

Hillsborough County Public Schools

# Tampa Heights Elementary Magnet



## 2020-21 Schoolwide Improvement Plan

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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: 8/10/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2018-19: D (37%) 2017-18: D (38%) 2016-17: C (44%) 2015-16: 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>	CS&I
* 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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## Tampa Heights Elementary Magnet

305 E. COLUMBUS DRIVE, Tampa, FL 33602

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

### School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	D	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.**

Our mission is to develop a diverse culture where all students will be successful.

How

As global leaders at Tampa Heights, we will discover our place in the world and positively affect it by being reflective learners, compassionate communicators, innovators, and charitable contributors.

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

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

How

Our students will become lifelong learners, achieving global success by understanding and valuing our world and its inhabitants.

### 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
Harrison, Wendy	Principal	Mrs. Harrison's responsibilities include being an instructional leader and overall supervision of the school. She will lead her school be focused on student success.
Cottone, Philip	Assistant Principal	supporting the principal in instructional leadership and overall supervision of the school.
Messina, Cathy	Instructional Coach	will be responsible for Instructional leadership in relation to the magnet program at Tampa Heights. Coach teachers on integration of the theme, organize extra curricular activities for before and after school, take care of celebrations related to student success, complete MSA paperwork and requirements, work with the principal to take care of all magnet responsibilities and marketing.
McGriskin, Carrie	Instructional Coach	Reading resource teacher will plan with teachers for student differentiation and thinking. The resource teacher will be responsible for helping to develop teachers expertise in reading. She will help to develop strategies for reading and encourage students to think. The reading resource teacher will teach differentiated reading groups and model for teachers. Planning and data analysis will be part of the reading resource teachers responsibilities. She will work as part of the leadership team and support the principal, teachers and students in the areas of reading.
Horn, Nicole	Instructional Coach	Math resources will be split to work a combination of coaching, planning and teaching differentiated groups in the classroom. They will also offer in house professional development and help teachers to develop their knowledge of teaching math. The math resource teacher will lead data analysis sessions and build capacity with teachers to eventually be self sufficient in the areas of content, planning, data analysis and instruction. Goals will be set with students and the math resource teacher will encourage the students to reach the goals set. In addition the math resource teacher will be a part of the school leadership team and support the principal in instructional leadership.
Hoag, Kayla	Instructional Coach	Science resources will be split to work a combination of coaching, planning and teaching differentiated groups in the classroom. They will also offer in house professional development and help teachers to develop their knowledge of teaching science. The science resource teacher will lead data analysis sessions and build capacity with teachers to eventually be self sufficient in the areas of content, planning, data analysis and instruction. Goals will be set with students and the science resource teacher will encourage the students to reach the goals set. Kayla will be support the principal and assistant principal in instructional practice.
Bowman, Barbara	Instructional Coach	The writing resource teacher will work very closely with the reading resource teacher to plan for instruction that encourages our students to integrate both reading and writing standards. The writing resources teacher will be



Name	Title	Job Duties and Responsibilities
		responsible for modelling great writing practice and teaching students in the classrooms to reach their goals. The writing resource teacher will be responsible for writing throughout the school and participate in data analysis with teachers and students and provide help with interventions. The writing teacher will encourage strong writers to become stronger and give them opportunities to develop their writing craft to a higher level. Barbara will also be a part of the leadership team and support administration with instruction of writing.
Turinsky, Kelly	Instructional Coach	This person will be classed as Lead teacher and math coach will be split to work a combination of coaching, planning and teaching differentiated groups in the classroom. They will also offer in house professional development and help teachers to develop their knowledge of teaching math. The lead teacher will lead data analysis sessions and build capacity with teachers and coaches to eventually be self sufficient in the areas of content, planning, data analysis and instruction. Goals will be set with students and the Lead teacher will encourage the students to reach the goals set. The lead teacher and math resource will support administration with instruction.

### Demographic Information

#### Principal start date

Saturday 8/10/2019, Amy Metzler

**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.*

1

**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.*

4

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

17

#### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes

<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (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*
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<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>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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	47	54	63	51	53	0	0	0	0	0	0	0	310
Attendance below 90 percent	4	7	13	14	7	5	0	0	0	0	0	0	0	50
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
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	3	16	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	21	0	0	0	0	0	0	0	24

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	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	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		
Students retained two or more times	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	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	
Students retained two or more times	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	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	
	(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.**

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
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%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
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%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
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%	2
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%	1
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%	0
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%	0
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%	0
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%	0
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%	0
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	52
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	33
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.**

Although we are seeing gains and proficiency levels increasing there is still a need to continue to focus on all subject areas. We have begun to see our students begin to take ownership and the planning sessions are addressing the needs of the the students. There is a need to differentiate for all learners.

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

We made increases in all areas according to the i-Ready and Hillsborough County interim data. There is still a need to make significant gains. Our proficiency in all subject areas is below the district average and we would like to see it at least mirror the district proficiency. Our 3rd and 4th graders made the most gains and a structure for success is now in place to increase gains and proficiency. Due to E-learning we are expecting a decline in students mastery of the 4th quarter standards and so we intend to begin student interventions as soon as possible. Teacher experience and turnover was a factor in the in the areas of student achievement.

**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.**

No state testing this year so this is impossible to compare this year to last year.

There will be no ESSA report, but we will use the previous years ESSA data as a baseline and to determine areas to focus.

We are addressing all subgroups especially the groups that did not reach the federal index of 41%

SWD - 13%

ELL - 28%

Black - 34%

Hispanic - 36%

Economically disadvantaged - 33%

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



According to the I-ready data and interim data Math show significant improvement in 3rd and 4th grade.

I-ready data comparing diagnostics

3rd 13% increase of on or above level

3% decrease in students 1 level below

9% decrease in students 2 or more levels below

4th - 15% increase of on or above level

8% decrease in students 1 level below

7% decrease in students 2 or more levels below

5th - 12% increase of on or above level

3% decrease in students 1 level below

15% decrease in students 2 or more levels below

Planning addressed the needs of out students and made sure to reteach gaps.

Math Ninja morning intervention groups and small guided groups were integrated into the math lessons

Reading

3rd - 17% increase of on or above level

4% decrease in students 1 level below

14% decrease in students 2 or more levels below

Reading interim District average 44.17 Tampa Heights 42.42

4th - 5% increase of on or above level

4% decrease in students 1 level below

2% decrease in students 2 or more levels below

Reading interim District average 60 Tampa Heights 64

5th - 8% increase of on or above level

6% decrease in students 1 level below

2% decrease in students 2 or more levels below

Reading interim District average 55 Tampa Heights 33

Actions taken were collaborative planning, continuous data analysis, interventions for all students, working with L.S.I to increase teacher knowledge, standards knowledge, pedagogy instruction strategies and student teaming

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

Overall growth is still a concern, although we have made some growth, there is room for more growth. There is a need to progress monitor the fidelity of the interventions that are in place. M.T.S.S needs to be completed for all subject areas and not just reading. In MTSS we will be tracking our sub groups and paying close attention to our subgroups listed above that did not reach the federal index. There is a need for differentiation when teaching regular lessons. This could be achieved through small group instruction, by drilling down on the data to ensure that students are receiving the appropriate interventions both remediation and enrichment while simultaneously filling in gaps in learning. Planning should always use data before deciding what to teach. Resource teachers have been hired to work with a combination of students and teachers. Teacher support and development needs to be differentiated according to the teacher needs.

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

#### **1. Math**

Math resources will be split to work a combination of coaching, planning and teaching differentiated groups in the classroom. They will also offer in house professional development and help teachers to develop their knowledge of teaching math. The math resource teacher will lead data analysis sessions and build capacity with teachers to eventually be self sufficient in the areas of content, planning, data analysis and instruction. Goals will be set with students and the math resource teacher

will encourage the students to reach the goals set.

## 2. ELA

Reading resource teacher will plan with teachers for student differentiation and thinking. The resource teacher will be responsible for helping to develop teachers expertise in reading. She will help to develop strategies for reading and encourage students to think. The reading resource teacher will teach differentiated reading groups and model for teachers. Planning and data analysis will be part of the reading resource teacher's responsibilities.

The writing resource teacher will work very closely with the reading resource teacher to plan for instruction that encourages our students to master both reading and writing standards. The writing resource teacher will be responsible for modelling great writing practice and teaching students in the classrooms to reach their goals. The writing resource teacher will be responsible for writing throughout the school and participate in data analysis with teachers and students.

## 3. Science

Science resource will be split to work a combination of coaching, planning and teaching differentiated groups in the classroom. The resource teacher will also offer in house professional development and help teachers to develop their knowledge of teaching science. The science resource teacher will lead data analysis sessions and build capacity with teachers to eventually be self sufficient in the areas of content, planning, data analysis and instruction. Goals will be set with students and the science resource teacher will encourage the students to reach the goals set.

## 4. LSI

LSI will provide professional development for all staff, coaching for our coaches, coaching for administrators and teachers. They will provide tools and strategies to make sure that students will enable more student talk and less teacher talk. They will provide tools to help differentiate and set standard base learning according to the needs of the children. LSI is embedded in all curriculum areas.

# Part III: Planning for Improvement

## Areas of Focus:

**#1. Instructional Practice specifically relating to Math****Area of Focus Description and Rationale:**

There is a lack of content knowledge, standard knowledge, pedagogy, and instructional strategies in teaching math and professional development is needed. We will continue the L.S.I work that we began last school year. We will use LSI tools of standards tracker to unpack the standards and design rigorous task, success criteria and strategies for students. There is a lack of differentiation and teachers need to plan to differentiate for student learning. Planning will focus on the needs of all students. The M.T.S.S process will make sure that students will be remediated or extended. There needs to be more support for planning and teaching math. Our coaches and administration will build capacity with teacher use of unpacking the standards and planning differentiated lessons. There needs to be less teacher talk and more student thinking. We will use the L.S.I. tools that encourage student talk, thinking and teaming. Leadership (administrators, coaches and lead teacher) will support teachers with implementation, progress monitoring, and data analysis of standardized instruction.

**Measurable Outcome:**

We will increase our math FSA from 33% to 50% and increase our gains from 31% to 50%. We will use school based bi weekly assessments and student work to track progress. District interim assessments will also be used to measure our performance to the district and measure how well we are progressing towards our goal of 54 points. Administration and coaches will use the L.S.I. walk through tool to gather data related to standards taught, success criteria, strategies taught, students understanding of tasks, student teaming and strategies alignment. We will decrease teachers in teacher prep to 0% . We will increase teacher that are in student use from 40% to 80%. We will increase teacher that are in teacher verify from 25% to 50%. E.E.T. observations will be used as a formal teacher evaluation.

**Person responsible for monitoring outcome:**

Nicole Horn (nicole.horn@sdhc.k12.fl.u)

**Evidence-based Strategy:**

L.S.I is an evidence based company who has had great success in turning schools around. L.S.I. use Marzano's taxonomy with learning targets and success criteria. Strategic planning, differentiated instruction and student teaming will make sure that our children get the instruction that they need. Math coaches and administrators will plan with all grade levels. Student teaming, differentiation and thinking will be the focus.

**Rationale for Evidence-based Strategy:**

We have begun this work and are seeing a great increase in the school data. We are also seeing that less teacher talk and more student involvement has decreased student behavior and increased student engagement. We are working with LSI a research based company that are aligned with our school priorities. Research suggests that if we are truly planning for the needs of our students and addressing their gaps then we will see gains.

We are now drilling down on the standards. We have target task alignment with strategies. We have success criteria and differentiation according to the needs of the students. We are also expecting our students to take ownership of their own learning. We are driven by data and have systems in place to monitor what we are doing is making a difference with our children.

### Action Steps to Implement

Planning rigorous lessons through standards tracker

Plan for differentiation

Use LSI strategies to encourage students to take ownership of their learning.

Please note that this will be collaborative planning between Nicole Horn, Kelly Turinsky, teachers and administrators

**Person Responsible** Nicole Horn (nicole.horn@sdhc.k12.fl.u)

Analyse data to identify needs of the students and make sure that targeted interventions occur. Tracking the progress of our subgroups who did not meet the federal index (SWD, ELL, Black, Hispanic, Economically disadvantaged). Then providing Small group differentiated instruction based on the needs of the students.

Saturday school, number ninjas and ELP

Please note that this will be collaborative planning between Nicole Horn, Kelly Turinsky, teachers and administrators

**Person Responsible** Nicole Horn (nicole.horn@sdhc.k12.fl.u)

Design Professional development for the teachers, using LSI and coaches to deliver

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

Coaches support teachers and students in classrooms

Nicole Horn and Kelly Turinsky

**Person Responsible** Nicole Horn (nicole.horn@sdhc.k12.fl.u)

Progress monitor teacher practice and student actions

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

**#2. Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale:**

There is a lack of content knowledge, standard knowledge, pedagogy, and instructional strategies in teaching E.L.A and professional development is needed. We will continue the L.S.I work that we began last school year. We will use L.S.I tools of standards tracker to unpack the standards and design rigorous task, success criteria and strategies for students. There is a lack of differentiation and teachers need to plan to differentiate for student learning. Planning will focus on the needs of all students. The M.T.S.S process will make sure that students will be remediated or extended. ESE students will receive interventions from both the ESE teacher and classroom teacher. Interventions will be differentiated and specific to the needs of the students. There will be a tracking system in place for all subgroups. ELL, Black, SWD and Hispanic students will all receive small group intervention. There needs to be more support for planning and teaching E.L.A. Our coaches and administration will build capacity with teacher use of unpacking the standards and planning differentiated lessons. There needs to be less teacher talk and more student thinking. We will use the L.S.I. tools that encourage student talk, thinking and teaming and use of strategies. We will use evidence based strategies. We now have a solid structure for planning, but need to plan differentiated lessons. There is more teacher talk than student talk. We need to continue with our work of encouraged to think. Reading and writing are taught in isolation and they are disconnected.

**Measurable Outcome:**

We will increase our proficiency level from 41% to 50% and gains from 55% to 60% We will use school based bi weekly assessments and student work to track progress. District interim assessments will also be used to measure our performance to the district and measure how well we are progressing towards our goal of 54 points. Administration and coaches will use the L.S.I. walk through tool to gather data related to standards taught, success criteria, strategies taught, students understanding of tasks, student teaming and strategies alignment. We will decrease teachers in teacher prep to 0% . We will increase teacher that are in student use from 40% to 80%. We will increase teacher that are in teacher verify from 25% to 50%. E.E.T. observations will be used as a formal teacher evaluation.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Strategy:**

A reading coach. Administrators working with specific grade levels. Guided reading training. Working with LSI. Purchasing reading materials. L.S.I is an evidence based company who has had great success in turning schools around. Strategic planning and differentiated instruction will make sure that our children get the instruction that they need.

**Rationale for Evidence-based Strategy:**

We have begun this work and are seeing a great increase in the school data. We are also seeing that less teacher talk and more student involvement has decreased student behavior and increased student engagement. We are working with LSI a research based company that are aligned with our school priorities. Research suggests that if we are truly planning for the needs of our students and addressing their gaps them we will see gains. We are now drilling down on the standards. We have target task alignment. We have success criteria and differentiation according to the needs of the students. We are also expecting our students to take ownership of their own learning. We are driven by data and have systems in place to monitor what we are doing is making a difference with our children.

**Action Steps to Implement**

Planning rigorous lessons through standards tracker

Plan for differentiation and student discourse

Use LSI strategies to encourage students to take ownership of their learning.

Please note that this will be collaborative planning between Carrie McGriskin, Barbara Bowman, teachers and administrator

**Person Responsible** Barbara Bowman (barbara.bowman@hcps.net)

Analyze data and student work that make sure we are reaching the standards. Plan to fill in the gaps and plan for enrichment.

Please note that this will be collaborative planning between Carrie McGriskin, Barbara Bowman, teachers and administrators

**Person Responsible** Carrie McGriskin (carrie.mcgriskin@hcps.net)

Design Professional development for the teachers, using LSI and coaches to deliver

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

Coaches support teachers and students in classrooms

Barbara Bowman and Carrie McGriskin and LSI coach

**Person Responsible** Barbara Bowman (barbara.bowman@hcps.net)

Progress monitor teacher practice and student actions

Tracking the progress of our subgroups who did not meet the federal index (SWD, ELL, Black, Hispanic, Economically disadvantaged). Then providing Small group differentiated instruction based on the needs of the students.

Saturday school, Star Books Cafe and ELP

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



**#3. Instructional Practice specifically relating to Science****Area of Focus Description and Rationale:**

There is a lack of content knowledge, standard knowledge, pedagogy, and instructional strategies in teaching science and professional development is needed. There needs to be a strong emphasis on making sure science is taught in all grade levels. We will continue the L.S.I work that we began last school year. We will use L.S.I tools of standards tracker to unpack the standards and design rigorous task, success criteria and strategies for students. There is a lack of differentiation and teachers need to plan to differentiate for student learning. Planning will focus on the needs of all students. The M.T.S.S process will make sure that students will be remediated or extended. There needs to be more support for planning and teaching math. Our coaches and administration will build capacity with teacher use of unpacking the standards and planning differentiated lessons. There needs to be less teacher talk and more student thinking. We will use the L.S.I. tools that encourage student talk, thinking, teaming and use of evidence based strategies.

**Measurable Outcome:**

5th grade will increase there science score from a 33 to a 45. We expect to receive at least 54 points on the FSA. We will use school based bi weekly assessments and student work to track progress. District interim assessments will also be used to measure our performance to the district and measure how well we are progressing towards our goal of 54 points. Administration and coaches will use the L.S.I. walk through tool to gather data related to standards taught, success criteria, strategies taught, students understanding of tasks, student teaming and strategies alignment. We will decrease teachers in teacher prep to 0% . We will increase teacher that are in student use from 40% to 80%. We will increase teacher that are in teacher verify from 25% to 50%. E.E.T. observations will be used as a formal teacher evaluation.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Strategy:**

L.S.I is an evidence based company who has had great success in turning schools around. Strategic planning and differentiated instruction will make sure that our children get the instruction that they need. Math coaches and administrators will plan with specific grade levels. Student teaming, differentiation and thinking will be the focus.

**Rationale for Evidence-based Strategy:**

We have begun this work and are seeing a great increase in the school data. We are also seeing that less teacher talk and more student involvement has decreased student behavior and increased student engagement. We are working with LSI a research based company that are aligned with our school priorities. Research suggests that if we are truly planning for the needs of our students and addressing their gaps them we will see gains. We are now drilling down on the standards. We have target task alignment. We have success criteria and differentiation according to the needs of the students. We are also expecting our students to take ownership of their own learning. We are driven by data and have systems in place to monitor what we are doing is making a difference with our children.

**Action Steps to Implement**

Planning rigorous lessons through standards tracker

Plan for differentiation

Use LSI strategies to encourage students to take ownership of their learning.

Please note that this will be collaborative planning between Nicole Horn, Kelly Turinsky, teachers and administrators

**Person Responsible**

Kayla Hoag (kayla.hoag@sdhc.k12.fl.us)

Analyse data to identify needs of the students and make sure that targeted interventions occur.

**Person Responsible** Kayla Hoag (kayla.hoag@sdhc.k12.fl.us)

Design Professional development for the teachers, using LSI and coaches to deliver

**Person Responsible** Kayla Hoag (kayla.hoag@sdhc.k12.fl.us)

Coaches support teachers and students in classrooms

**Person Responsible** [no one identified]

Progress monitor teacher practice and student actions

Tracking the progress of our subgroups who did not meet the federal index (SWD, ELL, Black, Hispanic, Economically disadvantaged). Then providing Small group differentiated instruction based on the needs of the students.

Saturday school, Lunch Bunch

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

### Additional Schoolwide Improvement Priorities

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

**The school priorities are: student discourse and student teaming. In addition we will be making sure that our lessons are differentiated. We will use our planning sessions to include differentiation in the lessons. Classroom walk through will be able to identify that there is follow through with differentiation. There is a need to fine tune our M.T.S.S process. During this process we are making sure to track and support student subgroups that did not make the federal index. (SWD, ELL, Black, Hispanic, Economically disadvantaged) In the past and after surveying my teachers time and support was a barrier. This year time will be given to teachers to complete the the paperwork and a consultant will be assigned to each grade level. There will be support from student services and a weekly meeting planned to bring student to the table for discussion. An ESE teacher has been hired that has very good experience with the M.T.S.S process. ESE students will receive interventions from both the ESE teacher and classroom teacher. Interventions will be differentiated and specific to the needs of the students. There will be a tracking system in place for all subgroups. ELL, Black, SWD and Hispanic students will all receive small group intervention. Data analysis time will be given at faculty meetings to make sure that the teachers have time to discuss all children. We noticed last year that because we was putting so much emphasis on our low achieving students, that we lost sight of our high achieving students and so this year we will have interventions for all students. We have schedule M.T.S.S time into the students day and small group instruction for all students is the expectation. Data analysis meeting with administration will also be expected after I-Ready diagnostics and district interim. A data sharing instrument will be designed to share student data. The school leadership team are the driving force of all these actions. The coaches will be working with teachers to build capacity so that they own this process by January.**

## 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.

Second step will be the SEL program that we will use at Tampa Heights. Second Step is a program rooted in social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive. More than just a classroom curriculum, Second Step's holistic approach helps create a more empathetic society by providing education professionals, families, and the larger community with tools to enable them to take an active role in the social-emotional growth and safety of today's children.

Last year we saw a decline in behavior as we had a stronger focus on academics. Using the LSI strategies encouraged the students to be focused on their own learning. Tampa Heights has a collaborative culture and communicates with all stakeholders. We have built relationships with several business partners. When we make decisions we consider how the decisions will affect our students. We all work together to make sure we do what is best for our children. The vision and mission is shared to make sure that everyone is working towards the same goal.

### 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: Math				\$59,347.07
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	2401 - Tampa Heights Elementary Magnet	UniSIG	1.0	\$47,000.13
			Notes: Math Resources will be split to work a combination of coaching, planning and teaching differentiated groups in the classroom. They will also offer in house professional development and help teachers to develop their knowledge of teaching math. The math resource teacher will lead data analysis sessions and build capacity with teachers to eventually be self sufficient in the areas of content, planning, data analysis and instruction. Goals will be set with students and the science resource teacher will encourage the students to reach the goals set.			
	5100	210-Retirement	2401 - Tampa Heights Elementary Magnet	UniSIG	1.0	\$2,935.13
			Notes: Math Resource-Retirement 8.47%			
	5100	220-Social Security	2401 - Tampa Heights Elementary Magnet	UniSIG	1.0	\$2,148.50

			Notes: Math Resource-FICA 6.2%			
	5100	220-Social Security	2401 - Tampa Heights Elementary Magnet	UniSIG	1.0	\$502.47
			Notes: Math Resource-Medicare 1.45%			
	5100	240-Workers Compensation	2401 - Tampa Heights Elementary Magnet	UniSIG	1.0	\$176.73
			Notes: Math Resource-Workers Comp .51%			
	5100	231-Health and Hospitalization	2401 - Tampa Heights Elementary Magnet	UniSIG	1.0	\$6,584.11
			Notes: Math Resource-Health Ins 19%			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$26,440.16</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			2401 - Tampa Heights Elementary Magnet	TSSSA		\$0.00
			Notes: Reading resource teacher will plan with teachers for student differentiation and thinking. The resource teacher will be responsible for helping to develop teachers expertise in reading. She will help to develop strategies for reading and encourage students to think. The reading resource teacher will teach differentiated reading groups and model for teachers. Planning and data analysis will be part of the reading resource teachers responsibilities.			
	5100	500-Materials and Supplies	2401 - Tampa Heights Elementary Magnet	UniSIG		\$6,000.00
			Notes: Purchase HD Really Great Reading program Students will use the program to help them build a firm foundation in reading. They will learn phonics, patterns, sentence structure and gain an total understanding of word are stuctures			
	5100	510-Supplies	2401 - Tampa Heights Elementary Magnet	UniSIG		\$6,655.94
			Notes: Purchase consumable supplies for classroom learning such as copy paper, markers, chart paper, highlighters, post-its, ink/toner, folders, labels, binders, freezer bags, pens, pencils; and instructional resources to support EL curriculum and other learning supports to be used by 27 staff members and approximately 300 PK-5 students through lesson planning, lesson delivery, and professional learning activities during the school year and summer program. Teachers will each give a list of needed supplies for their classroom and materials will be purhased per their request.			
	5100	120-Classroom Teachers	2401 - Tampa Heights Elementary Magnet	UniSIG		\$13,784.22
			Notes: T-payroll" Each teacher and admin at Tampa Heights will work collaboratively for an additional 1 hour each week at their hourly rate, approximately \$35 per hour for 14 weeks. 27 teachers x 14 weeks x \$35 / hour = \$13,230.00 This additional hour of planning will enable teachers and coaches to work on DDI instruction to analyze weekly common assessments to plan for reteaching moving forward."			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Science</b>				<b>\$43,253.82</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	2401 - Tampa Heights Elementary Magnet	UniSIG	1.0	\$38,524.78
			Notes: Science Resource Teacher- Science resources will be split to work a combination of coaching, planning and teaching differentiated groups in the classroom. They will also offer in house professional development and help teachers to develop their knowledge of teaching science. The science resource teacher will lead data analysis sessions and build capacity with teachers to eventually be self sufficient in the areas of content, planning, data analysis and instruction. Goals will be set with students and the science resource teacher will encourage the students to reach the goals set.			

	5100	210-Retirement	2401 - Tampa Heights Elementary Magnet	UniSIG	1.0	\$2,405.85
			<i>Notes: Science Resource Teacher-Retirement 8.47%</i>			
	5100	220-Social Security	2401 - Tampa Heights Elementary Magnet	UniSIG	1.0	\$1,761.07
			<i>Notes: Science Resource Teacher-FICA 6.2%</i>			
	5100	220-Social Security	2401 - Tampa Heights Elementary Magnet	UniSIG	1.0	\$411.86
			<i>Notes: Science Resource Teacher-Medicare 1.45%</i>			
	5100	240-Workers Compensation	2401 - Tampa Heights Elementary Magnet	UniSIG	1.0	\$144.86
			<i>Notes: Science Resource Teacher-Workers Comp .51%</i>			
	5100	231-Health and Hospitalization	2401 - Tampa Heights Elementary Magnet	UniSIG	1.0	\$5.40
			<i>Notes: Science Resource Teacher-Health Ins 19%</i>			
<b>Total:</b>						<b>\$133,118.75</b>