Hillsborough County Public Schools

Tampa Bay Tech High School

2021-22 Schoolwide Improvement Plan

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Tampa Bay Tech High School

6410 ORIENT RD, Tampa, FL 33610

[no web address on file]

Demographics

Principal: Ernestine Woody

Start Date for this Principal: 8/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (67%) 2017-18: B (60%) 2016-17: B (58%)
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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6410 ORIENT RD, Tampa, FL 33610

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	73%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Tampa Bay Technical High School will maintain the highest standards of excellence for all students as they acquire career and academic knowledge to become life-long learners and productive citizens.

Provide the school's vision statement.

Tampa Bay Technical High School will provide a caring and educationally rigorous experience to develop successful students.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Woody, Ernestine	Principal	The Principal manages the operations of the school. Mrs. Woody is responsible for ensuring the school runs smoothly, remains safe, and provides an excellent learning environment for its students.
ChatmanJohnson, Candace	Other	Ensure student success by progress monitoring behavior, attendance, and academics.
Graff-McPherren, Shea	Assistant Principal	Assistant Principal Curriculum
Morris, Rebecca	Other	ELA Department Head

Demographic Information

Principal start date
Saturday 8/1/2020, Ernestine Woody

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.*
3

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
105

Total number of students enrolled at the school
2,104

Identify the number of instructional staff who left the school during the 2020-21 school year.
8

Identify the number of instructional staff who joined the school during the 2021-22 school year.
10

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	569	500	480	477	2026
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	112	153	160	180	605
One or more suspensions	0	0	0	0	0	0	0	0	0	50	70	46	39	205
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	68	48	116
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	219	0	0	219
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	94	0	0	94
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	40	40

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	19	32	57	43	151

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 9/2/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	564	569	530	441	2104
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	113	132	143	146	534
One or more suspensions	0	0	0	0	0	0	0	0	0	8	1	0	1	10
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	0	0	0	44	61	62	35	202
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	33	59	50	23	165

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	2	1	0	1	4

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	

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	564	569	530	441	2104
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	113	132	143	146	534
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	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 Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				65%	56%	56%	62%	54%	56%
ELA Learning Gains				59%	54%	51%	54%	53%	53%
ELA Lowest 25th Percentile				54%	41%	42%	46%	43%	44%
Math Achievement				61%	49%	51%	51%	48%	51%
Math Learning Gains				53%	48%	48%	45%	49%	48%
Math Lowest 25th Percentile				50%	45%	45%	32%	45%	45%
Science Achievement				77%	69%	68%	73%	65%	67%
Social Studies Achievement				81%	75%	73%	75%	73%	71%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	67%	55%	12%	55%	12%
Cohort Comparison						
10	2021					
	2019	63%	53%	10%	53%	10%
Cohort Comparison		-67%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	77%	66%	11%	67%	10%

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	81%	73%	8%	70%	11%

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	43%	63%	-20%	61%	-18%

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	67%	57%	10%	57%	10%

Grade Level Data Review - Progress Monitoring Assessments

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

ELA used Achieve 3000 for progress monitoring. Math Used formative assessments and EOC. Science used formative assessments and Biology EOC.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50	55	62
	Economically Disadvantaged	25	30	40
	Students With Disabilities	25	30	40
	English Language Learners	30	35	45
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15	18	20
	Economically Disadvantaged	10	10	10
	Students With Disabilities	10	11	11
	English Language Learners	12	13	13
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	55	60	70
	Economically Disadvantaged	18	19	21
	Students With Disabilities	15	16	21
	English Language Learners	30	35	50
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	65	68	75
	Economically Disadvantaged	20	20	25
	Students With Disabilities	20	20	25
	English Language Learners	40	40	50

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	45	50
	Economically Disadvantaged	25	25	40
	Students With Disabilities	30	30	30
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	45	50
	Economically Disadvantaged	25	28	30
	Students With Disabilities	28	30	30
	English Language Learners	25	30	40
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	70	72	75
	Economically Disadvantaged	60	62	65
	Students With Disabilities	58	59	60
	English Language Learners	59	59	60
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	77	78	80
	Economically Disadvantaged	62	64	65
	Students With Disabilities	57	58	60
	English Language Learners	68	68	70

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	60	65	70
	Economically Disadvantaged	50	52	60
	Students With Disabilities	38	39	40
	English Language Learners	63	64	65
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	30	35	40
	Economically Disadvantaged	25	28	30
	Students With Disabilities	20	23	28
	English Language Learners	20	25	28
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	65	65	70
	Economically Disadvantaged	50	55	60
	Students With Disabilities	35	40	45
	English Language Learners	50	58	60
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	70	75	80
	Economically Disadvantaged	70	72	75
	Students With Disabilities	45	46	50
	English Language Learners	63	64	65

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	70	72	80
	Economically Disadvantaged	65	66	70
	Students With Disabilities	20	26	25
	English Language Learners	50	55	60
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	70	72	75
	Economically Disadvantaged	60	62	65
	Students With Disabilities	26	28	30
	English Language Learners	45	55	60
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	65	68	70
	Economically Disadvantaged	60	64	65
	Students With Disabilities	34	34	35
	English Language Learners	50	55	60
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	70	75	80
	Economically Disadvantaged	60	62	70
	Students With Disabilities	32	34	35
	English Language Learners	60	63	65

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2019-20**	**C & C Accel 2019-20**
SWD	27	41	50	31	40	56	42	44		92	55
ELL	39	51	48	30	28	25	71	65		100	63
ASN	79	58		55	38		84	81		100	85
BLK	47	44	42	31	25	31	69	63		98	54
HSP	61	53	54	47	36	33	80	80		98	75

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
MUL	50	38	17	44	36	42	72	85		95	67
WHT	72	55	50	57	35	29	89	73		96	81
FRL	53	47	44	38	28	29	74	68		98	62

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	22	32	32	48	59		44	69		100	61
ELL	48	62	60	58	54	55	59	50		100	67
ASN	88	62		89	44		94	91		100	83
BLK	55	53	51	51	49	41	70	78		100	69
HSP	73	67	63	69	57	61	81	79		100	77
MUL	71	60		74	69		85	79		100	91
WHT	74	63	46	71	59	50	88	90		95	69
FRL	62	57	51	58	52	45	74	78		99	70

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	20	31	40	32	33	36	39	38		100	42
ELL	33	43	55	45	32	27	61	36		100	73
ASN	83	68		94	64		100	90		100	95
BLK	52	50	45	37	37	30	65	69		97	58
HSP	66	54	50	60	48	22	76	78		98	73
MUL	67	48		64	64		90	71		100	67
WHT	78	63	60	72	60	75	79	85		96	80
FRL	57	51	46	48	43	31	70	72		97	65

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	83
Total Points Earned for the Federal Index	643
Total Components for the Federal Index	11
Percent Tested	93%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	64
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	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

Students with disabilities had the lowest ELA achievement than their white counterparts. This was also evident in their ELA Learning Gains. These students need additional support in English and Reading.

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

Student Data demonstrates that there were losses in all categories in comparison to the previous year. The school made efforts to focus on standards based learning objectives, however Covid effected student attendance and performance.

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

E-Learning and Covid played a great role in the decrease of learning gains and achievement. Half of our students returned to school in January however, many students did not effectively learn from home/E-learning. All students have now returned to campus. As a school, we are focusing on improving instructional practices.

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

We gained acceleration points in CTE Certifications, AP courses, and Dual Enrollment courses.

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

As a school, we used strategic scheduling and created support systems such as tutoring and Research classes for students in higher level classes. We also offered ELP support during the day and on Saturdays.

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

We will have a school wide focus on Engagement, questioning, and rigor. Will implement monthly PLC's with a focus on data chats.

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

We will implement various Lunch and learns on Culture of Learning, higher level questioning, and Objective writing.

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

We will continue to offer tutoring on Saturdays, during the day, and after school. Our Reading Coach will implement Push-ins and pull-outs through semester. We will continue to have ELP, HLVS, and Khan Academy. We will have Math and Science Boot Camps.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	In order to improve student achievement, we want to ensure the culture of learning improves. Students need to be engaged in the work of the lesson from start to finish.
Measurable Outcome:	We will use our FSA data in ELA, Math, and Biology EOC to determine if the changes in the classroom improve our FSA and EOC data.
Monitoring:	Administrators and Department Heads will monitor teacher and student progress through walk-thrus. Collection od Data will look at the trends to determine if students are completing instructional tasks, volunteer responses, and ask appropriate questions.
Person responsible for monitoring outcome:	Ernestine Woody (ernestine.woody@hcps.net)
Evidence-based Strategy:	The Four Principles of Excellent Instruction 1.Questions, tasks, or assessments yield data that allow the teacher to assess students' progress toward mastery of the grade level standard. (does the questions/tasks/assessments provide the teacher with information about the student's level of mastery) 2. Student responses, work, and/or interactions demonstrate that the students are on track to achieve stated or implied, daily learning outcomes. (this is about student work) 3. Teacher provide student feedback toward mastery via whole group, small group, or individual. 4. There is evidence of aggressive monitoring (the four types of feedback and/or the use of aggressive monitoring codes).
Rationale for Evidence-based Strategy:	At the end of the 2020-2021 school year, T.B.T.'s Instructional Leadership Team conducted a reflection meeting and then a root cause analysis and determined: 1. Majority of the teachers understood and could identify grade level standards to be taught and that task were aligned to the standards. 2. For the 2021-2022 school year, Tampa Bay Tech teachers will continue to increase rigor in the classroom by Building Strong Relationships. The relationships we have with students play a significant role in their investment in our classes. We will make sure to differentiate learning for all students. We will also find an effective way to challenge each student by providing choice and relevant assignments. We will also continue to maintain high expectations.

Action Steps to Implement

The Department Heads and administrators will work with teachers and students to ensure the student learning task aligns with ELA Standards through at a minimum:
1. Coach model, and lesson plan with all Reading teachers and ELA teachers for standard aligned tasks utilizing Thinking Core.
2. Facilitate PLC protocol for Reading (before, during, after)
3. Conduct classroom walk through's to monitor evidence of standards aligned tasks and effectiveness implementation of school wide instructional strategies,
4. Deliver professional development as walk through data defines instructional need,
5. Provide a schedule to administration outlining the weekly support of Reading/ELA teachers.

6. Monthly support of Social Studies and Science PLCs.
7. Prioritize incorporating Thinking Core in lesson development with ELA and Reading teachers.
8. Coach, model, co-plan to increase tasks aligned to reading and writing standards and provide school-wide implementation of differentiating aligned tasks through small group instruction.

Person Responsible Shea Graff-McPherren (shea.graff-mcpherren@hcps.net)

Tampa Bay Tech will ensure students have Post-Secondary Readiness by meeting with their guidance counselor regularly. As juniors and seniors, students meet with their guidance counselor to address the needs for graduation and college/university. Tampa Bay Tech has a representative from HCC that is available to meet with students during their lunch every week. Students are able to apply for colleges during their lunches in the media center and C-4. We also meet with students regularly to address Bright Futures concerns or issues. We offer Virtual and In-Person College visits during September and November. The college representatives speak to students about attending their prospective college, early acceptance, and scholarship opportunities. These steps will ensure our students are prepared for college and careers.

Person Responsible Shea Graff-McPherren (shea.graff-mcpherren@hcps.net)

Additional Schoolwide Improvement Priorities

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

During the 2019-2020 school year, Tampa Bay Tech was ranked #145 out of #505 amongst all High schools in the state and #4 out of 33 in the county according to the website SafeSchoolsforALex.org. The Comparative data for the 2019-2020 and the 2020-2021 school year for the number of Discipline Incidents is located below:
Discipline Type 2019-2020 # of Incidents
Bullying 1
Disobedience 182
Disruptive 85
Fighting 40
Skipping 203

2020-2021 # of Incidents
Bullying 2
Disobedience 87
Disruptive 14
Fighting 43
Skipping 213

The Success Coach will provide academic counseling for students with 2 indicators or more for attendance, behavior, and academic progress. The Success Coach will hold Data Chats and serve on
the RtI Committee to assist in monitoring students. During the monthly RTI meetings, schoolwide and individual data will be analyzed. During the RTI meetings school wide or individual student problem
solving / next steps will be determined.
RTI Meetings will be held by the Student Services Team (RTI Coordinator, Student
Success Coach, Grade Level Guidance Counselor, School Psychologist, School
Social Worker, ESE Specialist)
During weekly Administrative Staff meetings, the Principal and administrators will progress
Monitor the discipline and attendance data.

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.

The steps to creating a positive school culture include investing in all of our students, building relationships with parents through Donuts for Dad and Muffins for Mom events. Our school encourages a shared vision through posting the vision in all classrooms, ensuring teachers post their objective, connecting the objective to the lesson and assessment, and following best teaching practices including higher order thinking questions and assessment. We also now have a Culture and Climate Lead teacher who is responsible for improving school culture.

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

Ernestine Woody, Principal: Implementation, oversee all programs
Sea Graff-McPherron, Assistant Principal: Academic Celebrations, Student Intervention Assemblies
Nicole Conte, Assistant Principal: Attendance Celebrations
Ms. Giordano: Sunshine Committee, Monthly appreciations
Mrs. Harris: Go 365 Captain, Teacher Mental Health
Dr. Johnson, Student Success Coach: Team Building activities, Thankful Thursdays, PTSA, Parent Involvement, RtI, SAC
Mr. Netti, School Social Worker: Attendance Monitoring /Celebrations

Part V: Budget

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

1	**III.A.**	**Areas of Focus: Instructional Practice: Student Engagement**	**$0.00**
		Total:	**$0.00**