O. J. Semmes Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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O. J. Semmes Elementary School

1250 E TEXAR DR, Pensacola, FL 32503

www.escambiaschools.org

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.

The mission of O. J. Semmes Elementary School is to provide an environment where all students can achieve their highest academic potential while developing physically, emotionally and socially into productive citizens.

Provide the school's vision statement.

The vision of O. J. Semmes Elementary School is to create a safe, nurturing environment conducive to teaching and learning. We are united for every student to succeed.

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
Sanders, Susan	Principal	Oversee all functions of the school in an effort to create a culture in which all students can succeed.
Hijuelos, Sarah	Assistant Principal	Support the principal in the overall functions of the school.
Carithers, Caroline	Other	Works with the Principal and Assistant Principal to facilitate effective teaching practices in all subject areas through modeling, co-teaching, and collaboration to ensure that best practice and learning approaches are being used to facilitate growth in students not demonstrating grade-level proficiency.
Terbecki, Alicia	School Counselor	Provides students who have frequent minor infractions with one on one and small group counseling sessions to discuss strategies to improve behavior and prevent office discipline referrals. The counselor will also monitor students with excessive absences to identify barriers and communicate with the school navigator to align resources to increase student attendance.
Celis, Kimberly	Other	Monitor the MTSS process and maintain the documentation within FOCUS SSS. She will facilitate collaborative grade-level data meetings, as well as individual parent/teacher meetings, to discuss target students. In addition, she will assist teachers in selecting the most appropriate research-based interventions that align with student needs.
Mack, Marcey	Other	Monitor, display, and celebrate academic, behavior, and attendance improvements made by individuals, classes, and grade levels.

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.

Throughout the year, stakeholder input was provided during monthly school leadership meetings and quarterly school advisory council meetings. We received surveys from teachers, school staff, and parents throughout the year. We utilized this feedback in the SIP development process.

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))

FAST, STAR, and/or district quarterly assessments will be used to monitor ELA, Math and Science progress. Administration will conduct weekly walkthroughs to monitor the implementation of planning, professional development, and remediation. The SIP Leadership Team will review school-wide data regularly. They will meet with the teachers to discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities. During the BSI bi-monthly meetings we will discuss our progress and revise the plan, as necessary, to ensure continuous improvement.

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	94%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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)* 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: F

		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	29	31	23	28	19	11	0	0	0	141
One or more suspensions	3	6	9	15	8	10	0	0	0	51
Course failure in English Language Arts (ELA)	0	10	10	16	6	0	0	0	0	42
Course failure in Math	0	5	6	9	7	2	0	0	0	29
Level 1 on statewide ELA assessment	0	0	0	13	11	10	0	0	0	34
Level 1 on statewide Math assessment	0	0	0	8	14	13	0	0	0	35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	9	10	23	2	3	0	0	0	55

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	5	11	13	17	8	5	0	0	0	59

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	8	10	1	21	0	0	0	0	0	40
Students retained two or more times	0	0	0	4	3	0	0	0	0	7

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	12	22	17	31	12	17	0	0	0	111
One or more suspensions	0	2	4	6	3	10	0	0	0	25
Course failure in ELA	0	1	5	20	0	6	0	0	0	32
Course failure in Math	0	0	3	7	2	11	0	0	0	23
Level 1 on statewide ELA assessment	0	0	0	10	3	24	0	0	0	37
Level 1 on statewide Math assessment	0	0	0	8	4	20	0	0	0	32
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	5	12	30	3	9	0	0	0	61

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	3	8	17	2	12	0	0	0	42

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	1	1	10	0	1	0	0	0	15
Students retained two or more times	0	0	0	3	0	1	0	0	0	4

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	12	22	17	31	12	17	0	0	0	111
One or more suspensions	0	2	4	6	3	10	0	0	0	25
Course failure in ELA	0	1	5	20	0	6	0	0	0	32
Course failure in Math	0	0	3	7	2	11	0	0	0	23
Level 1 on statewide ELA assessment	0	0	0	10	3	24	0	0	0	37
Level 1 on statewide Math assessment	0	0	0	8	4	20	0	0	0	32
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	5	12	30	3	9	0	0	0	61

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	3	8	17	2	12	0	0	0	42

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	1	1	10	0	1	0	0	0	15
Students retained two or more times	0	0	0	3	0	1	0	0	0	4

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*	26	48	53	29	51	56	17		
ELA Learning Gains				40			11		
ELA Lowest 25th Percentile				38			7		
Math Achievement*	30	50	59	33	46	50	21		
Math Learning Gains				34			9		
Math Lowest 25th Percentile				24			21		
Science Achievement*	34	52	54	16	52	59	9		
Social Studies Achievement*					55	64			
Middle School Acceleration					45	52			
Graduation Rate					50	50			
College and Career Acceleration						80			
ELP Progress		62	59						

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

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)	CSI
OVERALL Federal Index – All Students	28
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	113
Total Components for the Federal Index	4
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	31
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	214
Total Components for the Federal Index	7
Percent Tested	99
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	7	Yes	3	2
ELL				
AMI				
ASN				
BLK	21	Yes	2	2
HSP	38	Yes	1	
MUL				
PAC				
WHT				

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%
FRL	25	Yes	2	2

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	24	Yes	2	1
ELL				
AMI				
ASN				
BLK	25	Yes	1	1
HSP	41			
MUL				
PAC				
WHT	62			
FRL	31	Yes	1	1

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	26			30			34					
SWD	11			11							3	
ELL												
AMI												
ASN												
BLK	19			26			20				4	
HSP	33			42							2	
MUL												

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
PAC												
WHT												
FRL	22			29			34				4	

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	29	40	38	33	34	24	16					
SWD	16	50		17	20		18					
ELL												
AMI												
ASN												
BLK	23	34	35	26	29	18	8					
HSP	27			55								
MUL												
PAC												
WHT	63	64		63	58							
FRL	27	38	42	32	34	29	13					

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	17	11	7	21	9	21	9					
SWD	19	8		14	8		10					
ELL												
AMI												
ASN												
BLK	9	8	8	16	6	17	6					
HSP												
MUL												
PAC												
WHT	50			46								
FRL	13	8	7	19	8	15	6					

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
05	2023 - Spring	30%	49%	-19%	54%	-24%
04	2023 - Spring	26%	57%	-31%	58%	-32%
03	2023 - Spring	21%	44%	-23%	50%	-29%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	39%	51%	-12%	59%	-20%
04	2023 - Spring	32%	58%	-26%	61%	-29%
05	2023 - Spring	15%	47%	-32%	55%	-40%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	31%	51%	-20%	51%	-20%

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.

SWD-We had one ESE teacher for the entire school last year to serve 54 students with an IEP. Behavior concerns were also a factor. One trend has been that we have been short-staffed in ESE.

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

SWD in the area of math showed the greatest decline. They scored 18% proficiency in 2021-2022 and 0% proficiency in 2022-2023. We had one ESE teacher for the entire school last year to serve 54

students with an IEP. Behavior concerns were also a factor. The difference between the FSA and FAST was also a contributing factor.

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.

ELA proficiency was our biggest gap when compared to the state average. The gap between our ELA and the state was 28.5.

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

Our science proficiency showed the most improvement. We had 16% proficiency in 2021-2022 and 32% proficiency in 2022-2023. The continued action that our school took in this area was working with the STO coach in collaborative weekly planning and utilizing the benchmark-aligned instructional frameworks provided by the STO team. The instructional frameworks have been enhanced this year to include intentional collaborative structures, writing in response to reading, and weekly hands-on lab opportunities.

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

Attendance for all subgroups was an area of concern. Office discipline referrals for our Black/African American and Economically Disadvantaged subgroups.

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

1. Reduce office discipline referrals
2. Attendance
3. SWD in ELA and Math
4. 2nd Grade ELA and Math
5. 3rd Grade ELA and Math

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 Early Warning System

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 the 22-23 school year, 47% of the student body were absent 5 or more days per quarter. This equates to the average daily attendance rate being below 90%. 53% of students had at least one office discipline referral, with 17% receiving one or more suspensions. Students with poor attendance and/or behavior leading to referrals and suspensions lead to reduced instructional time, drastically impacting student learning. Therefore, improving student attendance and behavior is a critical area of focus for the 23-24 school year.

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

Disadvantaged, SWD, and Black student subgroups will increase ADA and reduce the percentage receiving office discipline referrals. The percentage of students with an ADA of less than 90% will decrease from 47% to 40% for the entire student body. Students in all identified ESSA subgroups will increase their ADA with goals as follows; African American Students (38%), SWD (36%), and Economically Disadvantaged (40%).

Students receiving at least one ODR will decrease from 53% to 44%, and students with ODR resulting in one or more suspensions will decrease from 17% to 10%.

During the 2022-2023 school year, the percentage of African American Students receiving referrals was 35% and Economically Disadvantaged and SWD was 33%. We will decrease the number of students with an ODR with goals as follows; African American Students (28) and SWD/Economically Disadvantaged (26%).

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

Attendance data will be run weekly. Office discipline referral data will be reviewed bi-weekly. Students with chronic absenteeism and discipline referrals will be discussed at bi-weekly leadership team meetings. During classroom walkthroughs, we will see evidence of teachers utilizing and reminding students of our Tier 1 schoolwide PBIS program (Dolphin Dollars, school celebrations, and school store). Whole Brain rules and strategies should be utilized to proactively promote a safe school environment as well as increase student engagement.

Person responsible for monitoring outcome:
Susan Sanders (ssanders@ecsdfl.us)

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.)

1. Schools have a multitiered system in place that supports behavioral practices—from the school-wide to the individualized levels (10 Keys to Behavior- Tier 1)
2. Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems.
3. School decisions are guided by school-wide discipline data. (10 Keys to Behavior- Tier 1)
4. Provide intensive, individualized support to students who have fallen off track and face significant challenges to success. (Preventing Dropout in Secondary Schools- Tier 2)
5. Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems. Preventing Dropout in Secondary Schools- Tier 2)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1. According to the 10 Keys to Behavior Practice Guide from The Meadow Center, having a multitiered system in place that supports the behavior practices from the school-wide to the individualized levels shows a positive impact on student achievement, behavior, and attendance. (Tier 1)

2. According to 10 Keys to Behavior, school decisions guided by school-wide discipline data show a positive impact on student behavior and attendance. (Tier 1)

3. According to Preventing Dropout in Secondary Schools, providing intensive, individualized support to students who have fallen off track and face significant challenges to success has a positive impact on student achievement, behavior, and attendance. (Tier 2)

4. According to Preventing Dropout in Secondary Schools, monitoring the progress of all students, and proactively intervening when students show early signs of attendance, behavior, or academic problems has a positive impact on student achievement, behavior, and attendance. (Tier 2)

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.

Data: The Behavior team will meet twice a month to review attendance and behaviors. Attendance: The purpose of these meetings will be to identify students for attendance child studies. At these meetings, students missing more than 5 days of school or more will be identified and referred to guidance and/or the Navigator for an attendance child study. Behavior: The purpose of these meetings will be to review Office Disciplinary Referrals to identify and act on needs for behavioral interventions. ODR data will be collected and analyzed to determine students in need of interventions. Review the number of major vs. minor referrals, the number of referrals written by specific teachers to identify teachers in need of coaching and high numbers of referrals for specific students to identify needs for behavioral interventions. Action steps for each teacher or student will be identified and assigned to each member of the disciplinary team.

Person Responsible: Susan Sanders (ssanders@ecsdfl.us)

By When: Bi-Weekly

Communication: The leadership and behavior team will establish school-wide protocols for attendance and behavior. The team will create a positive culture and environment rubric to outline the protocols, metrics of what high, mid, and low-level implementation looks like. The rubric will be utilized during school walks to monitor implementation and identify future professional development needs. Teachers, students, and parents will receive feedback about attendance and behavior on a monthly basis. Feedback will be provided to teachers at monthly faculty meetings. Teachers will utilize individualized notes and calls home to provide ongoing feedback regarding attendance and behavior (positive and negative). This will create a transparent environment about the status and needs of the school. The feedback will include comparative data from each month about overall student attendance, and numbers/types of referrals.

Person Responsible: Susan Sanders (ssanders@ecsdfl.us)

By When: monthly

Plans: Teachers will utilize LEAPs (SEL program) with students each morning. Incentive programs will be provided for students who display positive behavior and leadership skills (outlined in the School-wide positive culture and environment plan) and 90% or higher attendance will be established. The program incentives will include PBIS points to go to the school PBIS store at least once per month. Students will receive recognition of improved attendance, behavior, and/or academic achievement on the school news, hallway/classroom displays, prizes, and parties (pizza, ice cream, popcorn, etc). The school will work with the navigator and community partners to donate supplies for the PBIS store and program incentives. Small group sessions will be held with students needing Tier 3 support in behavior with select teachers, support staff, behavior coaches, or administration to work on behavior regulation strategies to support a decrease in classroom disruptions.

Person Responsible: Susan Sanders (ssanders@ecsdfl.us)

By When: daily, weekly, monthly, quarterly

Professional Development: Teachers will be provided introductory PBIS training and receive materials during pre-school. On an early release day, staff will attend trauma-informed care training. The leadership team will model and practice school-wide protocols with teachers such as greeting students at the door, class transitions, and dismissal throughout the year. Teachers and staff will receive ongoing (at least quarterly) professional development on SEL (de-escalation and self-regulation) and classroom management strategies. Leadership will monitor the implementation of professional development during quarterly hallway and class walks and provide feedback to the teachers and students.

Person Responsible: Susan Sanders (ssanders@ecsdfl.us)

By When: quarterly

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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.

Achievement in ELA has not reached 41% proficiency for the past 3 years and shows deficiencies in the following subgroups based on the 2022-2023 FAST PM 3 progress monitoring assessment: Students with Disabilities (0%), Economically Disadvantaged (22%), African American/Black (18%).

Achievement in Math has not reached 41% proficiency for the past 2 years and shows deficiencies in the following subgroups based on the 2022-2023 FAST PM 3 progress monitoring assessment: Students with Disabilities (0%), Economically Disadvantaged (30%), African American/Black (27%).

Achievement in Science has not reached 41% proficiency for the past 3 years and shows deficiencies in the following subgroups based on the 2022-2023 FAST PM 3 progress monitoring assessment: Economically Disadvantaged (32%), African American/Black (17%).

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

The school will increase the number of students performing on grade level (level 3) or above with a goal of ELA proficiency will go from 25% (ELA), 31% (Math), and 32% (Science) on the 2023 FAST to 41% or higher on the 2024 FAST PM3 school-wide. ESSA subgroups include SWD, African American/Black, and Economically Disadvantaged.

The gap between all identified ESSA subgroups and their peers will decrease by 50% where necessary, with proficiency goals as follows; SWD 12.5% (ELA) and 16% (Math), Black/African American 22% (ELA), 29% (Math), Economically Disadvantaged 23.5% (ELA), 31% (Math), 37% (Science).

* Proficiency levels indicated for 2023 are based on levels set as of July 2023

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

FAST, STAR, and/or district quarterly assessments will be used to monitor ELA, Math and Science progress. Administration will conduct weekly walkthroughs to monitor the implementation of planning, professional development, and remediation. Administration will also review school-wide data after each assessment. They will meet with the teachers to discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities.

Person responsible for monitoring outcome:
Susan Sanders (ssanders@ecsdfl.us)

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.)

1. Provide direct and explicit comprehension strategy instruction across all content areas. (Tier 1)
2. Provide opportunities for extended discussion of text meaning and interpretation content areas. (Tier 2)
3. Connect and integrate abstract and concrete representations of concepts in math and science. (Tier 1)
4. Students are given multiple opportunities to encounter and use academic vocabulary in natural contexts through listening, reading, speaking, and writing across all content areas. (Tier 1)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1 & 2. According to Adolescent Literacy: Effective Classroom and Intervention Practices from What Works Clearing House, providing direct and explicit comprehension strategies, and opportunities for extended discussion shows a positive impact on student achievement.

3. According to Organizing Instruction and Study to Improve Student Behavior from What Works Clearing House, connecting and integrating abstract and concrete representations shows a positive impact on student achievement.

4. According to 10 Key Vocabulary Strategies For All Students from The University of Texas at Austin/The Meadows Center for Preventing Educational Risk, giving multiple opportunities to encounter and use academic vocabulary shows a positive impact on student achievement.

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.

Data:
1. The school based leadership team, along with the support from the STO coaches (grades 3-5) and Christie West, Academic and Student Engagement Consultant (grades K-2), will meet with teachers to discuss prior year data for the overall population and specific subgroups for reading, math, and science at the beginning of the year.
2. The school based leadership team, along with the support from the STO coaches and Christie West, will analyze data from Schoolnet assessments, STAR/FAST, and quarterly progress monitoring assessments with teachers during weekly planning sessions.
3. Teachers will also meet with all students once a quarter to review individual progress.
4. Teachers and ESE teachers will collaborate monthly to discuss the progress of SWD and make instructional decisions to address individual needs.

Person Responsible: Susan Sanders (ssanders@ecsdfl.us)

By When: weekly, monthly, quarterly

Professional Development:
Professional development will include the following:
1. Whole Brain training which includes a full day training with a national WBT trainer, as well as additional virtual book study sessions using Whole Brain Teaching for Challenging Kids.
2. Kagan training which includes the Kagan book and additional materials, and coaching support for the utilization of math manipulatives. The professional development will be embedded in the weekly planning provided by the STO coaches (Kagan) and Christie West (WBT).

Person Responsible: Susan Sanders (ssanders@ecsdfl.us)

By When: Kagan- July, weekly Math Manipulatives- weekly WBT- October-December, weekly

Planning/PLC:
1) Structured planning with the STO coaches will occur weekly in reading, math, and science for grades 3-5. K-2 Teachers will be provided with weekly planning support in reading from RAISE, district reading department, and Christie West. K-2 math support will also be provided by Christie West.
2) Admin will attend structured planning with grades 3-5 with STO/District coaches utilizing a planning protocol to align Tier 1 instruction to the explicit intent of the standards. During planning teachers will utilize the test item specifications to ensure activities and questioning align to the intended rigor of the benchmarks.

3) Teachers will also practice collaborative structures and create exemplars (review benchmarks, identify practice, sequence the instructional strategies, practice and solve benchmark-aligned tasks and questions).

Person Responsible: Susan Sanders (ssanders@ecsdfl.us)

By When: weekly

Classroom walks/feedback:
1) School leadership and the STO team will conduct classroom walks to monitor the implementation of professional development and planning outcomes in all classes at least once per week.
2) Admin will collaborate with Christie West regarding K-2 walkthrough trends. This will be used to provide feedback to teachers after each visit and determine coaching support based on the data metrics and class walks. The coaches will determine future instructional practices and identify needs for remediation or reteaching opportunities based on qualitative and quantitative data.

Person Responsible: Susan Sanders (ssanders@ecsdfl.us)

By When: weekly

Coaching/Teacher Feedback:
1) In-depth coaching will be provided to teachers by the coaches based on qualitative and quantitative data points. The coaching will be focused around content knowledge, SIP evidence-based strategies, and instructional practices. The coaching will be monitored by the School Leadership Team (Assistant Principal- 3rd, Principal- 4th, Curriculum Coordinator- 5th) and School Transformation Office to determine the focus of the on-going coaching cycle.
2) School leadership will also support teachers through "in the moment" coaching during class visits and feedback meetings.

Person Responsible: Susan Sanders (ssanders@ecsdfl.us)

By When: weekly

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).

Funding allocations for Title I funds are based on survey 3 poverty data. Schools receive these allocations in the spring and work with Title I and the level directors to determine how those funds are utilized. Title I schools also receive additional funding for low income students to support parent involvement. UniSIG allocations are based on school grade and overall Federal Index rates and are received in late summer. The schools work with the School Transformation Office (STO) and level directors to determine the usage of these funds to maximize impact on student achievement. Both Title I and UniSIG are aligned so there are no resource duplications between these two main school improvement funding sources. The Human Resource Department works with Budgeting, Finance, Title I, STO, and Executive staff to review staffing to ensure schools in need have staffing that reflects the need of the school. Title I, UniSIG, Reading Allocation, ESSER, and SAI funding sources are utilized to add supplemental positions to meet the needs of schools and align to state and district goals. School Improvement funding allocations are also utilized to pay staff to attend planning sessions and professional development sessions with the Professional Development Department and STO based on input from BSI and the district. The district identifies resources for coaching and planning support through the level directors, School Transformation Office, Title I, and Professional Development Department. Schools are tiered based on need including school grade, overall federal index, graduation rates, and ESSA subgroup data. Supplemental resources in addition to the district purchased core resources are reviewed based on the school need and approved for purchase utilizing school improvement funding and SAI funding. The district has also

begun to utilize Canvas as the LMS to help support resource allocation to include benchmark aligned lessons, professional development, and content training for schools. Additional support that is identified by quarterly meetings with schools and monthly meetings with the BSI team will be supported through the LMS to ensure school needs and district resources are being appropriately allocated for the 2023-2024 school year.

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

The following data was used to determine the critical need:
35% of Kindergarten ELA students scoring below the 40th percentile on the Spring 2023 STAR Early Literacy Assessment.
61% of First grade ELA students scoring below the 40th percentile on the Spring 2023 STAR Early Literacy Assessment.
81% of Second grade ELA students scoring below the 40th percentile on the Spring 2023 STAR Early Literacy Assessment.

Students who score below the 40th percentile on STAR Early Literacy or STAR Reading are not considered proficient. The number of students who were not considered proficient at the end of 2022-2023 indicates a need to 1) improve core instruction and 2) identify student deficiencies and provide interventions immediately in order to close achievement gaps.

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

The following data was used to determine the critical need:
Third grade ELA students scoring below proficiency rate was 79% on the 2023 FAST.
Fourth grade ELA students scoring below proficiency rate was 67% on the 2023 FAST.
Fifth grade ELA students scoring below proficiency rate was 71% on the 2023 FAST.

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

ELA proficiency as determined by those scoring at or above the 40th percentile on STAR Early Literacy or STAR Reading 2023 will increase for grades kindergarten through 2nd grade to 50% or higher on FAST-STAR PM3.

Grades 3-5 Measurable Outcomes

The ELA proficiency rate will increase for grades third through fifth to 50% or higher in each grade on the 2024 FAST PM3.

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.

To monitor for desired outcomes, we will collect data, analyze, and track the percent of students scoring satisfactorily each quarter. We will identify students in need of intervention according to the intervention decision tree.
a. Kindergarten: STAR Early Literacy results and percent of students earning satisfactory performance on the standards-based grading rubric.
b. First grade: STAR Early Literacy/Reading results and the percent of students meeting benchmark on the first grade quarterly decoding probe per classroom. (See FOCUS report)
c. Second grade: STAR Reading results and the percent of students whose fluency rate is average per the time of year on the Hasbrouck and Tindal fluency norms chart. (See Amira)
d. Grades 3-5: analyze results by classroom of district module assessments.

2. Administration will conduct weekly classroom walkthroughs to observe delivery of Pre-K to Grade 5 literacy instruction and suggest improvements through the use of the Florida Literacy Practice Profiles.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Sanders, Susan, ssanders@ecsdfl.us

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?

O.J. Semmes Elementary School uses HMH Into Reading 2022 for its Comprehensive Core Reading/ Language Arts Program (CCRP)
The district's K-12 Comprehensive Evidence-based Reading Plan outlines in detail how Into Reading meets Florida' s definition of evidence-based.The district ELA Department mapped B.E.S.T. and created curriculum frameworks to ensure that Tier I instruction is standards-aligned.
In order to ensure the measurable outcomes are reached in K-5, our school will 1) focus on five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) required by Rule 6A-6.053, F.A.C., K-12 CERP and 2) provide intensive, systematic instruction on foundational reading skills according to the K-12 CERP Intervention Decision Trees.
Tier 1 instruction is monitored by the school's administration team through weekly classroom walkthroughs and by being present during collaborative lesson planning. Teachers and RtI teams monitor the effectiveness of interventions with individual students by collecting data and tracking student progress.

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?

The use of Houghton Mifflin Into Reading 2022 as a Comprehensive Core Language Arts/Reading Program is supported by recommended practices in the The Institute of Education Sciences Practice Guides as described in the K-12 CERP. The core curriculum includes accommodations for students with a disability, and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning.
A focus on five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) with this comprehensive curriculum will increase the proficiency of our students in K-5.
Furthermore, following the Institute of Education Sciences recommendations (strong evidence) for interventions, teachers follow the K-12 CERP Intervention Decision Trees to provide interventions in decoding and building fluency, matched to student need during a dedicated intervention period daily.

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
Action Step 1: Literacy Leadership- Develop a schoolwide reading plan to increase student academic achievement and monitor student reading growth. Provide professional development regarding the B.E.S.T. ELA Standards, including writing. Review grade-level data from core curriculum assessments and overall classroom walkthrough trends to problem solve. Action Step 2: Literacy Coaching- District coaches and/or school mentor teachers will facilitate use of the literacy practice profiles in the delivery of instruction with B.E.S.T. ELA Standards, including writing. Administration seeks coaching support from district coaches and the State Regional Literacy Director for walkthroughs and intervention support. Action Step 3: Assessment Our school utilizes the MTSS 4-step problem solving process to analyze data and determine need for differentiated instruction/ intervention. Grade level teams will meet to discuss the use of formative assessment to guide differentiation in the classroom; analyze core reading material assessment results, and use STAR for screening, diagnostics, and progress monitoring. Action Step 4: Professional Learning - We will provide training to teachers at our school on the following: Use of STAR360 reports, core reading program data, and the intervention decision trees Differentiation during the 90 minute block, and use of Tier 2 and Tier 3 interventions during the language arts intervention period. Five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) required by Rule 6A-6.053, F.A.C., K-12 Comprehensive Evidence-Based Reading Plan The B.E.S.T. ELA standards and the science of reading.	Sanders, Susan, ssanders@ecsdfl.us

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 Title I Annual Meeting is held during the first quarter of the school year. All stakeholders (families, teachers, staff, and community members) are invited to attend. During this meeting the following information is shared: School Improvement Plan, Parent & Family Engagement Plan, Title I Budget, Parents' Right to Know (defined by Title I law), and the School-Family Compact.

Throughout the school year, SIP progress is regularly shared and discussed through the School Advisory Council. Regardless of membership status, all stakeholders are invited to attend School Advisory Council meetings. SIP progress is also discussed during various meetings such as school leadership team, faculty, and BSI support visits.

Links to the school's SIP are posted on the school's homepage as well as the school's Our Title I Family page.
https://www.escambiaschools.org/ojses
https://www.escambiaschools.org/domain/1942

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))

During the 23-24 school year, parent conferences will be held by all teachers to share the progress of each student. FAST data will be reviewed with families. Three academic Family Nights are scheduled to build the capacity of families in Reading, Math, and Science. Teachers will share strategies that can be used at home. Teachers send daily and/or weekly information home to parents regarding their child's academic and social progress. They also contact parents individually. In addition, families and staff receive information from the school via flyers, call-outs, and on our school website.

The Parent & Family Engagement Plan is shared with families during the Title I Annual Meeting, posted on our website, and messaged to families through the student information system FOCUS.

The Parent & Family Engagement Plan is accessible from our school's website.
https://www.escambiaschools.org/domain/1942

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))

Teachers and staff will be provided with professional development and materials based on strategies and instructional practices in order to increase student engagement. Teachers will utilize benchmark-aligned math manipulatives to increase the use of hands-on visual representations.

Kagan, WBT, and the use of math manipulatives will be embedded into weekly planning supports provided by the STO coaches (3-5) and Christie West (K-2). The coaching sessions will be provided to teachers based on qualitative and quantitative data points. Coaching will be focused on content knowledge, SIP evidence-based strategies, and instructional practices aligned to the explicit intent of the standards. Feedback will be provided to teachers after each visit and used to determine coaching

support based on the data metrics and class walks.

Classroom teachers and ESE teachers will collaborate monthly to discuss the progress of SWD and make instructional decisions for remediation, reteaching, or additional instruction on prerequisite 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))

Head Start: LEA co-funds Head Start for a maximum of 206 children. These services are provided in schools with our highest poverty. Family events provide guidance and modeling of emergent literacy development activities.
Voluntary Pre-Kindergarten: Title I Part A co-funds VPK services, by extending full-day services in schools with our highest poverty. Family events provide guidance and modeling of emergent literacy development activities.
Title I, Part C: Migrant families participate in an LEA Advisory Council for English Language Learners. Translators are available for teacher conferences as well as to assist with the translation of documents to be provided for families. Family events provide guidance and modeling of emergent literacy development activities.
Title I, Part D: Resources are provided for parents whose children are enrolled in Neglected & Delinquent programs.
ESOL-Title III: Provides supplemental resources for English Language Learners (ELL) such as services and paraprofessionals.
Title IX, Part A: Provides hygiene items, school supplies, enrollment assistance, social work, and advocacy. Assistance for housing, food, clothing, and other emergency support is available for families referred under Title IX.
IDEA: Provides students with disabilities a Free Appropriate Public Education (FAPE) that is tailored to their individual needs including an Individualized Education Plan (IEP), placement in the Least Restrictive Environment (LRE), appropriate evaluation, parent and teacher participation, and procedural safeguards.

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))

Oj Semmes has a full-time school counselor as well as a full-time Lakeview overlay counselor. Students with more significant needs are referred to the Lakeview counselor. The Lakeview counselor meets with them individually on a weekly basis. The school counselor meets with students individually and in small groups. We have approximately 25 mentors that work with students individually once a week for 1 hour per week. We are constantly trying to recruit mentors, especially from our community partners.

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))

NA

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).

Implement a PBIS framework that is systematic, proactive, and responsive for all students. Teacher's will submit an RtI referral within FOCUS SSS and begin the MTSS process with students who are not successful at the Tier 1 level. The RtI Coordinator will review student information and collaborate with the behavior coaches to identify an RtI team. The RtI team will work together to collect baseline data, identify appropriate Tier 2 interventions, create a plan, collect data, monitor, and make changes as needed.

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))

Teachers and paraprofessionals had Whole Brain Teaching training last year and will have it again this year. Kagan training was offered to both teachers and paraprofessionals this summer. Paraprofessionals attended small group training last year with the district reading teacher on special assignment. Teachers met throughout the year with the STO coaches (3-5) and K-2 coach (C. West). Coaches helped with planning, data driven instruction, and specific lessons/activities targeted to student needs.

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))

A pre-school storytime was held inviting all incoming kindergarten students. The families were given the opportunity to tour the preschool classrooms and hear about kindergarten. The current pre-kindergarten curriculum is aligned with state standards, therefore, providing a strong foundation for students to be ready for kindergarten. Assessments are given throughout the year. Teachers remediate as necessary to make sure students are proficient in each standard. The pre-kindergarten teachers communicate with families about kindergarten before school is out. They also acclimate parents to the school with many family involvement activities during pre-k. In addition, teachers practice conscious discipline strategies to help their student's social-emotional development.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$4,930.76
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	310	0471 - O. J. Semmes Elementary School	UniSIG		$1,085.76
			Notes: Semmes ES UniSIG: Focus 1 and 2 PD Contract for Trauma Informed Care to support increased positive behavior systems for teachers to implement with students. This training equips teachers with strategies to help regulate student behavior, minimize classroom disruptions, and keep students from being removed from the classroom. 1 day training x $1,085.76 (2 hours presentation preparation x $150) (.54 per mile x 344 miles-Driving) ($200 per hour x 3 hour presentation)				

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	369	0471 - O. J. Semmes Elementary School	UniSIG		$1,850.00
			Notes: Semmes ES UniSIG: Focus 1 and 2 PBIS Software to manage PBIS reward program points for students			
	5100	369	0471 - O. J. Semmes Elementary School	UniSIG		$1,995.00
			Notes: Semmes UniSIG: SIP Focus 1 and 2 Subscription to "Leaps" Positive Behavior software program to support student behavior and self-regulation.			
2	**III.B.**	**Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups**				**$135,169.31**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0471 - O. J. Semmes Elementary School	UniSIG		$408.00
			Notes: Semmes ES UniSIG: Focus 1 and 2 Student planners for 3rd-4th and 5th			
	6400	310	0471 - O. J. Semmes Elementary School	UniSIG		$80,000.00
			Notes: Semmes ES UniSIG: Focus 1 and 2 PD Contract for Angela West for K-2 coaching and planning support 40 days of Face to Face support x 1500 per day 200 hours of virtual support x $100 per day			
	6400	310	0471 - O. J. Semmes Elementary School	UniSIG		$3,000.00
			Notes: Semmes ES UniSIG: Focus 1 and 2 PD Contract for Whole Brain Teaching to support student engagement for K-5 teachers and ESE support. 1 Day training x $3,000			
	6400	510	0471 - O. J. Semmes Elementary School	UniSIG		$1,190.00
			Notes: Semmes ES UniSIG: Focus 1 and 2 PD books to support Whole Brain Teaching (Whole Brain Teaching for Challenging Kids) for K-5 Teachers			
	6400	310	0471 - O. J. Semmes Elementary School	UniSIG		$1,250.00
			Notes: Semmes ES UniSIG: Focus 1 and 2 PD Contract for Virtual book study with K-5 teachers to support the implementation of Whole Brain Teaching 1 virtual session per month x 5 month x $250 per session)			
	6400	100	0471 - O. J. Semmes Elementary School	UniSIG		$4,487.67
			Notes: Semmes ES UniSIG: Focus 1 and 2 Stipends to pay teachers at their hourly rate to attend the virtual book student professional development. 5 sessions x 1 hour per session x 25 teachers x $33 per hour			
	6400	210	0471 - O. J. Semmes Elementary School	UniSIG		$559.76
			Notes: Semmes ES UniSIG: Focus 1 and 2 Retirement for stipends to pay teachers at their hourly rate to attend the virtual book student professional development. 5 sessions x 1 hour per session x 25 teachers x $33 per hour x .1357			
	6400	220	0471 - O. J. Semmes Elementary School	UniSIG		$315.57
			Notes: Semmes ES UniSIG: Focus 1 and 2 Social Security for stipends to pay teachers at their hourly rate to attend the virtual book student professional development. 5 sessions x 1 hour per session x 25 teachers x $33 per hour x .0765			
	6400	240	0471 - O. J. Semmes Elementary School	UniSIG		$49.50

			Notes: Semmes ES UniSIG: Focus 1 and 2 Workers Comp for stipends to pay teachers at their hourly rate to attend the virtual book student professional development. 5 sessions x 1 hour per session x 25 teachers x $33 per hour x .012			
	5100	369	0471 - O. J. Semmes Elementary School	UniSIG		$346.75
			Notes: Semmes ES UniSIG: Focus 1 and 2 Go Guardian software to support monitor student technology activity during small group time $3.65 per licenses x 95 students			
	6400	510	0471 - O. J. Semmes Elementary School	UniSIG		$3,000.00
			Notes: Semmes ES UniSIG: Focus 1 and 2 Kagan Materials (Books, posters, spinners, collaborative student group mats) to increase student engagement through collaborative structures. $100 per teacher x 30 teachers (Kagan Collaborative book $44, Posters $14, Kagan Flip Charts $29)			
	5100	510	0471 - O. J. Semmes Elementary School	UniSIG		$550.00
			Notes: Semmes ES UniSIG: Focus 1 and 2 Pocket Charts to support ELA and Math concepts for students $25 x 20 teachers + 10% shipping			
	5100	520	0471 - O. J. Semmes Elementary School	UniSIG		$1,332.65
			Notes: Semmes ES UniSIG: Focus 1 and 2 Measure Up Supplemental Math textbooks to support small group instruction in 3-5 (70 books x $14.95 per student book) (10 teacher editions x $16.50 per book)			
	5100	520	0471 - O. J. Semmes Elementary School	UniSIG		$1,332.65
			Notes: Semmes ES UniSIG: Focus 1 and 2 Measure Up Supplemental ELA textbooks to support small group instruction in 3-5 (70 books x $14.95 per student book) (10 teacher editions x $16.50 per book)			
	5100	520	0471 - O. J. Semmes Elementary School	UniSIG		$5,775.00
			Notes: Semmes ES UniSIG: Focus 1 and 2 Magnetic Reading Supplemental ELA textbooks to support the Intervention block in K-5 300 student books x $15 per workbook = $4500 25 teacher Editions x $30 per edition=$750 10% shipping			
	5100	510	0471 - O. J. Semmes Elementary School	UniSIG		$3,000.00
			Notes: Semmes ES UniSIG: Focus 1 and 2 Science Supplies to support benchmark aligned instruction in K-5 classrooms (Graduated cylinders, balance scales, planet models, clay, rulers, beakers sets, pan balance, spring scale, thermometers, meter sticks, foam bowls, paper plates, string/yarn, clear plastic cups, safety goggles, magnets, iron washers, gravel, quart bags, magnifying glasses, mineral kit)			
	5100	519	0471 - O. J. Semmes Elementary School	UniSIG		$4,000.00
			Notes: Semmes ES UniSIG: Focus 1 and 2 Ink/toner to support benchmark-aligned instruction and poster printer			
	5100	510	0471 - O. J. Semmes Elementary School	UniSIG		$6,028.26
			Notes: Semmes ES UniSIG: Focus 1 and 2 Office supplies to support benchmark-aligned instruction (Chart paper, paper, pencils, notebooks ,staplers, staples, composition books, clipboards, sticky notes, paper fasteners, sticky flags, manual hole punch, post-it notes, binders, binder clips)			
	5100	510	0471 - O. J. Semmes Elementary School	UniSIG		$9,500.00
			Notes: Semmes ES UniSIG: Focus 1 and 2 Math manipulatives to support benchmark-aligned instruction 25 teachers x $320 per teacher (Tangrams, attribute blocks, fraction bars, GEO boards, color counters, Judy clocks, number cards, addition table, 3D figures,			

			blank pictograph, connecting cubes, fractions of circles, rulers, centimeter grid, multiplication table, measuring cups, play bills, play coins, blank clock faces, math charts)			
	5100	648	0471 - O. J. Semmes Elementary School	UniSIG		$1,355.00
			Notes: Semmes ES UniSIG: Focus 1 and 2 Poster Printer to support benchmark-aligned instruction.			
	5100	510	0471 - O. J. Semmes Elementary School	UniSIG		$2,000.00
			Notes: Semmes ES UniSIG: Focus 1 and 2 Poster Printer supplies to support benchmark aligned instruction. (matte paper roll, glossy paper roll, adhesive vinyl roll, certificate paper, 9" lamination, 25" lamination, poster board, foam board)			
	5100	649	0471 - O. J. Semmes Elementary School	UniSIG		$4,600.00
			Notes: Semmes ES UniSIG: Focus 1 and 2 Digital Microscopes to support benchmark-aligned instruction in the science lab and classroom 12 x $300 10% shipping			
	6300	750	0471 - O. J. Semmes Elementary School	UniSIG		$1,000.00
			Notes: Semmes ES UniSIG: Focus 1 and 2 Planning for Long-term substitutes to attend planning with school-based administration and School Transformational Instructional Coaches.			
	6300	220	0471 - O. J. Semmes Elementary School	UniSIG		$76.50
			Notes: Semmes ES UniSIG: Focus 1 and 2 FICA for Planning for Long-term substitutes to attend planning with school-based administration and School Transformational Instructional Coaches. 1000 x .0765 = $76.50			
	6300	240	0471 - O. J. Semmes Elementary School	UniSIG		$12.00
			Notes: Semmes ES UniSIG: Focus 1 and 2 Worker's comp for Planning for Long-term substitutes to attend planning with school-based administration and School Transformational Instructional Coaches. 1000 x .012 = 12			
					Total:	$140,100.07

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No