional learning opportunities are offered to all teachers and staff on an ongoing basis throughout the school year on campus and through district departments. Teachers participate in weekly PLCs with teachers from their department and grade level. These PLCs allow teachers to use data and common formative assessments to drive instruction, plan for enrichment, and plan for remediation. Teachers are also able to take classes virtually and in person from district personnel who are the experts in their field. This ongoing learning is used to ensure that teachers and staff have what is necessary to be successful in their classrooms.

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

n/a