

Hillsborough County Public Schools

# Seminole Heights Elementary School



2021-22 Schoolwide Improvement Plan

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# Seminole Heights Elementary School

6201 N CENTRAL AVE, Tampa, FL 33604

[ no web address on file ]

## Demographics

**Principal: Francine Lazarus**

Start Date for this Principal: 7/1/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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* White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (51%) 2017-18: C (50%) 2016-17: C (46%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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# Seminole Heights Elementary School

6201 N CENTRAL AVE, Tampa, FL 33604

[ no web address on file ]

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p><b>2020-21 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">75%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">71%</p>

## School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://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.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

Seminole Elementary will create an environment where students set goals and work with integrity to become leaders, effective communicators and decision makers.

**Provide the school's vision statement.**

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

### School Leadership Team

**Membership**

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

Name	Position Title	Job Duties and Responsibilities
Lazarus, Francine	Principal	<ul style="list-style-type: none"> <li>* Develops and coordinates educational programs through meetings with staff, reviews of teachers' activities, and issuance of directives.</li> <li>* Administers and develops educational programs for students with mental or physical disabilities.</li> <li>* Confers with teachers, students, and parents concerning educational and behavioral problems in school.</li> <li>* Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services.</li> <li>* Requisitions and allocates supplies, equipment, and instructional material as needed.</li> <li>* Directs preparation of class schedules, cumulative records, and attendance reports.</li> <li>* Walks about school building and property to monitor safety and security.</li> <li>* Plans and monitors school budget.</li> <li>* Plans for and directs building maintenance.</li> <li>* Performs any other duties as assigned.</li> </ul>
Book, N'vember	Attendance/ Social Work	<ul style="list-style-type: none"> <li>* Conducts home visits and provide outreach services to students, parents, and families.</li> <li>* Serves as liaison between the school, family, and community agencies.</li> <li>* Consults with classroom teachers, administrators, and others to provide insight for students and understanding regarding a particular child's (or group of children's needs) behavior.</li> <li>* Completes a comprehensive, diagnostic assessment of the child's social, emotional, and interpersonal relationships within the school, home, and community.</li> <li>* Serves on the Child Study Team at each school to assist students experiencing attendance, academic, social, emotional, and/or health problems.</li> <li>* Participates in staffings with local school personnel parents, and appropriate community agency staff to provide coordinated evaluation and planning.</li> <li>* Advocates for children ensuring student's and families' rights are observed.</li> <li>* Provides and participates in training programs.</li> <li>* Coordinates services with other agencies to develop a comprehensive service and delivery system.</li> <li>* Refers and helps families access community, medical, mental health, and social welfare services.</li> <li>* Encourages an understanding of, and sensitivity to, multicultural values and traditions.</li> <li>* Participates in professional organizations.</li> <li>* Performs any other duties as assigned.</li> </ul>



Name	Position Title	Job Duties and Responsibilities
Cabanas, Julio	Assistant Principal	<ul style="list-style-type: none"> <li>* Makes or shares in the making of decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others.</li> <li>* Acts in accordance with the shared vision and mission of the district and school; cares about the organization's reputation and is aware of the effect his/her decisions make on the organization.</li> <li>* Influences the school stakeholders by a variety of means, such as persuasive argument, setting examples, or using expertise; is able to present ideas to others in an open, informative, and non?evaluative manner; is able to write clearly and concisely.</li> <li>* Uses data to implement curriculum and instructional supervision; gathers, analyzes and uses data from varied and multiple sources to build relationships, form concepts, and create hypotheses; analyzes alternatives and perspectives when solving a problem or making a decision.</li> <li>* Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated.</li> <li>* Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school.</li> <li>* Skillfully facilitates others working together effectively; shows concern for diverse perspectives, as well as empathy for other's feelings; is adaptable.</li> <li>* Discovers, understands, verbalizes accurately, and responds empathetically to perspectives, thoughts, ideas, and feelings of others.</li> <li>* Establishes systematic processes to receive and provide feedback about the progress of work being done.</li> <li>* Leads by example, setting goals that encourage self and others to reach higher standards.</li> <li>* Holds high and positive expectations for the growth and development of all stakeholders, including self.</li> <li>* Understands the effects of his/her behavior and decisions on all stakeholders, both inside and outside the organization.</li> <li>* Entrusts routine and non-routine assignments to others, giving them authority and responsibility for accomplishment.</li> <li>* Assists with oversight of and responsibility for the school's instructional program and its results.</li> <li>* Assists with oversight of and responsibility for the safety and discipline of school's students.</li> <li>* Assists with oversight of and responsibility for the school's human resources</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<p>selections, management, and development.</p> <ul style="list-style-type: none"> <li>* Assists with oversight of and responsibility for the school's business and research efforts.</li> <li>* Assists with oversight of and responsibility for the accuracy and timeliness of the school's records and reports.</li> <li>* Assists with oversight of and responsibility for the school's administration and operation.</li> <li>* Assists with oversight of and responsibility for the school's property and physical plant.</li> <li>* Assists with the provision of leadership in the development or revision and implementation of the School Improvement Plan.</li> <li>* Performs any other duties as assigned.</li> </ul>
Grube, Heather	Reading Coach	<ul style="list-style-type: none"> <li>* Demonstrates a strong working knowledge of best practices in ELA instruction.</li> <li>* Develops and conducts professional development for teachers in ELA regarding instructional strategies, best practices, and specific instructional topics.</li> <li>* Provides coaching to teachers to improve instruction, classroom organization, classroom management, and effective implementation of district-provided resources.</li> <li>* Conducts data conferences with classroom teachers to interpret data and plan instruction.</li> <li>* Models effective teaching techniques when presenting to groups and other professionals.</li> <li>* Meets regularly with building administrators regarding classroom practices and provides on-going feedback to teachers.</li> <li>* Continues to develop professional expertise through professional readings, training, and conferences.</li> <li>* Facilitates collaborative planning sessions with teachers.</li> <li>* Performs any other duties as assigned.</li> </ul>
Johnson, Katherine	Instructional Media	<ul style="list-style-type: none"> <li>* Serves as Seminole's SAC chair.</li> <li>* Plans and implements the library media center program.</li> <li>* Creates and maintains the library media center environment.</li> <li>* Delivers library media services by providing resources and instruction so that both students and teachers become independent users of information.</li> <li>* Adheres to professional responsibilities in accordance with the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.</li> <li>* Plans, prepares, and provides instruction in the skills necessary to access, evaluate, analyze, and organize information in all formats to ensure optimal student achievement.</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<p>Implements instruction large group, small group, and individual settings.</p> <ul style="list-style-type: none"> <li>* Plans, prepares, and provides literature activities to promote a love of reading and lifelong learning for students.</li> <li>* Establishes and maintains an environment for learning, which includes areas designated and equipped for various functions, such as leisure reading, classroom activities, individual inquiry, and computer use. Maintains standards for acceptable student behavior using appropriate techniques.</li> <li>* Demonstrates an understanding of best practice elements, including a research model, digital literacy, and knowledge of population-appropriate literature. Engages in professional development activities that enhance this knowledge.</li> <li>* Establishes and maintains a positive, collaborative relationship with all stakeholders, including school and district staff, students, and parents and community members to ensure an environment that supports learning.</li> <li>* Develops and maintains a balanced comprehensive collection of print, non-print, and digital resources to support classroom curriculum and the reading interests of students. Assists staff in the selection of resources to support student achievement.</li> <li>* Uses, models, and assists stakeholders with instructional applications and the use of technology for academic engagement.</li> <li>* Understands copyright, Fair Use, and licensing of intellectual property, and assists users with their understanding and observance of the same within district policies and procedures.</li> <li>* Performs any other duties as assigned.</li> </ul>
Rothfarb, Jared	Teacher, ESE	<ul style="list-style-type: none"> <li>* Provides support and/or direct instruction to students with disabilities based upon site needs.</li> <li>* Site support schedules will vary depending upon needs of the students as documented in the Individual Education Plan (IEP).</li> <li>* Assists with the organization, management, and coordination of supports and services provided to students with disabilities.</li> <li>* Demonstrates advanced knowledge and practices of instructional and behavioral strategies.</li> <li>* Collaborates with the school team (teachers and paraprofessionals) to implement best practices</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<p>of data collection, analysis, inclusive practices, and responsive instructional decisions for students with disabilities. Monitors and supports the efficacy of instruction provided to students with disabilities in general education and ESE settings.</p> <p>* Designs and delivers job-embedded professional development (curriculum, behavior, compliance etc.) in coordination with the General Director of ESE, Regional Leadership Teams, and ESE program staff to ensure that school staff maintain updated skills and knowledge of ESE-related best practices.</p> <p>* Assists administrators in ensuring implementation of ESE supports and services that align with requirements of the Individuals with Disabilities Education Act (IDEA), state statutes, district procedures, and full-time equivalency (FTE) accounting and reporting.</p> <p>* Effectively collaborates and communicates with all stakeholders (e.g., parents, teachers, students, and school/district staff) to facilitate student success aligning with the district's vision of increasing graduation rates. Communicates with stakeholders to establish and maintain good relations with school and district personnel, as well as parents/guardians of students with disabilities.</p> <p>* Serves as a liaison between the school and parents, district staff, and community groups or agencies.</p> <p>* Collaborates with the principal and regional ESE team to develop supportive systems that build teacher capacity and improve effective case management practices (e.g. progress monitoring, data collection, eligibilities, IEPs, and internal/external articulation).</p> <p>* Demonstrates personal and professional growth and expertise by remaining current with state and national associations, certifications, and professional trends. Attends required and optional trainings related to job skills and/or provides follow-up with district-level training to maintain professional certification.</p> <p>* Completes and submits requested tasks, reports, and projections accurately and on time.</p> <p>* Performs any other duties as assigned.</p>

Thomas, JohnS	School Counselor	<p>* Provides an ongoing program of individual, small group, and large group counseling services in the areas of social/personal development, academic advisement, and career awareness per the</p>
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Name	Position Title	Job Duties and Responsibilities
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national standards established by the American School Counselor Association.

- \* Consults and works collaboratively with administrators, teachers, school personnel, district personnel, parents, and various community agencies to meet the counseling and educational planning needs of elementary school students, including schoolwide needs.
- \* Interprets and utilizes school records, including cognitive, aptitude, and achievement tests, for educational planning. Reviews and evaluates student records and transcripts.
- \* Addresses individual student needs and refers students to appropriate school and community resources as necessary.
- \* Provides preventive and responsive services, including crisis counseling as needed, and addresses student mental health needs as appropriate.
- \* Facilitates the involvement of parents in the education of their students, including assisting in parent/teacher/counselor conferences.
- \* Assists students in developing self-understanding, self-acceptance, and effective interpersonal skills.
- \* Provides information about appropriate community resources.
- \* Performs any other duties as assigned.

**Demographic Information**

**Principal start date**

Wednesday 7/1/2020, Francine Lazarus

**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.*

1

**Total number of teacher positions allocated to the school**

38

**Total number of students enrolled at the school**

390

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

6

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

10

**Demographic Data**

**Early Warning Systems**

**2021-22**

**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	63	72	54	52	59	58	0	0	0	0	0	0	0	358
Attendance below 90 percent	1	12	10	6	7	5	0	0	0	0	0	0	0	41
One or more suspensions	0	0	0	4	0	0	0	0	0	0	0	0	0	4
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 FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	0	0	11	21	15	0	0	0	0	0	0	0	47

**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	7	0	0	0	0	0	0	0	0	0	7

**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	7	9	7	12	1	0	0	0	0	0	0	0	0	36
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**

Sunday 8/22/2021

**2020-21 - 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	66	51	76	79	44	72	0	0	0	0	0	0	0	388
Attendance below 90 percent	14	4	10	8	5	9	0	0	0	0	0	0	0	50
One or more suspensions	1	3	3	0	0	2	0	0	0	0	0	0	0	9
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	13	23	13	0	0	0	0	0	0	0	49
Level 1 on 2019 statewide Math assessment	0	0	0	25	26	15	0	0	0	0	0	0	0	66

**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	2	0	0	1	0	0	0	0	0	0	0	3

**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	5	2	3	11	0	1	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

**2020-21 - 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	66	51	76	79	44	72	0	0	0	0	0	0	0	388
Attendance below 90 percent	14	4	10	8	5	9	0	0	0	0	0	0	0	50
One or more suspensions	1	3	3	0	0	2	0	0	0	0	0	0	0	9
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	13	23	13	0	0	0	0	0	0	0	49
Level 1 on 2019 statewide Math assessment	0	0	0	25	26	15	0	0	0	0	0	0	0	66

**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	2	0	0	1	0	0	0	0	0	0	0	3

**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	5	2	3	11	0	1	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

**Part II: Needs Assessment/Analysis**

**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				48%	52%	57%	46%	52%	56%
ELA Learning Gains				53%	55%	58%	57%	52%	55%
ELA Lowest 25th Percentile				57%	50%	53%	41%	46%	48%
Math Achievement				41%	54%	63%	41%	55%	62%
Math Learning Gains				55%	57%	62%	63%	57%	59%
Math Lowest 25th Percentile				57%	46%	51%	55%	44%	47%
Science Achievement				44%	50%	53%	46%	51%	55%

**Grade Level Data Review - State Assessments**

**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	2021					
	2019	54%	52%	2%	58%	-4%
Cohort Comparison						
04	2021					
	2019	41%	55%	-14%	58%	-17%
Cohort Comparison		-54%				
05	2021					
	2019	46%	54%	-8%	56%	-10%
Cohort Comparison		-41%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	33%	54%	-21%	62%	-29%
Cohort Comparison						
04	2021					
	2019	39%	57%	-18%	64%	-25%



MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-33%				
05	2021					
	2019	43%	54%	-11%	60%	-17%
Cohort Comparison		-39%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	41%	51%	-10%	53%	-12%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

Provide the progress monitoring tool(s) by grade level used to compile the below data.

i-Ready Reading & Math Diagnostic Assessments

Grade 1					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		27	39	59
	Economically Disadvantaged		17	26	46
	Students With Disabilities		23	46	53
	English Language Learners		100	67	67
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		25	35	55
	Economically Disadvantaged		14	21	40
	Students With Disabilities		100	67	100
	English Language Learners		0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29	37	50
	Economically Disadvantaged	19	26	42
	Students With Disabilities	0	10	22
	English Language Learners	0	0	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10	19	33
	Economically Disadvantaged	0	12	25
	Students With Disabilities	0	20	25
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36	46	47
	Economically Disadvantaged	25	36	36
	Students With Disabilities	40	43	40
	English Language Learners	14	14	29
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8	18	30
	Economically Disadvantaged	4	9	17
	Students With Disabilities	7	18	25
	English Language Learners	0	0	14

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29	50	49
	Economically Disadvantaged	19	44	42
	Students With Disabilities	19	35	32
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10	18	43
	Economically Disadvantaged	8	10	34
	Students With Disabilities	10	15	47
	English Language Learners	0	0	0
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23	39	38
	Economically Disadvantaged	23	37	37
	Students With Disabilities	30	35	36
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8	33	37
	Economically Disadvantaged	9	37	35
	Students With Disabilities	18	29	31
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	32	42	38
	Economically Disadvantaged	34	42	
	Students With Disabilities	20	35	
	English Language Learners	0	0	0

**Subgroup Data Review**

2021 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 2019-20	C & C Accel 2019-20
SWD	33	33		22	40		25				
ELL	33			42							
BLK	26	50		28	43		27				
HSP	41	23		32	69		38				
MUL	40			40							
WHT	68			56			40				
FRL	38	41		33	62		41				
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	33	59	64	38	66	58					
ELL											
BLK	28	44	56	32	55	56	26				
HSP	70	61		48	57		58				
MUL	53	58		47	45						
WHT	47	54		42	57						
FRL	45	52	58	38	51	52	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	39	24	28	61	54	29				
ELL	36			36							
BLK	31	36	31	31	47	33	13				
HSP	49	54	50	38	66	70	39				
MUL	60			57							
WHT	58	70		49	69		71				
FRL	42	51	41	38	63	55	37				

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	43
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	30
Total Points Earned for the Federal Index	256

<b>ESSA Federal Index</b>	
Total Components for the Federal Index	6
Percent Tested	100%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
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%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

An analysis of the 2017, 2018, 2019 & 2021 FSA scores reveal math proficiency consistently lagging behind ELA proficiency. The 2021 science proficiency at 38% is the lowest of the 4 years analyzed. Math gains have consistently been higher than ELA gains.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Seminole has earned a C for 6 consecutive years. In order to move to a B, Seminole would need to demonstrate significant improvement in all 7 school grade cells with math and science proficiency showing the greatest need for improvement.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The school closures, elearning and students being quarantined due to the national pandemic contributed to students' learning deficits. Seminole had less effective teachers in 1st & 2nd grades which, over time, also negatively impacted the achievement in grades 3, 4 and 5. To move from a C to a B, Seminole will need effective and highly effective teachers at all grades, teachers will need to participate in weekly collaborative planning sessions with an administrator or content coach present and a comprehensive system for observing and coaching teachers will need to be implemented and monitored.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Math gains was the only area showing an improvement from 2019 to 2021. This went from 55% in 2019 to 62% in 2021.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

Seminole acquired a new 5th grade math teacher for the 2020-2021 school year. He demonstrated strong instructional skills in this area and he also tutored students in math after school as part of our Extended Learning Program. 3-5 math teachers also participated in several PD sessions with a district math coach.

**What strategies will need to be implemented in order to accelerate learning?**

Teachers will need to use data to make instructional decisions including identifying which prior-year standards need to be reviewed to fill in learning gaps so students can acquire on-grade level knowledge. Teachers will need to use visible data tracking to build student ownership over learning.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional development will be provided on acceleration strategies, new MTSS guidelines, new curriculum materials, student engagement, differentiation and student ownership practices.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

The Instructional Leadership Team will meet monthly to discuss our instructional priorities, identify PD needs and monitor the school improvement plan. PSLT/504/CST meetings will be held during the school day on Mondays instead of after school to allow both administrators to participate in collaborative planning sessions with teachers. A 4/5 quad model will be implemented so our strongest math teacher will teach math to all 5th graders and our strongest science teacher will teach science to all 5th graders.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:** The fishbone protocol was used to complete a comprehensive needs assessment to identify the area of focus. It was determined that more effective collaborative planning with teachers was needed in order to implement standards-based instruction to positively impact student achievement.

**Measurable Outcome:** In 2022, at least 62% of students will achieve proficiency in ELA, math & science, at least 62% of students will make learning gains in ELA & math and at least 62% of bottom quartile students will make learning gains in ELA & math. During the 21-22 school year, walk-through & observational data will be analyzed to ensure that at least 75% of teachers are implementing the standards-aligned lessons developed during the weekly collaborative planning sessions.

**Monitoring:** Both administrators and the reading coach will participate in collaborative planning sessions with teachers. The principal and the assistant principal will monitor the implementation of standards-aligned instruction by conducting regular walk-throughs and observations in classrooms.

**Person responsible for monitoring outcome:** Francine Lazarus (francine.lazarus@hcps.net)

**Evidence-based Strategy:** Teacher clarity: Teacher clarity relates to organization, explanation, examples and guided practice, and assessment of student learning. It can involve clearly communicating the intentions of the lessons and the success criteria. Clear learning intentions describe the skills, knowledge, attitudes, and values that the student needs to learn.

**Rationale for Evidence-based Strategy:** According to John Hattie, teacher clarity has an effect size of 0.75  
 \* The evidence-based strategy list available at <https://www.ectacfl.net/evidence-based-practices.html> was used to select this strategy.

**Action Steps to Implement**

Hire a reading coach to support K-5 teachers. This individual will lead collaborative planning sessions, implement coaching cycles with teachers, progress monitor ELA data, design & deliver interventions and provide professional development to build teacher capacity. This will all fall under the weekly supervision of the principal and AP.

**Person Responsible** Francine Lazarus (francine.lazarus@hcps.net)

Utilize workshop stipends to pay participants (24 instructional personnel) to attend professional development sessions after their contracted hours once a grading period for up to 1 hour at a time. The professional development sessions will focus on effective instructional strategies and/or implementing district curriculum resources such as i-Ready, SIPPS, Wonders, LAFS, Envision, etc. in order to build teacher capacity and yield gains in student achievement. The professional development sessions will be led by Seminole admin, the reading coach, teacher leaders, district trainers and contracted district vendor personnel.

**Person Responsible** Francine Lazarus (francine.lazarus@hcps.net)

Purchase instructional technology to include ELMOs, printers, projectors & teacher laptops to support collaborative planning, standards-based instruction and differentiation in K-5 classrooms. Teachers will



use this technology daily throughout the school year. The principal and AP will monitor the use of the technology and provide feedback to maximize its effectiveness.

**Person Responsible** Francine Lazarus (francine.lazarus@hcps.net)

Provide PD & resources needed to implement i-Ready reading & math instruction, SIPPS phonics instruction/interventions and Wonders reading instruction. Monitor with shared lesson plan templates, content coach support, walk-through and student performance data.

**Person Responsible** Francine Lazarus (francine.lazarus@hcps.net)

Continue using the "Developing Student Ownership" books for instructional personnel to engage in a faculty study to change instructional practices. Monitor through classroom observations.

**Person Responsible** Francine Lazarus (francine.lazarus@hcps.net)

Use OneNote to provide walk-through feedback and highlight teachers in the Friday Focus who respond & follow-through with this feedback.

**Person Responsible** Francine Lazarus (francine.lazarus@hcps.net)

Hold teachers accountable for participating in weekly collaborative planning sessions using online, shared lesson plan templates. Administration will monitor attendance and work produced at these planning sessions.

**Person Responsible** Francine Lazarus (francine.lazarus@hcps.net)

Provide incentives for teachers on a quarterly basis to open their classrooms for other teachers to view effective instructional practices. Admin will monitor the implementation of learning walks and feedback provided.

**Person Responsible** Francine Lazarus (francine.lazarus@hcps.net)

Implement 3 EAGLE Night parent events to share student performance data with families, have parents set academic goals for their students and provide academic resources for them to use with kids at home. Admin will be responsible for planning and organizing the 3 events. K-5 teachers will deliver grade-level parent sessions at each event.

**Person Responsible** Francine Lazarus (francine.lazarus@hcps.net)

Purchase student laptops to support differentiation via electronic platforms in K-5 classrooms and standards-based instruction. Students will use this technology daily throughout the school year. Classroom teachers will monitor the use of the technology and provide feedback to maximize its effectiveness.

**Person Responsible** Francine Lazarus (francine.lazarus@hcps.net)

Utilize t-Payroll funds to facilitate collaborative planning sessions with admin, the reading coach and K-5 teachers. The planning sessions will focus on analyzing student performance data to make instructional decisions and planning standards-based lessons in order to yield gains in student achievement. From August to May, 24 instructional personnel will engage in 1 hour of collaborative planning after their contracted hours.

**Person Responsible** Francine Lazarus (francine.lazarus@hcps.net)

**#2. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** The state Reading Initiative for Scholastic Excellence mandates that schools with at least one grade level scoring at a proficiency level below 50% on the 2021 ELA FSA must include a reading area of focus in their 2022 school improvement plan. Seminole Elementary meets this criteria. The percentage of 3rd grade students scoring a 3 or higher on the 2021 ELA FSA was 34%. The percentage of 4th grade students scoring a 3 or higher on the 2021 ELA FSA was 42%. The percentage of 5th grade students scoring a 3 or higher on the 2021 ELA FSA was 45%.

**Measurable Outcome:** At least 50% of all 3rd, 4th & 5th grade students will score a 3 or higher on the 2022 ELA FSA.

**Monitoring:** This area of focus will be monitored by both administrators and our reading coach. We will analyze the monthly ELA progress monitoring assessments administered to all 3rd, 4th & 5th graders in order to determine gaps in achievement. This data will be used to design interventions for students and to determine supports needed for teachers.

**Person responsible for monitoring outcome:** Julio Cabanas (julio.cabanas@hcps.net)

**Evidence-based Strategy:** Develop & implement student success criteria, accountability, and feedback practices in order to increase student ownership of work and active engagement.

**Rationale for Evidence-based Strategy:** Our instructional priorities for the 21-22 school year are: Using visible data tracking to build student ownership over learning and Using data to make instructional decisions. The strategy chosen relates to both of these priorities.

**Action Steps to Implement**

Provide professional development to teachers that will provide them specific strategies to increase student ownership of work and active engagement.

**Person Responsible** Heather Grube (heather.grube@hcps.net)

Utilize actual student tasks from weekly lesson plans as a guide to create student exemplars and success criteria.

**Person Responsible** Heather Grube (heather.grube@hcps.net)

Develop equitable practices around providing students feedback across the ELA block, as learned in PD, utilizing the success criteria and exemplars as a guide.

**Person Responsible** Heather Grube (heather.grube@hcps.net)

Conduct focused walk throughs in grades 3-5, providing feedback to teachers on use of success criteria, equitable feedback, and student engagement.

**Person Responsible** Julio Cabanas (julio.cabanas@hcps.net)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**SEMINOLE ELEMENTARY SCHOOL-3921 reported 1.9 incidents per 100 students. This rate is greater than the Statewide elementary school rate of 1.0 incidents per 100 students. 2019-2020 Rating: Very High with A violent incident rate per 100 students of 1.90 - 8 violent incidents / 422 students.**

**Students being able to regulate their emotions and respond appropriately when frustrated are our primary and secondary areas of concern. Weekly Second Step SEL lessons will be implemented in all classrooms from August to March in order to address these concerns.**

**Behavior tracker and discipline referral data will be used to progress monitor the effectiveness of this SEL initiative.**

#### **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.**

Seminole Elementary will implement a variety of strategies to build a positive school culture and environment for all faculty, staff, students and families. Administration and its Leadership Team will maintain open lines of communication with stakeholders through an "open-door" meeting policy along with a "24-hour" standard for returning calls, text and emails. A "Friday Focus" newsletter will be published weekly for faculty and staff. Parent Link emails and text messages will be used to communicate with families. The school counselor and social worker will be on hand daily to meet the needs of students and families. A close partnership with Tribe Seminole Heights will be leveraged to offer after-school clubs for students, school uniforms, "wish list" items for teachers, appreciation incentives, etc. Seniors in Service will provide a volunteer "grandma" to work in each kindergarten classroom. An ELL resource teacher and paraprofessional will be on staff to support ELL students and their families. Gifted and special education services will be provided for qualifying students. Weekly SEL lessons will be taught to students along with characteristics of the 7 Habits of Highly Effective People. A student from each class will be selected as the Leader-of-the-Month based on one of the 7 Habits. These students and their parents will be invited to a recognition assembly. Parent involvement will be encouraged at 3 EAGLE Nights along with All-Pro Dad and iMom events.

The following list includes events & initiatives that are designed to build a positive school culture and environment to ensure all stakeholders (teachers, parents, students, staff, community members, business partners) are involved in our school community:

- Walk to Hillsborough High 2021
- Parent & Family Engagement Plan
- Parent Teacher Association
- School Advisory Council
- Family Academic Events
- Black History Celebration
- Hispanic Heritage Fiesta
- Morning Show
- Eagle Vision You-Tube Channel
- Covey's 7 Habits with Leader-of-the-Month Awards
- Community Events
- Teacher Appreciation Events
- Volunteer Appreciation Breakfast
- Grandparents' Breakfast
- Student Performances & Art Shows
- Eagle Bucks & the School Store
- Awards Ceremonies
- Friday Focus Faculty/Staff Newsletter
- Climate Surveys
- Holiday Events
- HOST & SHUMPS
- TRIBE Community Partnership
- Reading Pals with United Way
- Birthday Recognition
- 5th Grade Banquet
- Conference Nights
- Open House
- Safety Patrols
- Academic Incentives
- School Flyers & Newsletters
- ParentLink Calls, Texts & Emails
- Positive Referrals

**Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

All Seminole faculty and staff will play a role in promoting a positive culture and environment at the school by meeting the academic, social and emotional needs of students and by communicating regularly with families. Major community partners contributing to a positive culture and environment at Seminole include United Way, Seniors in Service & Tribe Seminole Heights. Seminole families contribute to the positive culture and environment at the school by attending school events, communicating with teachers and following the guidelines outlined in the Parent-Teacher-Student Compact.

**Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00

	<b>Total:</b> <b>\$0.00</b>
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