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Tampa Heights Elementary Magnet

305 E. COLUMBUS DRIVE, Tampa, FL 33602

[no web address on file]

Demographics

Principal: Amy Metzler

Start Date for this Principal: 8/19/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students Economically Disadvantaged Students*
School Grades History	2018-19: D (37%) 2017-18: D (38%) 2016-17: C (44%) 2015-16: C (46%) 2014-15: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&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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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School KG-5</p>	<p>2018-19 Title I School</p> <p>Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>86%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>89%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	D	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.

Our mission is that we will empower students to become innovative thinkers who achieve academically and socially through curricular connections and real world experiences.

Provide the school's vision statement.

Our vision is that we will be an “A” school where learners achieve global success.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Harrison, Wendy	Principal	Mrs. Harrison's responsibilities include overall supervision of the school.
Cottone, Philip	Assistant Principal	
Messina, Cathy	Teacher, K-12	
Wilson, Christine	Instructional Coach	

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	42	51	57	60	51	62	0	0	0	0	0	0	0	323
Attendance below 90 percent	5	4	4	1	3	5	0	0	0	0	0	0	0	22
One or more suspensions	0	7	4	2	6	5	0	0	0	0	0	0	0	24
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	25	18	27	0	0	0	0	0	0	0	70

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	2	5	4	0	0	0	0	0	0	0	11

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

FTE units allocated to school (total number of teacher units)

18

Date this data was collected or last updated

Monday 6/24/2019

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	
Attendance below 90 percent	0	4	3	1	6	10	0	0	0	0	0	0	0	24
One or more suspensions	0	0	0	1	1	1	0	0	0	0	0	0	0	3
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	0	21	23	0	0	0	0	0	0	0	44

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	1	5	0	0	0	0	0	0	0	6

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	
Attendance below 90 percent	0	4	3	1	6	10	0	0	0	0	0	0	0	24
One or more suspensions	0	0	0	1	1	1	0	0	0	0	0	0	0	3
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	0	21	23	0	0	0	0	0	0	0	44

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	1	5	0	0	0	0	0	0	0	6

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	41%	52%	57%	43%	52%	55%
ELA Learning Gains	51%	55%	58%	52%	55%	57%
ELA Lowest 25th Percentile	55%	50%	53%	45%	51%	52%
Math Achievement	33%	54%	63%	41%	53%	61%
Math Learning Gains	31%	57%	62%	45%	54%	61%
Math Lowest 25th Percentile	13%	46%	51%	35%	46%	51%
Science Achievement	33%	50%	53%	48%	48%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	42 (0)	51 (0)	57 (0)	60 (0)	51 (0)	62 (0)	323 (0)
Attendance below 90 percent	5 (0)	4 (4)	4 (3)	1 (1)	3 (6)	5 (10)	22 (24)
One or more suspensions	0 (0)	7 (0)	4 (0)	2 (1)	6 (1)	5 (1)	24 (3)
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 (0)	0 (0)	25 (0)	18 (21)	27 (23)	70 (44)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	38%	52%	-14%	58%	-20%
	2018	48%	53%	-5%	57%	-9%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2019	49%	55%	-6%	58%	-9%
	2018	31%	55%	-24%	56%	-25%
Same Grade Comparison		18%				
Cohort Comparison		1%				
05	2019	37%	54%	-17%	56%	-19%
	2018	41%	51%	-10%	55%	-14%
Same Grade Comparison		-4%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	27%	54%	-27%	62%	-35%
	2018	50%	55%	-5%	62%	-12%
Same Grade Comparison		-23%				
Cohort Comparison						
04	2019	45%	57%	-12%	64%	-19%
	2018	42%	57%	-15%	62%	-20%
Same Grade Comparison		3%				
Cohort Comparison		-5%				
05	2019	26%	54%	-28%	60%	-34%
	2018	28%	54%	-26%	61%	-33%
Same Grade Comparison		-2%				
Cohort Comparison		-16%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	33%	51%	-18%	53%	-20%
	2018	32%	52%	-20%	55%	-23%
Same Grade Comparison		1%				
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	5	40			7						
ELL	36	33		23	8						
BLK	37	46	46	33	33	15	25				
HSP	38	53		25	25		40				
WHT	68	67		47	33		45				
FRL	36	47	53	26	26	14	24				
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	11	33		16	40						
ELL	22	29		32	38						
BLK	32	40	42	37	44	45	32				
HSP	35	27		36	29		27				
WHT	69	32		53	36						
FRL	34	35	42	34	37	38	30				

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	44	46	17	63	60					
ELL	19	38		29	38						
BLK	34	47	44	34	39	26	40				
HSP	32	55	50	36	45	50					
WHT	73	71		55	61		67				
FRL	36	47	43	33	41	37	40				

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)	CS&I
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	296
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	13
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	28
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
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%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	52
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	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

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.

Math showed the lowest performance. 3rd and 5th grade were each carried by one teacher who was responsible for the entire grade. In October, the 3rd grade teacher resigned and left a vacancy. The 5th grade teacher pedagogy and content knowledge. There was also a math instructional coach vacancy which limited the amount of expert coaching. The only trend was the effectiveness of the 5th grade teacher who is no longer at the school.

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

Math showed the greatest decline. The contributing factors were the same reported in the lowest performance component.

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.

Math had the greatest gap when compared to the state average. The factors are listed in the lowest performance category.

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

ELA Gains showed the most improvement. We implemented Dr. Diana Carey's work with Florida Standards Decoded.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Our major concern is Level 1 performance on FSA ELA.

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

1. Math Learning Gains
2. ELA Proficiency
3. SWD Gains

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	We will improve student achievement by creating a culture for learning
Rationale	5 out of 8 sub groups did not meet ESSA targets. 2 out of 7 K-5 FSA components reached at least 50% (ELA Gains and ELA Gains for Bottom Quartile).
State the measurable outcome the school plans to achieve	We will know we have succeeded when at least 50% of each sub group achieves proficiency on FSA and when all 7 elementary (ELA Proficiency, Gains and BQ, Math Proficiency, Gains and BQ, and Science) component of the school grading system reaches at least 50% or higher.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	We will utilize standards based planning with the assistance of both Math and Reading Coaches that will be set at common designated planning times. We will implement common assessments and use the results in weekly plcs to determine the effectiveness of instruction.
Rationale for Evidence-based Strategy	In order to deliver effective instruction, well designed lessons must be created at the depth and rigor of the grade level expectation for each standard. By utilizing the FSA item specs as well as the FL standards in conjunction with academic coaches and progress monitoring we will be able to determine what students need to learn, if they are successful or not and what next based on their level of mastery.
Action Step	
Description	<ol style="list-style-type: none"> 1. Create a common planning time 2. Create a academic coach planning schedule 3. Create a common PLC schedule to disaggregate data from the common assessments 4. Utilize daily schedules to conduct observations and feedback 5. Hold bi-weekly coaching-admin meetings to discuss trends 6. Identify tier II and tier III students for small group interventions to be delivered by the teacher, academic coaches, and para-professional. 7. Utilize before, during, and after school tutorial programs 8. Hire a Math Academic Coach 9. Hire a para to support small group instruction (DI) in grades 3-5 10. Hire an ELL Para 11. Math Coach will deliver monthly PD 12. Reading Coach will deliver monthly PD 13. Admin will spend an average of at least 50% of the day in classrooms (SAM Calendar) 14. Utilize digital cameras for monitoring long-term investigations (STEM) 15. Help to build background knowledge and support FSA through off-site experiences, including Grades K, 1, 2, 4, and 5. K-1: Crayola Experience, 2: Legoland Engineering, 4: Kennedy Space Center, 5: EPCOT. 16. Utilize student binders and notebooks for organization, as well as other classroom supplies to support student engagement and learning. <p>Progress monitoring system will be in place and if we are truly effective in all of the above then the student data will increase and students will demonstrate success in reaching mastery of the standards.</p>

Person Responsible Wendy Harrison (wendy.harrison@sdhc.k12.fl.us)

#2	
Title	We will improve student achievement by creating a culture of high expectations.
Rationale	There was a total count of 188 counts of minor incidents reported during the 18-19 school year.
State the measurable outcome the school plans to achieve	We will decrease the amount of minor incidents by 25% or more, moving from 188 counts to 141 minor incidents or less.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	We will create clear expectations, model them, practice them, and utilize them. We will implement Conscious Discipline at the student level. We will utilize restorative practices. We will utilize CHAMPS We will utilize the incentive portion of PBIS
Rationale for Evidence-based Strategy	When teachers believe that all students can learn and students are intrinsically motivated, student achievement increases.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers receive PD in restorative practices and the social emotion program "Conscious Discipline". 2. Students are trained in restorative practices through the use of the social emotional program "Conscious Discipline" 3. All teachers will be CHAMPS trained 4. Admin will spend an average of 50% of the instructional day in classrooms observing and providing feedback. 5. Para Professional will assist with small group (tier II) interventions 6. School Counselor will provide a combination of whole group, small group, and individual counseling. 7. Social workers will work with families to provide assistance with behavioral plans, social emotional services, and other wrap around services as needed ie. clothing, shelter, financial support etc.
Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Math Learning Gains, ELA Proficiency, and SWD Gains are included above.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

In a study published by the Harvard Graduate School of Education and funded by The Wallace Foundation, Conscious Discipline was found to be one of only three SEL programs that focuses 75% or more of its content on Emotion/Behavior Regulation and Emotion Knowledge/Expression, and one of only 13 programs that focuses 50% or more its content on Interpersonal Skills. Conscious Discipline received high ratings in 8 of 10 categories. The study's authors say, "Conscious Discipline provides an array of behavior management strategies and classroom structures that teachers can use to turn everyday situations into learning opportunities."

(Jones, S., Brush, K., Bailey, R., Brion-Miesels, G., McIntyre, J., Kahn, J., Nelson, B., & Stickle, L. (2017). Navigating SEL from the Inside Out: Looking inside and across 25 leading SEL programs: A practical resource for schools and OST providers.)

We intend to partner with parents, families, and students to utilize this program to foster a strong home school connection. We will elicit the support of community in order to obtain the resources we need to make this possible.

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student's performance including an assessment of how well the student masters the performance standards approved by the state board. The district's program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

The HCPS Student Progression Plan includes information on initial placement, reporting student progress, reading remediation, academic acceleration, grade promotion and retention, graduation requirements, transfer credits, student recognition, accommodations, dual enrollment, and extended learning opportunities.

For complete information, please visit our Student Progression Plan at: <http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf>

HCPS utilizes a variety of strategies for assisting students as they transition from one school to another.

HCPS employs multiple strategies for preparing children for entry into kindergarten. Over 6,000 children participate in one of several preschool programs offered by the School District (Head Start, VPK and PreK-ESE). Developmental screenings are available for all families prior to entry into kindergarten through Child Find, a service within the Florida Diagnostic and Learning Resources System (FDLRS). Additionally, the district works closely with School Readiness providers to share information.

HCPS utilizes multiple strategies for preparing students for their next school, including transitioning from elementary to middle school, middle school to high school, or simply moving to a new school mid-year.

Examples include:

- Bring 6th/9th graders back early for orientation
- Train a cadre of student ambassadors to help orient other students
- Parent information and/or education opportunities
- Hold articulation meetings between 5th and 6th grade teachers
- Campus visits
- Shadow days
- Middle school students visit, tutor and or perform at elementary schools
- High school students visit, tutor, or perform at middle schools.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

To ensure efficient and systematic allocation and use of resources, the school's PSLT/ILT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction (varying intensity levels matched to most appropriate available resources)

Analyze student outcomes and make data-driven decisions:

- What is the problem?
- Why is it occurring?
- What are we going to do about it?
- Is it working?

Assess the implementation of the SIP:

- Does the data show positive student growth?
- Are we making progress toward the SIPs intended outcomes?
- What can we do to sustain what's working?
- What barriers to implementation are we facing?
- What should be our plan of action?

Annually, schools take inventory of resource materials, staff, and funds allocated to determine necessary resource materials and personnel available to meet the needs of students. Resource maps identify gaps, ensuring resources are available and allocated for use by all.

To ensure support systems, small group, and individual needs are met, the PSLT:

- Reviews school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels; Supports the implementation of high quality instructional practices during core and intervention blocks; Reviews progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains;
- Communicates school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The PSLT meets regularly (bi-weekly/monthly). The PSLT meeting calendar is structured around the district's assessment calendar, ensuring opportunities to review assessment outcome data and engage in the problem solving process for appropriate data-driven decisions. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC liaisons, others as needed

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Fieldtrip opportunities for career awareness; Fieldtrip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

na

Part V: Budget

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

1	III.A.	Areas of Focus: We will improve student achievement by creating a culture for learning				\$176,989.31
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2401 - Tampa Heights Elementary Magnet	Title, I Part A		\$8,000.00
<i>Notes: Laptops for i-Ready instruction</i>						
			2401 - Tampa Heights Elementary Magnet	Title, I Part A		\$20,000.00
<i>Notes: Math Conference for staff</i>						
			2401 - Tampa Heights Elementary Magnet			\$10,000.00
<i>Notes: SAM Conference and Sam Calendar for SAM Team</i>						
	5100	510-Supplies	2401 - Tampa Heights Elementary Magnet	UniSIG		\$7,259.88
<i>Notes: Supplies to assure that the teachers have what is needed for the students to be organized in their learning process. (2 inch Binders, composition notebooks, sheet protectors, dividers, labels, pencils, not pads, 3 hole punch, black pocket folders). Quote available.</i>						
	5100	360-Rentals	2401 - Tampa Heights Elementary Magnet	Other		\$3,800.00
<i>Notes: Reflex Math license</i>						
	5100	330-Travel	2401 - Tampa Heights Elementary Magnet	UniSIG		\$5,460.00
<i>Notes: 5th grade EPCOT experience to enhance our STEM program as well enhance the hands-on organic gardening and cultivation, that already takes place at our school as the students study Life Science. Students grow Florida-friendly herbs, fruits and vegetables and create a habitat for butterflies, bees and other pollinating insects. EPCOT will demystify</i>						

Hillsborough - 2401 - Tampa Heights Elementary Magnet - 2019-20 SIP

			<i>science as the students discover that everything they hear, see, smell, taste and touch involves chemistry and chemicals. Ticket price per student is \$91 x 60 students = \$5,460</i>		
5100	330-Travel	2401 - Tampa Heights Elementary Magnet	UniSIG		\$2,200.00
			<i>Notes: K-1 students- Crayola Experience to enhance our STEM program. Students will learn the science behind melted wax and discover the secrets behind how crayons are made. They will experience hands on science stations, see a demonstration of how crayons are made and learn the science behind silly putty through the applied principles of STEM. (\$22 tickets x 100 students =\$2,200).</i>		
5100	330-Travel	2401 - Tampa Heights Elementary Magnet	UniSIG		\$975.00
			<i>Notes: 2nd grade students - LegoLand to enhance our STEM program. Students will learn inertia, wind resistance, friction and gravity. (\$15 tickets x 65 students = \$975)</i>		
5100	330-Travel	2401 - Tampa Heights Elementary Magnet	UniSIG		\$1,100.00
			<i>Notes: 4th- Kennedy Space Center ticket. In this all-new program, students travel to the Red Planet for a day to live and work on Mars Base 1. Set in a landscape of the future, Rookie Astronaut teams have the unique opportunity to travel to Mars through the Mars Transporter Vehicle. Once there, work through the challenges of living on the Martian surface: manage the Base Operations Center on Mars, grow and harvest plants in the Botany Lab, and collect and analyze data that will be sent to real NASA scientists. Rookie Astronauts will also need to optimize energy intake for the Base by programming robots to clear debris from solar panels. Students will leave Mars with a better understanding of how to adapt to life away from Earth. It is an experience unlike any other on the planet! (\$22 per students x 50 students =\$1,100).</i>		
6400	510-Supplies	2401 - Tampa Heights Elementary Magnet	UniSIG		\$760.00
			<i>Notes: Chart paper, post it, binders, folders, sheet protectors, ink, highlighters, pencils, dry erase markers, Mr. Sketch markers. Quote available.</i>		
7800	360-Rentals	2401 - Tampa Heights Elementary Magnet	UniSIG		\$14,843.00
			<i>Notes: Bus Rentals for field trips EPCOT - \$2990 Crayola Exp - \$4198 LegoLand - \$2862 Kennedy - \$3250 Busch Gardens-\$1543 Quote available</i>		
6300	130-Other Certified Instructional Personnel	2401 - Tampa Heights Elementary Magnet	UniSIG	1.0	\$60,003.78
			<i>Notes: Lead Teacher</i>		
6300	210-Retirement	2401 - Tampa Heights Elementary Magnet	UniSIG		\$5,082.32
			<i>Notes: 8.47% Lead Teacher</i>		
6300	220-Social Security	2401 - Tampa Heights Elementary Magnet	UniSIG		\$3,720.23
			<i>Notes: 6.2% Lead Teacher FICA</i>		
6300	220-Social Security	2401 - Tampa Heights Elementary Magnet	UniSIG		\$870.05
			<i>Notes: 1.45% Lead Teacher Medicare</i>		
6300	230-Group Insurance	2401 - Tampa Heights Elementary Magnet	UniSIG		\$10,620.67
			<i>Notes: 17.7% Lead Teacher</i>		
6300	240-Workers Compensation	2401 - Tampa Heights Elementary Magnet	UniSIG		\$306.02

			<i>Notes: .51% Lead Teacher</i>			
	5100	330-Travel	2401 - Tampa Heights Elementary Magnet	UniSIG		\$2,117.00
			<i>Notes: 3rd grade students-Busch Gardens' School Programs connects with the Next Generation Sunshine State Standards, and includes an educational guide with grade-based activities. Busch Gardens is a world-class zoological facility where students can learn about animals from around the world. Busch Gardens' rides, shows, and attractions are not included in the School Programs. (\$34.70 tickets x 61 students = \$2117).</i>			
	5100	644-Computer Hardware Non-Capitalized	2401 - Tampa Heights Elementary Magnet	UniSIG		\$9,100.00
			<i>Notes: The technology will be used with the intervention programs that we will be implementing at our school site. They will be used both for reading and math interventions. HP x360 11ee @ \$625 each x 13 = \$8,125. Microsoft Operating System & Office Suite @\$75 each x 13 = \$975</i>			
	6300	390-Other Purchased Services	2401 - Tampa Heights Elementary Magnet	UniSIG		\$10,771.36
			<i>Notes: Substitutes to support collaborative planning among grade level teams. The teachers will meet at least 3 time per school year. (33 teachers x 3 days of planning x \$110 per substitute = \$10,771.36).</i>			
2	III.A.	Areas of Focus: We will improve student achievement by creating a culture of high expectations.				\$58,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2401 - Tampa Heights Elementary Magnet	Title, I Part A		\$5,000.00
			<i>Notes: Student Incentives</i>			
			2401 - Tampa Heights Elementary Magnet	Title, I Part A		\$6,000.00
			<i>Notes: Student organization supplies</i>			
			2401 - Tampa Heights Elementary Magnet	Title, I Part A		\$6,000.00
			<i>Notes: Culturally Sensitive Literature</i>			
			2401 - Tampa Heights Elementary Magnet	Title, I Part A		\$5,000.00
			<i>Notes: Team Leaders to ensure clear and constant communication</i>			
			2401 - Tampa Heights Elementary Magnet	Title, I Part A		\$27,200.00
			<i>Notes: Professional Development Diana Carey</i>			
			2401 - Tampa Heights Elementary Magnet	Title, I Part A		\$1,200.00
			<i>Notes: CIM Planning for teachers</i>			
			2401 - Tampa Heights Elementary Magnet			\$8,000.00
			<i>Notes: Conscious Discipline Training (Conference)</i>			
					Total:	\$238,688.63