

Hillsborough County Public Schools

Seminole Heights Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Seminole Heights Elementary School

6201 N CENTRAL AVE, Tampa, FL 33604

[no web address on file]

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

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
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.

		<p>Assists with the implementation of district initiatives in the area of English Language Arts.</p> <p>? Demonstrates a strong working knowledge of best practices in writing/language arts instruction across content areas. Continues to develop professional expertise through professional readings, trainings, and conferences.</p> <p>? Serves as a resource to the school for strategies and materials to increase English Language Arts achievement.</p>
Brown, Jody	Reading Coach	<p>? Assists teachers in implementing the Language Arts Florida Standards. Assists teachers in organizing classrooms and the instructional focus for English Language Arts instruction.</p> <p>? Assists with professional development opportunities. Trains teachers, in the content area of English Language Arts instruction regarding instructional strategies, best practices, use of materials, and specific instructional topics. Models effective teaching techniques when presenting to groups and other professionals. Provides follow-up support to district and site-based training.</p> <p>? Conducts classroom walk-throughs and provides follow-up with teachers.</p>

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.

Leadership Team Members:

Dr. Francine Lazarus – Principal
John Thomas – Assistant Principal
Dr. Erin Anderson – School Psychologist
Taylor Legge – School Counselor
Olivia Blackman – School Social Worker & FACE Ambassador
Jared Rothfarb – ESE Specialist
Jody Brown – Reading Coach
Amalia Gogan – AGP Teacher
Katherine Johnson – Media Specialist

Instructional Leadership Team Members:

Stacey Rothfarb – Kindergarten Team Leader
Olivia Healey – First Grade Team Leader
Nicole Morton – Second Grade Team Leader
Mandy Beck – Third Grade Team Leader
Elizabeth Baldwin – Fourth & Fifth Grade Team Leader

Date(s) Members Met:

2/20/23 (Leadership Team Meeting)
2/22/23 (ILT Meeting)
2/27/23 (Leadership Team Meeting)

Agenda Topics:

- iReady Diagnostic 1 & 2 Data
- STAR & FAST PM1 & PM2 Data
- Instructional Priorities
- SIP Area of Focus & Action Steps

A guiding questions protocol was used to complete a comprehensive needs assessment to identify the area of focus. It was determined that an emphasis on student engagement with teachers was needed to positively impact academic achievement.

The School Improvement Plan was presented to the School Advisory Council on 8/24/23 and these members voted to approve this plan as written.

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))

SIP monitoring will occur during weekly Leadership Team (LT) meetings, monthly Instructional Leadership Team (ILT) meetings and bi-monthly School Advisory Council (SAC) meetings.

Student performance data will be reviewed during these meetings to determine areas of strength and areas of growth. Academic interventions will be generated to target gaps in achievement and the SIP will be updated to reflect the current plans in place.

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)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	67%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
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) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: C
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	1	12	9	10	13	8	0	0	0	53
One or more suspensions	0	0	2	2	2	1	0	0	0	7
Course failure in English Language Arts (ELA)	0	0	0	13	10	0	0	0	0	23
Course failure in Math	0	0	0	14	14	0	0	0	0	28
Level 1 on statewide ELA assessment	0	0	0	13	10	0	0	0	0	23
Level 1 on statewide Math assessment	0	0	0	14	14	0	0	0	0	28
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	16	13	9	9	9	0	0	0	63

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	1	5	3	0	0	0	9

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	3	1	2	1	0	0	0	0	0	7
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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	6	16	11	11	5	5	0	0	0	54
One or more suspensions	0	1	1	0	5	2	0	0	0	9
Course failure in ELA	0	0	0	11	0	0	0	0	0	11
Course failure in Math	0	0	0	11	0	0	0	0	0	11
Level 1 on statewide ELA assessment	0	0	0	11	0	0	0	0	0	11
Level 1 on statewide Math assessment	0	0	0	11	0	0	0	0	0	11
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	11	0	0	0	0	0	11

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	1	1	3	1	0	0	0	6

The number of students identified retained:

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

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	6	16	11	11	5	5	0	0	0	54
One or more suspensions	0	1	1	0	5	2	0	0	0	9
Course failure in ELA	0	0	0	11	0	0	0	0	0	11
Course failure in Math	0	0	0	11	0	0	0	0	0	11
Level 1 on statewide ELA assessment	0	0	0	11	0	0	0	0	0	11
Level 1 on statewide Math assessment	0	0	0	11	0	0	0	0	0	11
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	11	0	0	0	0	0	11

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	1	1	3	1	0	0	0	6

The number of students identified retained:

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

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*	53	50	53	50	53	56	44		
ELA Learning Gains				63			44		
ELA Lowest 25th Percentile				64					
Math Achievement*	43	56	59	51	50	50	38		
Math Learning Gains				73			62		
Math Lowest 25th Percentile				74					
Science Achievement*	52	50	54	48	59	59	38		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	63	59	59	53			30		

* 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)	N/A
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	271
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	60

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	476
Total Components for the Federal Index	8
Percent Tested	100
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	36	Yes	1	
ELL	44			
AMI				
ASN				
BLK	42			
HSP	39	Yes	1	
MUL				
PAC				
WHT	69			
FRL	46			

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	49			
ELL	57			
AMI				
ASN				
BLK	52			
HSP	52			

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%
MUL				
PAC				
WHT	76			
FRL	59			

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	53			43			52					63
SWD	42			18			43				4	
ELL	38			31							3	63
AMI												
ASN												
BLK	43			30			36				4	
HSP	36			38			27				5	54
MUL												
PAC												
WHT	71			56			75				4	
FRL	44			36			48				5	54

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	50	63	64	51	73	74	48					53
SWD	30	60	60	31	65	67	29					
ELL	31	67		50	82							53
AMI												
ASN												

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
BLK	30	55	57	30	71	86	32					
HSP	39	58		49	73		41					50
MUL												
PAC												
WHT	78	68		74	77		85					
FRL	43	63	71	45	75	78	40					57

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	44	44		38	62		38					30
SWD	33	33		22	40		25					
ELL	33			42								30
AMI												
ASN												
BLK	26	50		28	43		27					
HSP	41	23		32	69		38					
MUL	40			40								
PAC												
WHT	68			56			40					
FRL	38	41		33	62		41					30

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.

Grade	Year	ELA				
		School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	54%	53%	1%	54%	0%
04	2023 - Spring	51%	54%	-3%	58%	-7%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	53%	46%	7%	50%	3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	55%	55%	0%	59%	-4%
04	2023 - Spring	40%	59%	-19%	61%	-21%
05	2023 - Spring	39%	53%	-14%	55%	-16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	50%	47%	3%	51%	-1%

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.

5th grade FAST PM3 math performance at 39% level 3 or above was our lowest data point with 4th grade FAST PM3 math performance at 40% level 3 or above coming in as the next lowest indicator. Contributing factors for these scores may include the impact of Covid and online instruction on these intermediate students, along with the fact that the 2022-2023 school year was the first administration of the FAST math assessment. When looking at 3 years' worth of trend data for 2021, 2022 & 2023 for math levels 3 and above, there are no clear patterns for 4th grade at 32%, 47% & 40% and 5th grade at 45%, 45% & 39% respectively.

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

The only 2 areas that showed a decline in performance from the prior year were 4th grade math levels 3 and above from 47% to 40% and 5th grade math levels 3 and above from 45% to 39%. Since the teachers for these subjects didn't change over these 2 years, contributing factors for this decline may include the impact of Covid and online instruction on these intermediate students, along with the fact that the 2022-2023 school year was the first administration of the FAST math assessment. Another contributing factor may have been a shift from using the EnVision math curriculum in the 2021-2022 school year to the StemScopes math curriculum in the 2022-2023 school year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data components that had the greatest gap when compared to the state average were 4th grade math with 40% at levels 3-5 compared to the state at 61% and 5th grade math with 39% at levels 3-5 compared to the state at 55%. This was a predictable trend since 4th and 5th grade math scores were our lowest performance indicators and the ones that showed the greatest decline from the prior year. Since the teachers for these subjects didn't change, contributing factors for this gap may include the impact of Covid and online instruction on these intermediate students, along with the fact that the 2022-2023 school year was the first administration of the FAST math assessment. Another contributing factor may have been a shift from using the EnVision math curriculum in the 2021-2022 school year to the StemScopes math curriculum in the 2022-2023 school year.

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

4th grade ELA achievement for levels 3-5 showed the most improvement jumping from 38% in 2022 to 51% in 2023. One action taken that may have contributed to this increase in ELA achievement in 2023 was the hiring of a new reading coach who worked very closely with the 4th grade ELA instructor.

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

When reviewing the EWS data from Part I, a clear area of concern is attendance. A focus needs to be on students missing more than 10% of the school year and the impact this has on their academic achievement.

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

1. Math Engagement & Achievement
2. ELA Engagement & Achievement
3. Student Attendance

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Other**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.

During a review of our Insight teacher survey data (an instructional culture index) during Preplanning Week, the teachers identified "Instructional Planning For Student Growth" as an area of focus. Specifically, 2 indicators stood out as needing attention for the 2023-2024 school year. The 1st, "An instructional leader at my school or district regularly reviews student work from my classes" dropped from 57% of respondents answering agree or strongly agree in 2022 to 38% in 2023. This was lower than the district average of 46%. The 2nd, "I collaborate at least weekly with teachers and leaders at my school to improve my instructional plans based on student responses to tasks," dropped from 73% of respondents answering agree or strongly agree in 2022 to 68% in 2023. This was lower than the district average of 73%.

Measurable Outcome:

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

On the 2024 Insight teacher survey, the number of respondents answering agree or strongly agree to the indicator, "An instructional leader at my school or district regularly reviews student work from my classes" will increase from 38% to 45%. For the indicator, "I collaborate at least weekly with teachers and leaders at my school to improve my instructional plans based on student responses to tasks," the number of respondents answering agree or strongly agree will increase from 68% to 75%.

Monitoring:

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

A school-wide focus on progress monitoring student performance via formative assessments will be implemented. Data will be reviewed during weekly Leadership Team meetings, monthly Instructional Leadership Team meetings and quarterly report card reviews. Teacher successes will be highlighted in the weekly Friday Focus faculty/staff newsletter. Admin and the reading coach will host data chats with individual teachers and grade-level teams. District personnel will be invited to participate in these discussions. Each grade level shall maintain an electronic data wall and admin and the reading coach will support teachers in designing interventions to target gaps in achievement. Each grade level will identify a weekly time to collaborate for planning purposes, data analysis, RTI discussions, etc.. Admin will create an AM planning schedule with student coverage so grade levels will only have to meet after school every other week. The topics of these collaboration meetings will be logged in the school OneNote notebook. \$2,750 in Title I funds will be used to purchase 25 subs throughout the year for class coverage for additional planning sessions and data discussions.

Person responsible for monitoring outcome:

Francine Lazarus (francine.lazarus@hcps.net)

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.)

- * Progress monitoring student performance via formative assessments
- * Highlighting teacher successes
- * Data chats with individual teachers and grade-level teams
- * Collaborative planning sessions
- * Teacher accountability measures

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies were chosen to address deficiencies noted in the Insight teacher survey which is an instructional culture index. The strategies identified are proven evidence-based contributors to a positive school culture and environment.

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.

- * Progress monitoring student performance via formative assessments
- * Highlighting teacher successes
- * Data chats with individual teachers and grade-level teams
- * Collaborative planning sessions
- * Teacher accountability measures

Person Responsible: JohnS Thomas (johns.thomas@hcps.net)

By When: On-going throughout the 2023-2024 school year

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).

NA

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 related 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 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 Measurable Outcomes

In 2024, at least 50% of K-2 students will be proficient in ELA based on the STAR assessment criteria.

Grades 3-5 Measurable Outcomes

In 2024, at least 50% of 3-5 students will be proficient in ELA based on the FAST assessment criteria.

Monitoring

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 impact student achievement outcomes.

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

Description:

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:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

Our instructional priorities for the 23-24 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
<ul style="list-style-type: none"> * Present 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 the use of success criteria, equitable feedback, and student engagement strategies. 	<p>Lazarus, Francine, francine.lazarus@hcps.net</p>

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.

- The SIP & SWP will be shared with stakeholders:
- * Via the school website: www.hillsboroughschools.org/seminole
 - * At the SAC meeting on 8/24/23
 - * As part of the Title I & PTA meetings on 8/30/23
 - * During the faculty/staff meeting on 9/5/23

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))

Seminole Heights Elementary will implement a variety of strategies 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.

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. 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 K-2 classroom. An ELL paraprofessional will be on staff to support ELL students and their families.

Gifted and special education services will be provided for qualifying students.

Weekly Second Step SEL lessons will be taught to students and communicated to families. A student from each class will be selected as the Leader-of-the-Month based on the character traits of September-Prioritize, October-Inclusivity, November-Responsible, December-Ambition, January- Trustworthiness, February-Empathy, March-Sincere, April-Honesty & May- Eagerness. 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 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:

Walk to Hillsborough High School/Pledge to Graduate 2024
Seminole Heights Elementary School (SHES) Parent & Family Engagement Plan
SHES Parent Teacher Association
SHES School Advisory Council
Family Academic Events
Black History Celebration & Soul Food Dinner
Hispanic Heritage Fiesta
SHES Morning Show
Gator Vision You-Tube Channel
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 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

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)

Seminole Heights Elementary 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 by implementing a school-wide focus on progress monitoring student performance via formative assessments. Data will be reviewed during weekly Leadership Team meetings, monthly Instructional

Leadership Team meetings and quarterly report card reviews. Teacher successes will be highlighted in the weekly Friday Focus faculty/staff newsletter. Admin and the reading coach will host data chats with individual teachers and grade-level teams. District personnel will be invited to participate in these discussions. Each grade level shall maintain an electronic data wall and admin and the reading coach will support teachers in designing interventions to target gaps in achievement. Each grade level will identify a weekly time to collaborate for planning purposes, data analysis, RTI discussions, etc.. Admin will create an AM planning schedule with student coverage so grade levels will only have to meet after school every other week. The topics of these collaboration meetings will be logged in the school OneNote notebook. \$2,750 in Title I funds will be used to purchase 25 subs throughout the year for class coverage for additional planning sessions and data discussions. Additionally, SHES plans to develop & implement student success criteria, accountability, and feedback practices in order to increase student ownership of work and active engagement.

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))

Seminole Heights Elementary SIP & SWP were developed in coordination and integration with the:

- * Florida Reading Achievement Initiative for Scholastic Excellence (RAISE)
- * Federal Head Start Program
- * United Way Suncoast Programs
- * Seniors in Service Program
- * TRIBE Seminole Heights Partnership
- * Kids & Canines Program

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))

No additional optional component(s) of the Schoolwide Program Plan are being included in the SIP.

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))

No additional optional component(s) of the Schoolwide Program Plan are being included in the SIP.

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).

No additional optional component(s) of the Schoolwide Program Plan are being included in the SIP.

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))

No additional optional component(s) of the Schoolwide Program Plan are being included in the SIP.

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))

No additional optional component(s) of the Schoolwide Program Plan are being included in the SIP.