

Hillsborough County Public Schools

Seffner Elementary School



2020-21 Schoolwide Improvement Plan

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Seffner Elementary School

109 CACTUS RD, Seffner, FL 33584

[no web address on file]

Demographics

Principal: Renel Mathurin

Start Date for this Principal: 1/8/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (41%) 2017-18: C (42%) 2016-17: C (42%) 2015-16: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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.

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Seffner Elementary School

109 CACTUS RD, Seffner, FL 33584

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">75%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">58%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

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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 Florida Department of Education 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We will equip, empower and enrich our future leaders - E3

Provide the school's vision statement.

Seffner Elementary will become the district's front-runner in developing problem solvers ready for tomorrow's challenges.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Hermann, Shelly	Principal	Principal of school
Atherton, Jessica	Teacher, K-12	Teacher Leader
Whitehead, Amy	Teacher, ESE	Teacher Leader
Claffie, Kristine	Assistant Principal	Assistant Principal of School
Mounce, Sara	Instructional Media	Teacher Leader

Demographic Information

Principal start date

Friday 1/8/2016, Renel Mathurin

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Total number of teacher positions allocated to the school

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (41%) 2017-18: C (42%) 2016-17: C (42%) 2015-16: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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Year	
Support Tier	
ESSA Status	TS&I
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Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	58	65	55	68	62	73	0	0	0	0	0	0	0	381
Attendance below 90 percent	10	9	10	12	10	14	0	0	0	0	0	0	0	65
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	6	12	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	21	0	0	0	0	0	0	0	25

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 10/29/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	4	13	13	7	12	5	0	0	0	0	0	0	0	54
One or more suspensions	0	2	1	6	1	4	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	11	41	54	0	0	0	0	0	0	0	106

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	3	5	6	0	0	0	0	0	0	0	15

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	4	13	13	7	12	5	0	0	0	0	0	0	0	54
One or more suspensions	0	2	1	6	1	4	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	11	41	54	0	0	0	0	0	0	0	106

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	3	5	6	0	0	0	0	0	0	0	15

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	45%	52%	57%	46%	52%	55%
ELA Learning Gains	47%	55%	58%	48%	55%	57%
ELA Lowest 25th Percentile	44%	50%	53%	45%	51%	52%
Math Achievement	43%	54%	63%	47%	53%	61%
Math Learning Gains	43%	57%	62%	48%	54%	61%
Math Lowest 25th Percentile	18%	46%	51%	31%	46%	51%
Science Achievement	46%	50%	53%	26%	48%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	41%	52%	-11%	58%	-17%
	2018	53%	53%	0%	57%	-4%
Same Grade Comparison		-12%				
Cohort Comparison						
04	2019	46%	55%	-9%	58%	-12%
	2018	51%	55%	-4%	56%	-5%
Same Grade Comparison		-5%				
Cohort Comparison		-7%				
05	2019	45%	54%	-9%	56%	-11%
	2018	36%	51%	-15%	55%	-19%
Same Grade Comparison		9%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	34%	54%	-20%	62%	-28%
	2018	52%	55%	-3%	62%	-10%
Same Grade Comparison		-18%				
Cohort Comparison						
04	2019	45%	57%	-12%	64%	-19%
	2018	63%	57%	6%	62%	1%
Same Grade Comparison		-18%				
Cohort Comparison		-7%				
05	2019	52%	54%	-2%	60%	-8%
	2018	34%	54%	-20%	61%	-27%
Same Grade Comparison		18%				
Cohort Comparison		-11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	47%	51%	-4%	53%	-6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	36%	52%	-16%	55%	-19%
Same Grade Comparison		11%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE 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
SWD	24	39	33	27	33	19	26				
ELL	29	36		24	57	45					
BLK	31	33		33	38		43				
HSP	40	47	47	33	43	32	35				
MUL	31			31							
WHT	55	53	50	55	45		59				
FRL	36	46	46	35	35	23	40				
2018 SCHOOL GRADE 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 2016-17	C & C Accel 2016-17
SWD	26	33	22	37	49	29	23				
ELL	22	17		26	36						
BLK	35	31		36	39	30	20				
HSP	44	43	30	51	52	33	28				
MUL	53			53							
WHT	52	42	29	55	57	44	45				
FRL	43	42	29	46	50	38	34				
2017 SCHOOL GRADE 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 2015-16	C & C Accel 2015-16
SWD	9	42	50	24	44	44	5				
ELL	21	52		28	42						
BLK	36	39	36	33	45	43	27				
HSP	36	54	56	44	49	29	13				
MUL	60			70							
WHT	54	47	35	51	48	25	33				
FRL	42	44	39	40	45	31	25				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I

ESSA Federal Index	
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	353
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
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Students With Disabilities	
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Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners	
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Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
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Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
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Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
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Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
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Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	31
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	45
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Mathematics proficiency scores; gaps in students' mathematics knowledge from previous foundational years

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

Reading proficiency; due to scoring formula which includes writing score

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.

Mathematics proficiency; continuous gaps in foundational math skills

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

Science proficiency; continuous focus in 5th grade on science standards

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

ELA proficiency for economically disadvantaged students; Mathematics proficiency for economically disadvantaged students

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

1. achievement of economically disadvantaged students in ELA
2. achievement of economically disadvantaged students in Mathematics
3. gains in achievement of economically disadvantaged students in ELA
4. gains in achievement of economically disadvantaged students in Mathematics
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: Teaching with Poverty in Mind - use of strategies from book study to increase student engagement and ultimately student achievement, particularly 4th and 5th grade students showing gains. Data collection and review during PLC's will include specifically looking at ethnic groups for each assessment for small group instruction: black, multiracial and students with disabilities.

Measurable Outcome: greater than 50% of the 4th and 5th grade students will show gains in achievement on state testing including each subgroup listed above

Person responsible for monitoring outcome: Kristine Claffie (kristine.claffie@hcps.net)

Evidence-based Strategy: book study of teaching with poverty in mind to finalize strategy

Rationale for Evidence-based Strategy: to focus on the economically disadvantaged students particularly those in 4th & 5th grade

Action Steps to Implement

First, we will implement the teaching with poverty book study with the whole staff. The teacher leaders were the facilitators for the groups. After we finished the book study, each group decided on an area of focus as a priority to help the school move forward. The instructional leader team will meet to discuss the priorities and pick one to utilize within the school.

Person Responsible: Shelly Hermann (shelly.hermann@hcps.net)

#2. Instructional Practice specifically relating to Instructional Coaching

Area of Focus Description and Rationale:	Model classrooms for teacher observation for strategy implementation from strategies for teaching with poverty in mind
Measurable Outcome:	creation of model classrooms and schedule of teachers observations
Person responsible for monitoring outcome:	Shelly Hermann (shelly.hermann@hcps.net)
Evidence-based Strategy:	coaching; teachers observing practice in model classrooms
Rationale for Evidence-based Strategy:	to implement strategies from book study to full fidelity

Action Steps to Implement

First we implemented the teaching with poverty book study to use with the staff. The teacher leaders facilitated each group along with administration. After each group met for 6 weeks, they picked an area of priority to focus on for the school. Next the instructional team will meet with administration and choose one of areas of focus as a priority to utilize within the school.

Person Responsible Shelly Hermann (shelly.hermann@hcps.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Continuous improvement model through data driven instruction monitored through professional learning communities as well as collaborative planning

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Professional learning communities
 Instructional Leadership Team
 Teacher Leaders
 SAC

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Instructional Coaching	\$0.00
Total:			\$0.00