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Seminole Elementary School

121 SW 78TH PL, Miami, FL 33144

<http://seminole.dadeschools.net/>

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 Seminole Elementary School is to create a child-centered environment which encompasses the diversity of a multicultural setting, in partnership with school, home and community. The school fosters critical thinking skills, discipline, high expectations and excellence in all academic areas using state-of-the-art technology at the point of instruction. Through a loving, caring and understanding climate, students will be encouraged to work interdependently to achieve a more just and tolerant society which rejoices in its diversity and unity. It is the belief of Seminole Elementary School that strong instructional, administrative leadership will guide students to achieve beyond their academic potential.

Provide the school's vision statement.

The vision of Seminole Elementary School is to provide a climate of excellence where stakeholders are encouraged to exceed their academic potential, incorporating current technology in a diversified learning environment. We will strive to develop a community of lifelong learners in pursuit of global distinction, utilizing the talents of staff, community, and special programs to formulate a foundation upon which learning depends. We believe in creating a learning environment that encourages students to develop academically, socially, and emotionally to become lifelong learners and quality contributors to our society.

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
DeLeon, Mayra	Principal	The principal is entrusted with providing visionary leadership and overseeing the overall management of the school. This role involves recruiting and supporting staff, ensuring effective curriculum implementation, prioritizing student welfare and safety, engaging with the community, managing budgets and resources, and maintaining compliance with education laws and policies. The principal develops strategic plans, supports professional development, responds to crises, and utilizes data to assess progress. By fostering a positive learning environment and advocating for the school's interests, the principal plays a pivotal role in driving academic excellence and student growth.
Perodin, Raquel	Assistant Principal	The assistant principal works closely with the principal to support the smooth operation of the school. Responsibilities include assisting in curriculum development and implementation, managing student discipline and behavior, coordinating staff professional development, and overseeing day-to-day operations. The assistant principal also collaborates with teachers, parents, and students to address concerns, ensures compliance with school policies and regulations, and helps create a positive and inclusive school culture. This role contributes to maintaining a conducive learning environment and supporting the principal's efforts in achieving educational excellence.
Naylor-souto, Eleanor	Science Coach	The science coach plays a crucial role in enhancing science education within the school. They collaborate with teachers to develop and implement effective science curriculum, providing guidance on instructional strategies, lesson planning, and assessment methods. The science coach supports professional development by organizing workshops and training sessions, sharing the latest advancements in science education. They also analyze student performance data to identify areas for improvement and offer targeted interventions. The science coach serves as a mentor to teachers, fosters a passion for science among students, and contributes to the overall improvement of science education in the school.
Leon, Anne	Reading Coach	The reading coach plays a pivotal role in elevating reading proficiency across the school. Collaborating closely with teachers, they help design and implement effective reading curricula, offering guidance on instructional methods, lesson planning, and assessment strategies. The reading coach organizes and facilitates professional development opportunities, including workshops and training sessions, to enhance teachers' reading instruction skills. Through data analysis, they identify areas for improvement and provide targeted interventions to support both educators and students. Serving as a mentor to teachers, the reading coach fosters a love for reading among students and significantly contributes to the overall improvement of reading education throughout the school.
Dovales, Jeanette	Math Coach	The math coach is instrumental in advancing mathematics education within the school. They collaborate closely with teachers to design and implement impactful math curriculum, offering guidance on instructional techniques, lesson design, and assessment approaches. The math coach organizes professional development opportunities, including workshops and training sessions, to enhance teachers'

Name	Position Title	Job Duties and Responsibilities
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math teaching skills. Through data analysis, they identify areas for improvement and provide tailored support to both teachers and students. The math coach serves as a mentor to educators, fostering a positive attitude towards math among students, and contributes significantly to the overall enhancement of math education in the school.

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.

The School Improvement Plan development process was collaborative and inclusive, involving students, parents, staff, and community leaders. Stakeholders shared their input through a school climate survey conducted at the previous year's end. The survey results and feedback were used to shape the SIP's direction. This plan was presented to faculty at the beginning of the current school year, with an open invitation for input. Ongoing feedback was actively sought, ensuring that the SIP reflected the collective goals and concerns of our school community.

SIP Monitoring

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

The School Improvement Plan will be closely monitored to ensure effective implementation and positive impact on student achievement, particularly for those with achievement gaps. The leadership team will meet monthly to assess progress, make necessary adjustments, and involve stakeholders for input. Administrators will conduct classroom walkthroughs and hold quarterly data chats to monitor achievement trends. Open communication and continuous revisions will drive ongoing improvement in line with state standards and the needs of our students.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Other School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	99%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	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)	
School Grades History	2021-22: A 2019-20: A 2018-19: A 2017-18: A
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	6	9	6	1	5	0	0	0	28
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	2	11	18	6	3	0	0	0	40
Course failure in Math	0	1	5	10	3	17	0	0	0	36
Level 1 on statewide ELA assessment	0	0	0	5	17	20	0	0	0	42
Level 1 on statewide Math assessment	0	0	0	2	6	16	0	0	0	24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	18	16	25	24	24	0	0	0	107

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	1	2	5	9	7	19	0	0	0	43

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	1	3	1	5	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	10	8	5	4	4	0	0	0	31
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	5	15	15	7	0	0	0	46
Course failure in Math	0	7	2	6	3	1	0	0	0	19
Level 1 on statewide ELA assessment	0	0	0	6	7	18	0	0	0	31
Level 1 on statewide Math assessment	0	0	0	1	4	21	0	0	0	26
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	6	22	14	24	0	0	0	73

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	7	4	10	7	13	0	0	0	41

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	7	3	6	0	0	0	0	0	16
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	0	10	8	5	4	4	0	0	0	31
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	5	15	15	7	0	0	0	46
Course failure in Math	0	7	2	6	3	1	0	0	0	19
Level 1 on statewide ELA assessment	0	0	0	6	7	18	0	0	0	31
Level 1 on statewide Math assessment	0	0	0	1	4	21	0	0	0	26
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	6	22	14	24	0	0	0	73

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	7	4	10	7	13	0	0	0	41

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	7	3	6	0	0	0	0	0	16
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.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	70			72			74		
ELA Learning Gains	74			63			76		
ELA Lowest 25th Percentile	53			70			76		
Math Achievement*	77			71			83		
Math Learning Gains	82			57			74		
Math Lowest 25th Percentile	65			65			65		
Science Achievement*	79			66			67		
Social Studies Achievement*									
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress	85			68			85		

* 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

2021-22 ESSA Federal Index	
OVERALL Federal Index – All Students	73
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	585
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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	47			
ELL	72			
AMI				
ASN				
BLK				
HSP	73			
MUL				
PAC				
WHT				
FRL	73			

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)

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	70	74	53	77	82	65	79					85
SWD	21	39	33	31	56	58						88

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
ELL	71	70	43	80	83	64	79					85
AMI												
ASN												
BLK												
HSP	70	75	53	76	82	65	79					86
MUL												
PAC												
WHT												
FRL	70	73	52	76	82	65	78					85

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	72	63	70	71	57	65	66					68
SWD	32	54		40	54		62					76
ELL	73	65	70	74	61	71	63					68
AMI												
ASN												
BLK												
HSP	73	65	73	72	57	68	66					68
MUL												
PAC												
WHT												
FRL	70	59	70	68	55	65	66					69

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	74	76	76	83	74	65	67					85
SWD	37	69	70	53	63	41						83
ELL	73	75	81	83	75	69	70					85
AMI												
ASN												

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
BLK												
HSP	75	77	78	83	75	66	69					85
MUL												
PAC												
WHT												
FRL	73	74	72	81	71	64	64					85

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.

School, District and State data will be uploaded when available.

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.

The Grade 4 FAST PM3 ELA data exhibited the lowest performance, with a proficiency rate of 59%. This can be attributed to several factors, including the presence of new teachers at the grade level, shared responsibilities of the Reading Coach, teacher absences, and irregular student attendance.

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

While the data component indicating the most notable decrease overall is in the field of ELA, the decline observed is slight. Specifically, there was a minor decrease from 70% proficiency in the FSA 2022 to 67% proficiency in the FAST 2023.

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 most significant gap was evident in the realm of Mathematics. While the state's average scale score stands at 300, our school achieved an average scale score of 310. Across Grades 3 to 5, the average scale scores for FAST Math consistently surpassed the state average across PM1 through PM3 assessments.

Contributing factors included: Consistent monthly i-Ready usage, the faithful implementation of Reflex

Math (Central Region Highest Usage), Math Coach support, and the effective implementation of before and afterschool Math tutoring.

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

After analyzing i-Ready data, the component demonstrating the most improvement is Grade 3 Math with a 41 point increase in Tier 1 (from 21 on AP1 to 62 on AP2). Moreover, our Grade 3 Math proficiency increased from 10 percent on FAST PM1 to 83 percent on FAST PM3.

This accomplishment can be attributed to the following action steps: Consistent monthly i-Ready usage, the faithful implementation of Reflex Math (Central Region Highest Usage), Math Coach support, and the effective implementation of before and afterschool Math tutoring.

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

The Early Warning Systems (EWS) data highlights a significant area of concern: a total of 107 students have a substantial reading deficiency.

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

Our foremost areas of focus for school enhancement in the upcoming academic year encompass:

1. Elevating Reading/ELA Proficiency
2. Strengthening instructional support
3. Effectively executing Professional Learning Communities (PLCs)

Area of Focus

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

#1. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**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.

According to the 2022-2023 FAST PM3 data, 59% of 4th grade students were proficient in ELA and 63% were proficient in Math. Based on the data and the identified contributing factors of: teachers new to the grade level and Covid learning loss, we will implement the targeted element of coaching.

Measurable Outcome:

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

With the implementation of coaching, 65% of 5th grade students will be proficient on the FAST PM3 ELA Assessment and 70% will be proficient on the FAST PM3 Math Assessment by June 2024.

Monitoring:

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

The leadership team will create a schedule that embeds instructional coaching sessions weekly. Data analysis of assessments will be reviewed monthly to track student progress. Additionally, quarterly data chats will be conducted.

Person responsible for monitoring outcome:

Raquel Perodin (perodin@dadeschools.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.)

With the Targeted Element of Coaching, our school will focus on the evidence-based intervention of: Instructional support/coaching. Instructional support/coaching will assist teachers in setting measurable goals to improve instructional outcomes.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Instructional support/coaching is a way to identify goals and increase the achievement and engagement of every student by bringing out the best performance of every teacher.

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.

8/14/23-9/8/23 Conduct targeted needs assessment to identify specific areas for improvement among teachers. As a result, the coaches will be able to customize support strategies that effectively address individual teacher needs.

Person Responsible: Raquel Perodin (perodin@dadeschools.net)

By When: 9/8/23

8/14/23-9/8/23 Develop a monthly schedule for regular coaching sessions between the instructional coach and teachers, based on teacher needs and student data. As a result, teachers will have designated individual times to collaborate with the coaches, focusing on their specific needs and receiving tailored support to improve instructional outcomes.

Person Responsible: Raquel Perodin (perodin@dadeschools.net)

By When: 9/8/23

8/14/23-9/8/23 Establish monthly leadership meetings to consistently evaluate the effectiveness of the instructional coaching cycles and make necessary adjustments to maximize impact. As a result, these regular meetings will ensure that coaching strategies remain aligned with school goals and contribute to sustained instructional improvement.

Person Responsible: Raquel Perodin (perodin@dadeschools.net)

By When: 9/8/23

#2. 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.

According to the 2022-2023 School Climate Survey, 54% of teachers felt overloaded and overwhelmed working at our school. Based on the data and the identified contributing factors of: the introduction of the new BEST Standards, instructional materials were unavailable at the beginning of the school year and the new testing platform; we will implement the targeted element of mindfulness.

Measurable Outcome:

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

With the implementation of the evidence based strategy of mindfulness, 80% of teachers will feel a reduction in workload and stress by June 2024.

Monitoring:

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

The leadership team will provide teachers with a survey at the beginning and end of the school year to gather data on teacher stress levels and feelings of overwhelmness. Additionally, quarterly rating scales will be provided to teachers and regular check ins.

Person responsible for monitoring outcome:

Raquel Perodin (perodin@dadeschools.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.)

Our school will focus on the evidence-based intervention of: mindfulness. Mindfulness will help to increase well being, social skills, ability to focus and performance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Mindfulness is the practice of being in a state of active and open attention in the present. It will reduce stress and burnout for teachers.

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.

Administer a beginning-of-year survey to collect data on the specific stressors and challenges experienced by teachers. As a result, this will enable the leadership team to tailor support programs effectively, resulting in a more conducive teaching environment and reduced teacher stress levels.

Person Responsible: Raquel Perodin (perodin@dadeschools.net)

By When: 9/8/23

Establish a mindfulness committee composed of teachers, administrators, and mental health professionals to work collaboratively in generating ideas, and initiatives aimed at enhancing teacher mental health. As a result, the committee will foster a supportive environment and implement effective strategies to promote the well-being of educators.

Person Responsible: Raquel Perodin (perodin@dadeschools.net)

By When: 9/8/23

Organize quarterly staff stress relief team activities. As a result, these regular events will help boost staff morale, strengthen team cohesion, and contribute to a healthier and more productive work environment.

Person Responsible: Raquel Perodin (perodin@dadeschools.net)

By When: 9/8/23

#3. Instructional Practice specifically relating to Collaborative Planning**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.

According to the 2022-2023 data, 55% of 5th grade students were proficient in Science. Based on the data and the identified contributing factors of: lack of science push in support and planning for instruction, we will implement the Targeted Element of Collaborative Planning.

Measurable Outcome:

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

With the implementation of Collaborative Planning, 65% of 5th grade students will be proficient on the Grade 5 Statewide Science Assessment by June 2024.

Monitoring:

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

The leadership team will create a schedule that embeds instructional coaching sessions weekly. Data analysis of Science assessments will be reviewed monthly to track student progress. Additionally, quarterly data chats will be conducted.

Person responsible for monitoring outcome:

Raquel Perodin (perodin@dadeschools.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.)

With the Targeted Element of Collaborative Planning, our school will focus on the evidence-based intervention of: Standard-Based Collaborative Planning. Standard-Based Collaborative Planning will allow teachers to come together to collaborate. These collaborative efforts focus on creating standards-based lessons with comprehensive objectives, activities, and assessments aligned with the content standards.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Standard-Based Collaborative Planning unite educators, fostering a platform for mutual learning and joint efforts on projects aimed at enhancing the quality of standards-aligned lessons, instructional effectiveness, and student achievement. Collaborative Planning enhances teacher cooperation, encouraging the exchange of knowledge, insights, and valuable feedback that emerges from professional dialogues among educators.

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.

8/14/23-9/8/23 Organize bi-weekly collaborative meeting schedule where science teachers and the science coach come together to discuss curriculum, share insights, and align lesson plans with the standards.

As a result, improved communication and shared understanding of goals among the science team will lead to more effective lesson planning.

Person Responsible: Raquel Perodin (perodin@dadeschools.net)

By When: 9/8/23

8/14/23-9/8/23 The science coach will outline the learning objectives and standards for each upcoming unit or lesson, ensuring all teachers are aligned in their teaching and assessment approach. As a result, consistency in teaching and assessment practices will lead to a more unified and standards-focused science curriculum.

Person Responsible: Raquel Perodin (perodin@dadeschools.net)

By When: 9/8/23

8/14/23-9/8/23 Examine past science assessment data to identify specific areas where students may be struggling and pinpoint the standards that require additional attention. As a result, teachers will be able to make informed decisions based on data, enabling targeted instructional adjustments and resource allocation to address students' weaknesses.

Person Responsible: Raquel Perodin (perodin@dadeschools.net)

By When: 9/8/23

#4. 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.

According to the Power BI data for the 2022-2023 academic year, a concerning 26% of students have accumulated 11 or more absences throughout the school year. Based on the data and identified contributing factors of: health-related issues, insufficient documentation, and unjustified absences, we will implement the Targeted Element of Early Warning Systems.

Measurable Outcome:

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

With the implementation of Early Warning Systems, we anticipate a 5-percentage-point reduction in the number of students accumulating 11 or more absences, bringing the figure down from 26% to 21% by June 2024.

Monitoring:

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

In order to address attendance concerns proactively and provide timely support to our students, we will establish an Attendance Review Committee (ARC). This committee will diligently monitor student attendance records, and its intervention protocol will be triggered when a student accrues 5 absences within the academic year.

Person responsible for monitoring outcome:

Raquel Perodin (perodin@dadeschools.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.)

Within the Targeted Element of Early Warning Systems, our school will focus on the Evidence-based intervention of: Attendance Initiatives. Attendance Initiatives involves closely monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling, and referrals to outside agencies.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By implementing this strategy, we prioritize early intervention when a student accumulates 5 absences. Early intervention is essential because it allows us to address attendance issues before they escalate, potentially leading to more significant academic and behavioral problems. Addressing these concerns promptly can prevent long-term negative consequences for the student's educational journey.

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.

8/17/23- 8/31/23 Establish the Attendance Review Committee (ARC), comprising members with distinct roles and responsibilities aimed at fostering a culture of regular engagement among our students. As a result, we will proactively address attendance concerns and promote student success

Person Responsible: Raquel Perodin (perodin@dadeschools.net)

By When: 8/31/23

8/17/23- 8/31/23 Create an Attendance Action Plan outlining clear protocols and interventions to be initiated when students reach a certain number of absences. As a result, this will establish a proactive approach to address attendance concerns and ensure students receive timely support.

Person Responsible: Raquel Perodin (perodin@dadeschools.net)

By When: 8/31/23

8/17/23- 9/22/23 Analyze attendance data to identify specific students who have accumulated 5 or more absences thus far. As a result, we will have the insight to promptly target and address the attendance challenges of these students

Person Responsible: Raquel Perodin (perodin@dadeschools.net)

By When: 9/22/23

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

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 dissemination of the School Improvement Plan (SIP) and School Wellness Plan (SWP) to stakeholders will follow a comprehensive and accessible approach, ensuring clear communication and engagement. Our plan includes the following methods:

EESAC Meetings: The SIP will be disseminated and discussed at all Educational Excellence School Advisory Council (EESAC) meetings. Stakeholders, including students, families, and school staff, will have the opportunity to review the plan's progress and any revisions, providing a platform for input and feedback.

Progress Updates: Any notable progress or changes to the SIP will be shared with stakeholders during EESAC meetings. This ensures transparency and allows for collaborative decision-making based on the evolving needs of our school community.

Title I Meetings: The SIP will also be presented and discussed at Title I meetings specifically aimed at parents. These meetings will provide a deeper understanding of the plan's objectives, strategies, and outcomes, and will be conducted in a language accessible to all parents.

Faculty Meetings: The SIP will be shared with school staff during regular faculty meetings. This ensures that all educators are well-informed about the plan's goals and strategies, promoting alignment and coordinated efforts towards its implementation.

School Website: To enhance accessibility, the SIP will be posted on our school website. This allows all stakeholders to easily access and review the plan at their convenience. School website link: <https://seminoleelementary.com/>

Parent Resource Center: Printed copies of the SIP will be available in our Parent Resource Center. This physical availability ensures that parents and families who prefer tangible resources can access the plan without difficulty.

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))

Our school is committed to nurturing strong relationships with parents, families, and the broader community, in alignment with our mission to provide comprehensive support to our students. Our approach focuses on fostering engagement, open communication, and collaboration through various strategies.

School Events: We organize events such as Open House and Harvest Festival, inviting parents, families, and community stakeholders to participate. These occasions provide an opportunity for face-to-face interactions, allowing us to showcase our students' achievements, share school updates, and strengthen connections.

Parent Conferences: Regular parent-teacher conferences are an essential part of our engagement strategy. These meetings offer a platform for in-depth discussions about students' progress, strengths, and areas for improvement. They also allow parents to actively engage in their child's educational journey.

Communication Platforms: We utilize various communication channels, such as newsletters, emails, and online portals, to keep parents informed of their child's progress and school activities. This consistent flow of information ensures that parents are engaged partners in their child's education.

Workshops and Seminars: We host workshops and seminars on topics relevant to parenting, student success, and educational approaches. These sessions empower parents with the knowledge and tools to support their child's learning and well-being.

Community Partnerships: Partnering with local businesses, organizations, and leaders enriches the educational experience. Their involvement can provide resources, mentorship opportunities, and real-world context to students' learning.

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 II of the SIP. (ESSA 1114(b)(7)ii)

Our school is dedicated to enhancing its academic program through a strategic approach that maximizes learning time and enriches the curriculum. A key initiative involves the implementation of instructional coaching sessions in reading, math, and science. These sessions are designed to provide our teachers with targeted support, ultimately resulting in increased student achievement.

In the realm of reading, math, and science, instructional coaching will play a pivotal role. Coaches will collaborate closely with teachers to provide guidance on effective teaching methodologies, curriculum alignment, and differentiated instruction. These coaching sessions will empower teachers with the tools and strategies to create engaging and impactful lessons that cater to diverse learning needs.

The emphasis on instructional coaching aligns with our commitment to elevating the quality of learning time. By focusing on research-based teaching approaches, we can optimize classroom instruction, leading to improved student comprehension, critical thinking, and problem-solving skills.

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

Our plan is developed in close coordination with a variety of federal, state, and local services and programs. These encompass ESSA-supported initiatives, designed to improve educational outcomes, violence prevention programs to ensure student safety, nutrition programs for their overall well-being, housing services for stability, Head Start programs for early childhood education, adult education to promote lifelong learning, and career and technical education to prepare them for future success. This comprehensive collaboration ensures that our strategies align with broader educational goals, fostering a safe, supportive, and enriching environment for students to thrive academically and personally.

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))

Our school places a strong emphasis on providing a holistic support system for students that extends beyond academic subject areas. Our approach includes a range of strategies to enhance students' skills and well-being:

Counseling Services: We offer comprehensive counseling services to address students' social, emotional, and mental health needs. Licensed counselors provide individual and group sessions, helping students navigate personal challenges, build resilience, and develop coping strategies.

School-Based Mental Health Services: Collaborating with mental health professionals, we offer on-site mental health services. These services include assessments, therapy sessions, and interventions to support students dealing with emotional or behavioral issues.

Specialized Support Services: For students with specific learning needs or individualized education plans

(IEPs), we provide tailored support services. These may include accommodations such as flexible scheduling or flexible presentation, to ensure their academic success.

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))

N/A

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).

Our school has implemented a comprehensive schoolwide tiered model aimed at preventing and addressing problem behavior, supported by early intervening services. Multi-Tiered System of Supports (MTSS):

MTSS is a framework that provides a continuum of support for all students, focusing on the prevention and early intervention of problem behavior. It's typically divided into three tiers:

Tier 1 - Universal Supports: These are strategies and interventions provided to all students in the school. It includes creating a positive and inclusive school climate, implementing evidence-based classroom management techniques, and offering social-emotional learning programs to promote healthy behaviors.

Tier 2 - Targeted Interventions: Students who show signs of needing additional support but don't require special education services are provided with targeted interventions. This might involve small group interventions, mentoring programs, or more intensive behavioral interventions. Progress is monitored closely to ensure effectiveness.

Tier 3 - Intensive Interventions: Students who continue to struggle despite Tier 1 and Tier 2 interventions might be referred for more intensive individualized interventions. These interventions are tailored to the specific needs of the student and may involve the collaboration of various specialists, such as school counselors, psychologists, and behavior specialists.

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))

Our school is committed to enhancing instruction, leveraging academic assessment data, and fostering teacher effectiveness through a comprehensive range of professional learning activities. This approach encompasses teachers, paraprofessionals, and all school personnel.

Professional Learning for Instruction Improvement:

We provide ongoing professional development tailored to various subject areas and grade levels. This includes workshops, seminars, and collaborative sessions focused on effective instructional strategies, differentiated teaching methods, and innovative approaches that align with student needs and learning styles.

Data-Informed Instructional Practices:

Our staff is trained to analyze and utilize data from academic assessments. We offer workshops that guide educators in interpreting assessment results and using them to adapt their teaching techniques, identify areas of improvement, and provide targeted interventions for struggling students.

Effective Use of Technology:

To enhance instruction, we offer training on integrating technology tools into the classroom. This enables educators to engage students through digital resources, interactive platforms, and online learning resources.

Mentorship Programs: Experienced teachers mentor new educators, providing guidance and support to facilitate a successful transition into the profession.

Collaborative Learning Communities: Professional learning communities (PLCs) foster collaboration among teachers, allowing them to share best practices, troubleshoot challenges, and continuously improve.

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))

Our school places significant emphasis on facilitating a smooth and successful transition for preschool children from early childhood education programs to local elementary school programs. To ensure a seamless transition, we employ the following strategies:

Orientation and Familiarization:

We organize orientation sessions for incoming preschool children and their families. These sessions introduce them to the elementary school environment, teachers, classrooms, and facilities. This helps alleviate anxiety and create a sense of familiarity before the official transition.

Parent and Family Engagement:

We involve parents and families throughout the transition process. Regular meetings, workshops, and communication channels keep families informed about what to expect and how they can support their child's transition.

Communication and Resources:

Clear and consistent communication is maintained through newsletters, handbooks, and online resources that provide essential information about the transition process, school routines, and expectations.

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: Instructional Practice: Instructional Coaching/Professional Learning	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Collaborative Planning	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
Total:			\$0.00

Budget Approval

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

Yes