

Hillsborough County Public Schools

North Tampa Success Center



2020-21 Schoolwide Improvement Plan

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North Tampa Success Center

8602 N ARMENIA AVE, Tampa, FL 33604

<https://www.hillsboroughschools.org/norhtampa>

Demographics

Principal: Shonda Flores

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 7-12
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 7-12	Yes	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year

Grade

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

MISSION STATEMENT: All children means all!--Inclusive Education.

Provide the school's vision statement.

VISION STATEMENT: To provide quality standards in education with a focus on wrap around services.

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
Flores, Shonda	Principal	Principal - Student and school success.
Goodwin, Orlando	Assistant Principal	Supports all aspects of student success with a focus on Administration and Student Affairs
Korpi, Rosemie	Assistant Principal	Supports all aspects of student success with a focus on curriculum and Student Affairs
Brown, Julie	School Counselor	Counselor, keep students on track through student schedules, grades and graduation requirements.
Haglund, Lisa	Teacher, ESE	ESE Specialist ensure student IEP needs are met.
Hardeen, Gopaul	Instructional Technology	Resource Tech ensures teachers and students have operational technology that hey know how to use.
Jones, Korey	Administrative Support	Transition Specialist ensure students and families have a smooth transition back to their traditional schools.
Alcover, Angela	Attendance/ Social Work	Tracks student attendance, works with families to ensure student has support to meet their educational needs.

Demographic Information

Principal start date

Wednesday 7/1/2020, Shonda Flores

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.*

4

Total number of teacher positions allocated to the school

5

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 7-12
Primary Service Type (per MSID File)	Alternative Education
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Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	0	0	0	0	0	0	2	11	12	12	12	6	4	59	
Attendance below 90 percent	0	0	0	0	0	0	1	8	9	8	10	5	3	44	
One or more suspensions	0	0	0	0	0	0	0	1	0	0	1	0	1	3	
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	0	0	2	7	7	6	5	2	1	30	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	2	7	5	4	6	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	1	0	0	1	0	1	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	0	0	0	0	0	0	0	0	0	0	0	0	0		
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Date this data was collected or last updated

Thursday 10/29/2020

Prior Year - As Reported

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	6	10	20	25	10	6	0	77	
Attendance below 90 percent	0	0	0	0	0	0	6	10	20	18	7	3	0	64	
One or more suspensions	0	0	0	0	0	0	6	10	20	25	10	6	0	77	
Course failure in ELA or Math	0	0	0	0	0	0	6	10	20	25	10	6	0	77	
Level 1 on statewide assessment	0	0	0	0	0	0	5	8	16	0	17	6	0	52	

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	6	10	20	25	10	6	0	77	

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	3	3	7	12	6	3	0	34	
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	0	0	0	0	0	0	6	10	20	25	10	6	0	77	
Attendance below 90 percent	0	0	0	0	0	0	6	10	20	18	7	3	0	64	
One or more suspensions	0	0	0	0	0	0	6	10	20	25	10	6	0	77	
Course failure in ELA or Math	0	0	0	0	0	0	6	10	20	25	10	6	0	77	
Level 1 on statewide assessment	0	0	0	0	0	0	5	8	16	0	17	6	0	52	

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	6	10	20	25	10	6	0	77	

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	3	3	7	12	6	3	0	34	
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	0%	56%	56%	0%	52%	53%
ELA Learning Gains	0%	54%	51%	0%	50%	49%
ELA Lowest 25th Percentile	0%	41%	42%	0%	39%	41%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Achievement	0%	49%	51%	0%	51%	49%
Math Learning Gains	0%	48%	48%	0%	47%	44%
Math Lowest 25th Percentile	0%	45%	45%	0%	38%	39%
Science Achievement	0%	69%	68%	0%	62%	65%
Social Studies Achievement	0%	75%	73%	0%	74%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	7	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019	7%	54%	-47%	52%	-45%
	2018	8%	52%	-44%	51%	-43%
Same Grade Comparison		-1%				
Cohort Comparison						
08	2019	5%	53%	-48%	56%	-51%
	2018	14%	54%	-40%	58%	-44%
Same Grade Comparison		-9%				
Cohort Comparison		-3%				
09	2019	6%	55%	-49%	55%	-49%
	2018	0%	53%	-53%	53%	-53%
Same Grade Comparison		6%				
Cohort Comparison		-8%				
10	2019	0%	53%	-53%	53%	-53%
	2018	0%	52%	-52%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019	8%	62%	-54%	54%	-46%
	2018	7%	61%	-54%	54%	-47%
Same Grade Comparison		1%				
Cohort Comparison						
08	2019	0%	31%	-31%	46%	-46%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	16%	29%	-13%	45%	-29%
Same Grade Comparison		-16%				
Cohort Comparison		-7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	0%	47%	-47%	48%	-48%
	2018	19%	48%	-29%	50%	-31%
Same Grade Comparison		-19%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	4%	66%	-62%	67%	-63%
2018	9%	62%	-53%	65%	-56%
Compare		-5%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	12%	67%	-55%	71%	-59%
2018	24%	65%	-41%	71%	-47%
Compare		-12%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	73%	-73%	70%	-70%
2018	0%	70%	-70%	68%	-68%
Compare		0%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	63%	-63%	61%	-61%
2018	6%	63%	-57%	62%	-56%
Compare		-6%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	56%	-56%	56%	-56%

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
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
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

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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

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.

Test scores and data components are included in the calculation of the sending schools. North Tampa EPIC 3 students are here on a termed basis.
However, 8th grade Science, vacancy, attendance, lack of PD

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

8th grade Math and Science, vacancy, attendance, lack of PD

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.

10th grade ELA, vacancies, attendance, lack of PD

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

9th grade ELA, N/A

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

Attendance, coursework

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

1. Science
2. ELA
3. School Culture
4. Parent and Family Engagement
5. Technology

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Science**Area of Focus**

Description and Rationale: Science (specifically 8th grade) is our lowest performing area.

Measurable Outcome:

We will increase the schoolwide science proficiency by 3%.

Person responsible for monitoring outcome:

Shonda Flores (shonda.flores@hcps.net)

Evidence-based Strategy:

Funds will be used for instructional support, additional staff, APC, Media Assistant, and Assistant Teachers, will be utilized to have pull out sessions with students as well as assisting teachers in the classroom.

Rationale for Evidence-based Strategy:

Teachers will identify students using state and district data along with classroom assessments and discuss the students at their weekly grade level PLC's and during Treatment Team meetings.

Action Steps to Implement

1. Addition of elective period for the use of study skills
2. After school and Saturday School remediation will be offered
3. Pull out sessions with APC, Media Assistant and Assistant Teachers
4. Strategies presented at faculty meeting, weekly grade level PLC's and monthly PLC's by APC and Principal.
5. PD in Equity training and Data Driven Instruction and Assessments for the Classroom 6. Increased period by period instructional time

Person Responsible

Shonda Flores (shonda.flores@hcps.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	The greatest gap when compared to the state average is ELA which decreased in proficiency in 7th, 8th, and 10th grade
Measurable Outcome:	We will raise proficiency by 3%
Person responsible for monitoring outcome:	Shonda Flores (shonda.flores@hcps.net)
Evidence-based Strategy:	Teachers will use differentiated instruction, frequent assessments, data driven lessons, small group instruction.
Rationale for Evidence-based Strategy:	To close the achievement gap by providing small group instruction and fostering pull out opportunities for remediation.

Action Steps to Implement

1. Achieve 3000 will be provided for all students to supplement their reading curriculum
2. Addition of elective period for the use of study skills
3. We will purchase additional instructional material to supplement reading
4. After school and Saturday School remediation will be offered.
5. Pull out reading sessions with APC, Media Assistant and Assistant Teachers
6. Strategies presented at faculty meetings, weekly grade level PLC's and monthly PLC's by APC and Principal.
7. PD in Data Driven Instruction Assessments for the Classroom, Achieve 3000 and Canvas will be offered 6. PD will be provided on reading strategies by APC and Principal
8. Increased period by period instructional time.

Person Responsible Shonda Flores (shonda.flores@hcps.net)

#3. Culture & Environment specifically relating to Equity & Diversity

Area of Focus
Description and Rationale: When a culture has been established and honored by all (faculty, students, and community) academic achievement can be seen in all areas. We need to continue to focus on building a strong, positive school culture.

Measurable Outcome: 19-20 ASQ survey results on "Overall, my school is a good place to work and learn" will increase by 5%.

Person responsible for monitoring outcome: Orlando Goodwin (orlando.goodwin@hcps.net)

Evidence-based Strategy: 1. Implement PBIS with fidelity across the campus 2. Increase community engagement through parent nights face-to-face and virtual meetings 3. Professional development such as Implicit Bias Training 4. Updated website to include after hours phone number to reach Administration to increase communication between school and families

Rationale for Evidence-based Strategy: PBIS will support positive behavior, set school-wide expectations and rules, and increase student engagement. Targeted professional development for both staff and families will help build the school community. Communication between school and home is vital to success of students

Action Steps to Implement

1. After attending the Pre-Planning CCEIS Implicit Bias and PBIS training, faculty will utilize materials to build deeper relationships with students and community. Monthly and quarterly incentives will promote a positive school culture. School-wide programs include incentives, training, and monthly committee meetings to review data and implement strategies and interventions.
2. Professional development with Inservice points on topics such as Poverty Simulation, reading strategies - WICOR (writing, inquiry, collaboration, organization, and reading), leadership, and culture.
3. Grow Store program where students can redeem seeds for school supplies, monthly and quarterly incentives, school store, and other school related activities.
4. All parents will receive information about the website and the after hours phone number to contact administration.
5. PBIS Committee will meet monthly to review data and implement strategies and interventions. Family nights face-to-face and virtual meetings will be a part of this committee's work.

Person Responsible Orlando Goodwin (orlando.goodwin@hcps.net)

#4. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Measurable Outcome:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

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

Our area of focus is to transition high school students from being fully online to a blended learning environment with classroom teachers as well as online learning. This will provide needed differential learning opportunities with direct feedback to students. The goal is to provide students an environment where they are best suited to learn.

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.

The foundation of our positive school culture will be a school wide Positive Behavior Intervention System with a Tier 1 focus on Environmental Factors, Classroom Behavior Systems, and Curriculum and Instruction. Our Tier 2 emphasis will be Check-In Check-Out, SEL and Goal Setting. Tier 3 will build fidelity through Functional Behavior Assessments and Behavior Intervention Plans as required. We will engage teachers, students, staff, parents and community mentors at each level.

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: Science	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	\$0.00
4	III.A.	Areas of Focus: -- Select below --:	\$0.00
Total:			\$0.00