

Pinellas County Schools

SEMINOLE ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

Table of Contents

SIP Authority 1

I. School Information 2

 A. School Mission and Vision 2

 B. School Leadership Team, Stakeholder Involvement and SIP
 Monitoring 2

 C. Demographic Data..... 6

 D. Early Warning Systems 7

II. Needs Assessment/Data Review 10

 A. ESSA School, District, State Comparison 11

 B. ESSA School-Level Data Review 12

 C. ESSA Subgroup Data Review 13

 D. Accountability Components by Subgroup..... 14

 E. Grade Level Data Review 17

III. Planning for Improvement..... 18

IV. Positive Learning Environment 30

V. Title I Requirements (optional)..... 33

VI. ATSI, TSI and CSI Resource Review 37

VII. Budget to Support Areas of Focus 38

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Seminole Elementary School's Mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

Provide the school's vision statement

Seminole Elementary School's Vision is 100% Student Success

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Louis Cerreta

cerretal@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

The Principal oversees and manages instructional and operational aspects of the learning environments and school building.

Leadership Team Member #2

Employee's Name

Jennifer McCafferty

mccaffertyj@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal is an extension of the Principal to support the vision and mission of the school as well as collaborate with teachers parents and students to ensure student achievement.

Leadership Team Member #3**Employee's Name**

Robin Moore

moorerobi@pcsb.org

Position Title

School Counselor

Job Duties and Responsibilities

Provide a comprehensive program that promotes student success through a focus on academic achievement, social/personal, career and multicultural/global citizenship development.

Leadership Team Member #4**Employee's Name**

Chris Bates

batesc@pcsb.org

Position Title

Behavior Specialist

Job Duties and Responsibilities

Establishes principles of behavior change procedures with basic understanding of applied behavior analysis. Conducts and facilitates Functional Behavior Assessments and implements Positive Behavior Intervention Plans. Establishes specific behavior management programs for students as needed. Consults with school personnel, parents, and others regarding behavior strategies. Functions in the areas of behavior management and crisis intervention and is responsible to the school principal.

Leadership Team Member #5**Employee's Name**

Kelli Abbott

abbottk@pcsb.org

Position Title

School Psychologist

Job Duties and Responsibilities

Provides comprehensive psychological services for students experiencing learning and behavioral problems and for students exhibiting high-level abilities and talents.

Leadership Team Member #6**Employee's Name**

Linda Bell

belll@pcsb.org

Position Title

Exceptional Student Education Team Lead

Job Duties and Responsibilities

Provide support to schools to ensure that students with disabilities demonstrate increased participation and performance in the standard or Access curriculum, statewide assessments, and accountability systems. Specialists assist schools in demonstrating full and satisfactory implementation of the Individuals with Disabilities Education Act (IDEA) and implementing the Every Student Succeeds ACT (ESSA) requirements.

Leadership Team Member #7**Employee's Name**

Kristi Sullivan

sullivankri@pcsb.org

Position Title

Social Worker

Job Duties and Responsibilities

Establishes, maintains, interprets and utilizes case information and performance data collected. Uses social work data to maximize resources available to schools. Maintains records of case information and services provided.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

Comprehensive needs assessment provided to teachers and staff regarding input to develop the SIP plan. Families were also given opportunities to share feedback via the Title I family survey and PTA surveys.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Seminole Elementary School will regularly monitor for effective implementation and impact on increasing the achievement of students in meeting the state academic standards by utilizing formative and summative assessment data including data obtained from FAST (STAR and Cambium) progress monitoring cycles. Small group differentiated instruction will be implemented and modified based on student needs. Data chats using data folders including goal setting with students, teachers, and families. Data chats between teachers and administrators will occur after each progress monitoring cycle. Progress monitoring plans for applicable students will be implemented, modified as necessary, and shared with families. The MTSS process will also be used and communicated with stakeholders to ensure continuous improvement.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	97.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: B 2022-23: B 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	32	45	48	74	51	60	0	0	0	310
Absent 10% or more school days	0	12	5	14	9	18	0	0	0	58
One or more suspensions	0	3	3	15	8	7	0	0	0	36
Course failure in English Language Arts (ELA)	0	0	0	0	3	0	0	0	0	3
Course failure in Math	0	0	0	0	4	1	0	0	0	5
Level 1 on statewide ELA assessment	0	0	7	38	14	0	0	0	0	59
Level 1 on statewide Math assessment	0	3	3	15	10	9	0	0	0	40
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0	0	0	0	0

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	9	11	16	0	0	0	37

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2024-25) As Last 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 school days		7	18	13	12	10				60
One or more suspensions		4	3	4	1	2				14
Course failure in English Language Arts (ELA)			1		1					2
Course failure in Math					5	3				8
Level 1 on statewide ELA assessment				2	5	19				26
Level 1 on statewide Math assessment				1	9	11				21
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		6	5	4						15
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	1	5	22	21					50

Prior Year (2024-25) As Last Reported (pre-populated)

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		1	5	5	5	13				29

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				2						2
Students retained two or more times				1		1				2

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	63	64	59	60	61	57	52	54	53
Grade 3 ELA Achievement	69	67	59	59	63	58	67	54	53
ELA Learning Gains	60	62	60	64	64	60			
ELA Lowest 25th Percentile	56	59	56	61	62	57			
Math Achievement*	67	69	64	61	66	62	66	61	59
Math Learning Gains	64	67	63	59	68	62			
Math Lowest 25th Percentile	48	56	51	41	58	52			
Science Achievement	74	70	58	64	69	57	64	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	65	67	63	50	65	61	33	64	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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	63%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	566
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
63%	58%	56%	56%	47%		62%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Students With Disabilities	41%	No		
English Language Learners	65%	No		
Hispanic Students	70%	No		
White Students	61%	No		
Economically Disadvantaged Students	54%	No		

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	63%	69%	60%	56%	67%	64%	48%	74%					65%
Students With Disabilities	31%	42%	63%	58%	32%	39%	36%	30%					
English Language Learners													65%
Hispanic Students	76%		57%		80%	67%							
White Students	62%	61%	67%	53%	63%	64%	47%	74%					
Economically Disadvantaged Students	54%	59%	54%	45%	60%	58%	35%	64%					57%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	60%	59%	64%	61%	61%	59%	41%	64%					50%
Students With Disabilities	32%	36%	52%	59%	39%	44%	50%	33%					
English Language Learners													50%
Hispanic Students	60%	60%	53%		53%	60%		70%					
Multiracial Students	55%				27%								
White Students	59%	57%	66%	62%	66%	57%	37%	63%					
Economically Disadvantaged Students	53%	54%	60%	59%	54%	56%	43%	51%					57%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	52%	67%			66%			64%					33%
Students With Disabilities	24%	25%			43%			47%					
English Language Learners													33%
Black/African American Students	38%				50%								
Hispanic Students	43%				57%			46%					
Multiracial Students	42%				67%								
White Students	57%	68%			69%			70%					
Economically Disadvantaged Students	40%	55%			54%			48%					40%

E. 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	65%	65%	0%	57%	8%
ELA	4	53%	62%	-9%	56%	-3%
ELA	5	63%	61%	2%	56%	7%
Math	3	62%	68%	-6%	63%	-1%
Math	4	62%	68%	-6%	62%	0%
Math	5	67%	65%	2%	57%	10%
Science	5	72%	67%	5%	55%	17%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Grade 3 ELA achievement was one area that showed the most improvement from 59% in 23-24 to 69% in 24-25. Utilizing the Flamingo model for small group reading instruction, strategy, and skill groups with support from a variety of instructional team members including but not limited to the principal, library media technician, and school counselor. Accelerated learning plans with advanced decoding, part time hourly teacher supports, after school extended learning programs, as well as instructional staff developers supporting in collaborative planning and professional learning communities were actions taken to improve proficiency in grade 3 ELA.

Grade 5 Science achievement showed a ten-point improvement from 64% in 23-25 to 74% in 24-25. Utilizing small group instruction, IXL differentiated learning opportunities, STEM programs, and instructional staff developers supporting in collaborative planning and professional learning communities were actions taken to improve proficiency in science.

Lowest Performance

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

ELA learning gains had the lowest performance and decline from 64% to 60% The time allotted to implement the Linda Mood Bell research study that was later no longer implemented may have led to the decline in learning gains as students may not have received the right instruction at the right dose due to the program's stringent requirements. Also, our ELP program did not service as many children this year because of the decline in teacher's able to tutor.

Greatest Decline

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

ELA learning gains had the lowest performance and decline from 64% to 60% The time allotted to implement the Linda Mood Bell research study that was later no longer implemented may have led to the decline in learning gains as students may not have received the right instruction at the right dose due to the program's stringent requirements. Also, our ELP program did not service as many children

this year because of the decline in teacher's able to tutor.

Greatest Gap

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.

Seminole Elementary outperformed the state in all areas. Our use of differentiated instruction utilizing flexible and intentional small groups in ELA, Math, and Science during the instructional day and in extended learning programs, increased experiences and engagement for all students, authentic reading opportunities to build stamina through independent reading and conferring, and use of AVID collaborative structures in ELA, Math, and Science. Student ownership via data folders, student-led data chats and conferences led to these positive trends.

EWS Areas of Concern

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

Students absent 10% or more school days and grade 3 students who scored a level 1 on the statewide assessment are areas of concern. Implementation of a Multi-tiered system of support (MTSS) framework and collaboration with families and the Child Study Team will address these areas of concern.

Highest Priorities

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

- Use of differentiated instruction utilizing flexible and intentional small groups in ELA, Math, and Science during the instructional day and in extended learning programs.
- Increased experiences and engagement for all students.
- Authentic reading opportunities to build stamina through independent reading and conferring.
- Use of AVID collaborative structures in ELA, Math, and Science.-Student ownership via data folders, student-led data chats and conferences.
- Intertwine Writing into Content Instruction K-5.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction, Differentiation, ELA, Math, Science, Small-group Instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Ensure whole group and small group instruction in the ELA, Math, and science blocks are designed and implemented according to evidence-based principles.

Explicit instructional practice for novices in learning new content, skill, or concept: Teachers are more effective when providing explicit guidance with practice and feedback rather than requiring student discovery while learning new skills/concepts. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile. The most important factor in differentiation that helps students achieve more and feel more engaged in school is being sure that what teachers differentiate is high-quality curriculum and instruction.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Proficiency Targets as measured by PM3 of the FAST test:

Grades 3-5 English Language Arts - 60% to 75%

Grade 3 ELA - 69% to 75%

Grades 3-5 Math - 66% to 75%

Science - 74% to 80%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Administrator walkthroughs, Just in Time District Reading Coach facilitated collaborative planning and Professional Learning Communities, Title I Part-time hourly teacher small groups.

Person responsible for monitoring outcome

Louis Cerreta

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Explicit and systematic instruction (including teacher clarity), scaffolded instruction, corrective feedback, and differentiated instruction

Rationale:

Research shows that teacher clarity can positively impact student motivation, learning, and understanding.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Deliver explicit, step-by-step instruction—in multiple, briskly paced cycles. related to student interests & cultural backgrounds using collaborative structures.

Person Monitoring:

Louis Cerreta

By When/Frequency:

On-going/daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrator walkthroughs, Just in Time District Coach facilitated collaborative planning and Professional Learning Communities, Title I Part-time hourly teacher small groups.

Action Step #2

Provide support and feedback focused on explicit, systematic and sequential approaches to reading, writing, math, and science instruction including a gradual release of responsibility model of instruction.

Person Monitoring:

Louis Cerreta

By When/Frequency:

On-going/Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrator walkthroughs, Just in Time District Coach facilitated collaborative planning and Professional Learning Communities, Title I Part-time hourly teacher small groups.

Action Step #3

Employ instructional practices that result in students doing the work of the lesson which leads to

increased experiences and engagement for all students.

Person Monitoring:

Louis Cerreta

By When/Frequency:

On-going/Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrator walkthroughs, Just in Time District Coach facilitated collaborative planning and Professional Learning Communities, Title I Part-time hourly teacher small groups.

Action Step #4

Provide small group and one-on-one interventions in ELA, Math, and Science.

Person Monitoring:

Louis Cerreta

By When/Frequency:

On-going/Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Explicit and systematic instruction (including teacher clarity) Scaffolded instruction Corrective feedback Differentiated instruction

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Ensure small group instruction and 1:1 specially designed instruction is designed and implemented in alignment with evidence-based practices.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Students with Disabilities will increase their ELA proficiency from 28% to 45% and Math proficiency from 26% to 45% as measured by FAST PM3.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Goal setting, data chats each quarter with classroom teachers, data chats with students and families, progress monitoring cycles, professional development utilizing district instructional staff developers/coaches.

Person responsible for monitoring outcome

Louis Cerreta and Linda Bell

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Explicit and direct instruction (including teacher clarity); multi-sensory approach to all learning; utilize a systematic approach for the delivery of instruction.

Rationale:

Multi-sensory instruction uses visual, auditory, kinesthetic-tactile modalities in acquisition of reading skills. Direct and explicit instruction includes modeling of the skills along with guided practice until mastery is achieved; direct explanations and clearly explained skills comprises explicit instruction; teachers are clear, unambiguous, direct and visible—until students meet mastery. Systematic instruction includes breaking lessons into sequential and manageable steps that go from simple to complex skills.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Goal setting, data chats each quarter with classroom teachers, data chats with students and families, progress monitoring cycles, professional development utilizing district instructional staff developers/coaches.

Person Monitoring:

Louis Cerreta and Linda Bell

By When/Frequency:

On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Goal setting, data chats each quarter with classroom teachers, data chats with students and families, progress monitoring cycles, professional development utilizing district instructional staff developers/coaches.

Action Step #2

Provide Professional Development on Specially Designed Instruction.

Person Monitoring:

Louis Cerreta and Linda Bell

By When/Frequency:

On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Goal setting, data chats each quarter with classroom teachers, data chats with students and families,

progress monitoring cycles, professional development utilizing district instructional staff developers/coaches.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to English Language Learners (ELL)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

To help students attain English language proficiency, so they can succeed and excel in academics.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

English Language Learners will increase ELA proficiency from 40% to 50% and Math proficiency from 60% to 70% as measured by PM3 of FAST.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Goal setting, data chats each quarter with classroom teachers, data chats with students and families, progress monitoring cycles, professional development utilizing district instructional staff developers/coaches.

Person responsible for monitoring outcome

Jennifer McCafferty

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Provide print-rich, explicit, systematic, and scaffolded instruction. Teach students to decode words, analyze word parts, and recognize words. Reinforce the effectiveness of instruction in alphabetic, fluency, and vocabulary. Provide instruction in broad oral language skills, teach students how to use reading comprehension strategies.

Rationale:

To develop literacy, students need instruction in two related sets of skills; foundational reading skills

and reading comprehension skills. Employing the evidence-based strategies and action-steps will enable students to read words (alphabetics), relate those words to their oral language, and read connected texts with sufficient accuracy and fluency to understand what they read.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Use peer-supported learning to help students practice oral language during academic lessons.

Person Monitoring:

Jennifer McCafferty

By When/Frequency:

On-going/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Goal setting, data chats each quarter with classroom teachers, data chats with students and families, progress monitoring cycles, professional development utilizing district instructional staff developers/coaches.

Action Step #2

Use peer-supported learning to help students practice oral language during academic lessons.

Person Monitoring:

Jennifer McCafferty

By When/Frequency:

On-going/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Goal setting, data chats each quarter with classroom teachers, data chats with students and families, progress monitoring cycles, professional development utilizing district instructional staff developers/coaches.

Action Step #3

Develop and implement an effective process of monitoring that WIDA Can Do Descriptors and Model Performance Indicators (MPIs) are utilized in each classroom with LY students to plan and deliver effective and comprehensible instruction to ELs at their level of English language proficiency with ongoing feedback.

Person Monitoring:

Jennifer McCafferty

By When/Frequency:

On-going/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Goal setting, data chats each quarter with classroom teachers, data chats with students and families, progress monitoring cycles, professional development utilizing district instructional staff developers/coaches.

Action Step #4

Monitor fidelity of implementation of the EL Grading Policy schoolwide by utilizing the grading reports and following up with individual teachers for each course failure for LY and LF students

Person Monitoring:

Jennifer McCafferty

By When/Frequency:

On-going/Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Goal setting, data chats each quarter with classroom teachers, data chats with students and families, progress monitoring cycles, professional development utilizing district instructional staff developers/coaches.

Action Step #5

Grade-level appropriate comprehensible instruction

Person Monitoring:

Jennifer McCafferty

By When/Frequency:

On-going/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide grade-level appropriate comprehensible instruction appropriate to the level of English language proficiency through appropriate universal (built into core lesson), supplemental (additional and differentiated), and alternative (outside of the core) supports and interventions.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Provide pathways to improve the educational outcomes of Black students regarding equitable performance on classroom and standardized assessments.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Black students/African American Students will increase ELA proficiency from 33% to 50% and Math proficiency from 50% to 60% as measured by PM3 of the FAST test.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Goal setting, data chats each quarter with classroom teachers, data chats with students and families, progress monitoring cycles, professional development utilizing district instructional staff developers/coaches.

Person responsible for monitoring outcome

Louis Cerreta

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Provide an instructional model that ensures rigorous, culturally responsive instruction for all students using assignments aligned to challenging state standards, engagement strategies and studentcentered practices.

Rationale:

Provide an instructional model that ensures rigorous, culturally responsive instruction for all students using assignments aligned to challenging state standards, engagement strategies and student-centered practices.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Deliver explicit, step-by-step instruction—in multiple, briskly paced cycles related to student interests & cultural backgrounds; opportunities for students to ask their own questions, set their own goals, and make their own choices.

Person Monitoring:

Louis Cerreta

By When/Frequency:

On-going/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrator walkthroughs, PLCs and collaborative planning.

Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as

a crucial need from the prior year data reviewed.

Strategically focus on fully implementing the Pinellas Early Literacy Initiative by focusing on VPK-2 classrooms, ensuring equitable use of resources, including instructional supports, school-based professional development, cycles of coaching, and feedback.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Ensure whole group and small group instruction in the ELA block are designed and implemented according to evidence-based principles.

Explicit instructional practice for novices in learning new content, skill, or concept: Teachers are more effective when providing explicit guidance with practice and feedback rather than requiring student discovery while learning new skills/concepts. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile. The most important factor in differentiation that helps students achieve more and feel more engaged in school is being sure that what teachers differentiate is high-quality curriculum and instruction.

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

Ensure whole group and small group instruction in the ELA block are designed and implemented according to evidence-based principles.

Explicit instructional practice for novices in learning new content, skill, or concept: Teachers are more effective when providing explicit guidance with practice and feedback rather than requiring student discovery while learning new skills/concepts. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile. The most important factor in differentiation that helps students achieve more and feel more engaged in school is being sure that what teachers differentiate is high-quality curriculum and instruction.

Grades K-2: Measurable Outcome(s)

Proficiency Targets as measured by PM3 of the FAST test:
Grades K-2 English Language Arts -60% to 75%

Grades 3-5: Measurable Outcome(s)

Proficiency Targets as measured by PM3 of the FAST test:
Grades 3-5 English Language Arts -60% to 75%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Administrator walkthroughs, Just in Time District Reading Coach facilitated collaborative planning and Professional Learning Communities, Title I Part-time hourly teacher small groups.

Person responsible for monitoring outcome

Louis Cerreta

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

o Provides print-rich, explicit, systematic, and scaffolded instruction o Teach students to decode words, analyze word parts, and recognize words o Reinforce the effectiveness of instruction in alphabets, fluency, and vocabulary o Provide instruction in broad oral language skills o Teach students how to use reading comprehension strategies o Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension

Rationale:

To develop literacy, students need instruction in two related skills: foundational reading and reading comprehension. Employing evidence-based strategies and action steps will enable students to read words (alphabets), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Literacy Leadership

Person Monitoring:

Louis Cerreta

By When/Frequency:

On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

• School Literacy Leadership Team is meeting regularly to look at data to make informed decisions about what professional learning and supports need to be in place to maximize student growth in reading. • School Literacy Leadership teams support fully implementing the Pinellas Early Literacy Initiative in grades VPK-2. • Build capacity by identifying teachers, coaches, and district staff who can support training in understanding how high-quality instructional materials connect to evidence-based practices and the B.E.S.T. ELA benchmarks. • Guide and support professional learning that emphasizes the reciprocal relationship between oral language, collaborative discussion, and writing, strengthening teachers' capacity to use these practices to help students organize thinking, make cross-curricular connections, and engage with complex academic content. • School Literacy

Leadership Team plans family reading nights grounded in family-friendly, evidence-based practices to support the homeschool connection.

Action Step #2

Just-in Time Coaching

Person Monitoring:

Louis Cerreta

By When/Frequency:

On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Literacy coaches work with school principals to plan and implement consistent professional learning outlined by the Pinellas Early Literacy Initiative, centered on evidence-based practices grounded in the science of reading, the UFLC Flamingo Small group model, and writing, to demonstrate a significant effect on improving student outcomes.

Action Step #3

Assessment

Person Monitoring:

Louis Cerreta

By When/Frequency:

On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

- Develop a structure for ongoing formative assessment to determine where instruction should be modified to meet individual student needs across all components of ELA (phonemic awareness, phonics, fluency, oral language, vocabulary, comprehension, and writing).
- Determine a structure for conducting screening, progress monitoring, and diagnostic assessments is in place to identify students with a substantial deficiency in reading.
- Utilize a walkthrough tool to provide feedback to teachers to communicate and highlight how evidence-based practices learned as a part of the Pinellas Early Literacy Initiative professional development are impacting student achievement within the classroom.

Action Step #4

Professional Learning

Person Monitoring:

Louis Cerreta

By When/Frequency:

On-going

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

- Professional Learning Communities (PLCs) are guided by assessment data and are ongoing, engaging, interactive, collaborative, and job-embedded, and provide time for teachers to collaborate, research, conduct lesson studies, and plan instruction.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student

learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Seminole Elementary processed 443 referrals during the 24-25 school year. We would like to decrease the number of referrals by 10% and increase the number of students who receive RISE Recognitions by 10%.

Studies indicate that PBIS implementation improves student outcomes, educator practices, and school systems.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Decrease the number of referrals by 10% as evidenced by Focus, the student information system, and increase the number of students who receive RISE Recognitions by 10% as evidenced by our RISE Recognition data tracker. Prior year referrals were 430. Current year 443.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

During our MTSS meetings, emphasis will be placed on student supports both academic and social/emotional. During monthly PBIS meetings, team leader, and leadership team meetings, members will discuss referrals and Rise Recognition data. Professional development will be implemented based on teacher need, and targeted interventions will be implemented based on student need.

Person responsible for monitoring outcome

Jennifer McCafferty, Kristi Sullivan, Chris Bates, Robin Moore, Kelli Abbott

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Positive Behavior intervention Support Model

Rationale:

Positive Behavioral Interventions and Supports (PBIS) is a widely implemented framework for promoting positive school systems and fostering students' social, emotional, behavioral, and mental health.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Provide differentiated professional development for teachers related to Category 1 and 2 behaviors.

Person Monitoring:

Louis Cerreta

By When/Frequency:

As needed

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During our MTSS meetings, emphasis will be placed on student supports both academic and social/emotional. During monthly PBIS meetings, team leader, and leadership team meetings, members will discuss referrals and Rise Recognition data. Professional development will be implemented based on teacher need, and targeted interventions will be implemented based on student need.

Action Step #2

Utilize RISE Recognitions to support positive behavior.

Person Monitoring:

Jennifer McCafferty

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During our MTSS meetings, emphasis will be placed on student supports both academic and social/emotional. During monthly PBIS meetings, team leader, and leadership team meetings, members will discuss referrals and Rise Recognition data. Professional development will be implemented based on teacher need, and targeted interventions will be implemented based on student need.

Action Step #3

School-wide Assemblies (Hawk Huddles)

Person Monitoring:

Jennifer McCafferty

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Monthly school-wide assemblies to build a positive climate and culture among the Seminole Elementary staff and students. Students and staff will be celebrated during these assemblies.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

School webpage (<https://www.pcsb.org/seminole-es>), School Facebook and Instagram pages (@seminoleelementaryhawks), monthly newsletter, Front office Title I bulletin board, flyers home, weekend updates.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

School webpage (<https://www.pcsb.org/seminole-es>), School Facebook and Instagram pages (@seminoleelementaryhawks), monthly newsletter, Front office Title I bulletin board, flyers home, weekend updates, mid-term progress reports, conference nights, curriculum nights, and PTA events are how Seminole Elementary 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.

Plans to Strengthen the Academic Program

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Uninterrupted learning times, extracurricular programs including Enrichment, afterschool tutoring, STEM, Kiwanis Kids, Chorus, Beats club increase the amount and quality of learning time and help provide an enriched and accelerated curriculum.

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

- **Federal Programs:** Title I funds support full-day programming for PreK-3 students, and additional intervention support staff.
- **Student Services and Mental Health Programs:** We partner with the district's student services team, school counselors, and community mental health agencies to address student well-being. The Multi-Tiered System of Supports (MTSS) model aligns resources in schools for providing high quality instruction and intervention matched to student needs. The MTSS model addresses both academic and behavior needs of students through instruction and interventions developed to meet those needs. The problem solving/response to intervention (PS/RtI) component of MTSS is required in Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Improvement Act (IDEA 2004). In an effective Multi-Tiered System of Supports: learning is accelerated to close gaps and prevent new ones; fewer students are at risk over time; decisions about who needs additional support can be made rapidly; rates of intervention success are high; and goals are defined in terms of improved achievement. This team encompasses families and staff to effectively coordinate and integrate resources.
- **Community Partners:** : Organizations like Seminole First Baptist Church and the VFW provide food, hygiene products, and school supplies to ensure families' basic needs are met.
- **Violence Prevention and PBIS:** Our Positive Behavior Intervention and Support (PBIS) systems are aligned with schoolwide expectations and supported by behavior assemblies and restorative practices.
- **Nutrition Programs:** We coordinate with the district's Food and Nutrition Department to ensure all students receive breakfast and lunch at no cost.
- **Career Readiness and College Awareness:** Our community outreach and AVID implementation prepares students early for college and career readiness.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

At Seminole Elementary we ensure counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject area by hiring highly qualified staff, effectively implementing and utilizing a Multi-Tiered system of supports, as well as embedding social-emotional learning programs including character education into our morning meetings and school announcements and public awareness campaigns such as Kindness Week. Seminole Elementary also offers behavioral intervention services including PBIS, and implements restorative practices. Through community outreach, we offer adult mentors to provide guidance to our students.

Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Seminole Elementary engages in AVID. AVID Elementary introduces young students to postsecondary pathways in a way that is engaging and developmentally appropriate by helping students develop a growth mindset, goal setting, student identify and motivation, and family engagement while supporting student academic behavioral skills of writing, inquiry, collaboration, organization, and reading.

Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Seminole Elementary implements a PBIS Framework . Through the Positive Behavioral Interventions and Supports framework and the MTSS process, we strive to prevent behavior and academic problems by creating a positive school climate and implementing solid Tier 1 instruction,

address emerging behavior and academic concerns early with focused interventions, and provide individualized interventions for students with intensive behavioral or academic needs.

Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Seminole Elementary works closely with Pinellas County School's instructional staff developers and other consultants of programs such as Dreambox and Istation to support staff learning and create a collaborative culture focused on improving student learning and achievement through ongoing professional dialogue, shared practices, and data-driven decision-making.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Seminole Elementary participates in Ready, Set, Kindergarten which supports families in ensuring their child is socially, emotionally, physically, and academically ready for kindergarten, by providing early learning activities, resources, and information aligned with Florida Early Learning and Kindergarten standards. We also host the Rising Kindergarten program during Summer Bridge to prepare them academically for Kindergarten, allow them to engage in play, and social emotional learning. Additionally, Seminole Elementary engages in a "100 Days 'till Kindergarten" campaign where students and families receive a countdown guide and resources that have activities and tips for getting ready for Kindergarten.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00