

Hillsborough County Public Schools

# Tampa Heights Elementary Magnet



## 2021-22 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>18</b>
<b>Positive Culture &amp; Environment</b>	<b>23</b>
<b>Budget to Support Goals</b>	<b>23</b>

## 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: 7/28/2021

<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>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* 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%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan is pending approval by the Hillsborough County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

## Table of Contents

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>18</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>23</b>

## 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

### School Grades History

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

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### SIP Authority

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### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

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

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

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 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	Position Title	Job Duties and Responsibilities
Hill-Anderson, Melanie	Principal	<p>Instructional leader for K-5</p> <p>Attend and support PLC's, planning sessions for K, 3, 4 grade ELA, 1,2,5 grade Math</p> <p>Monitoring progress for Proficiency in grades 3-5 ELA, Math</p> <p>Monitor progress for learning gains and lowest 25% gains in grades 3-5 Math</p> <p>Facilitate ILT and PSLT</p> <p>Monitor and support action plans developed by ILT and PSLT</p> <p>Provide feedback and next steps to coaches, resource teachers and classroom teachers</p> <p>Conduct formal and informal observations</p> <p>Conduct and facilitate learning walks</p>
Howard, Denise	Assistant Principal	<p>Instructional leader for K-5</p> <p>Attend and support PLC's, planning sessions for K, 3, 4 grade Math, 1,2,5 grade ELA</p> <p>Monitoring progress for Proficiency in grade 5 Science</p> <p>Monitor progress for learning gains and lowest 25% gains in grades 3-5 ELA</p> <p>Facilitate ILT and PSLT</p> <p>Monitor and support action plans developed by ILT and PSLT</p> <p>Provide feedback and next steps to coaches, resource teachers and classroom teachers</p> <p>Conduct formal and informal observations</p> <p>Conduct and facilitate learning walks</p>
Bowman, Barbara	Curriculum Resource Teacher	<p>Common Planning and PLC's (Gr. K, 4-5)</p> <p>PLC's/ Grade Level Data Chats</p> <p>Coaching Cycles</p> <p>In the Moment Coaching</p> <p>Targeted Feedback and Follow-Up</p> <p>Providing differentiated PD Opportunities</p> <p>Progress Monitoring and Action Planning for ELA Learning Gains/ Lowest 25%(Grades 3-5)</p> <p>Small targeted groups</p>
McGriskin, Carrie	Curriculum Resource Teacher	<p>Common Planning and PLC's (Gr. K, 4-5)</p> <p>PLC's/ Grade Level Data Chats</p> <p>Coaching Cycles</p> <p>In the Moment Coaching</p> <p>Targeted Feedback and Follow-Up</p> <p>Providing differentiated PD Opportunities</p> <p>Progress Monitoring and Action Planning for ELA Learning Gains/ Lowest 25%(Grades 3-5)</p> <p>Small targeted groups</p>
Phillips, Shavonda	Math Coach	<p>Common Planning and PLC's (Gr. K-5)</p> <p>PLC's/ Grade Level Data Chats</p>

Name	Position Title	Job Duties and Responsibilities
		Coaching Cycles In the Moment Coaching Targeted Feedback and Follow-Up Providing differentiated PD Opportunities Progress Monitoring and Action Planning for Mathematics Proficiency/ Learning Gains/ Lowest 25%(Grades 3-5) Small targeted groups
Johnson-Dixon, Mialana	Reading Coach	Common Planning and PLC's (Gr. 1-3) PLC's/ Grade Level Data Chats Coaching Cycles In the Moment Coaching Targeted Feedback and Follow-Up Providing differentiated PD Opportunities Progress Monitoring and Action Planning for ELA Proficiency (Grades 3-5) Small Groups

## Demographic Information

### Principal start date

Wednesday 7/28/2021, 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.*

3

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

27

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

299

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

5

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

5

### 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	42	52	53	55	59	47	0	0	0	0	0	0	0	308
Attendance below 90 percent	0	9	8	18	10	8	0	0	0	0	0	0	0	53
One or more suspensions	1	1	1	0	2	0	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	24	0	0	0	0	0	0	0	0	0	24
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	

**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**

Wednesday 7/28/2021

**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	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	
Students with two or more indicators	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	

**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	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	
Students with two or more indicators	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		

**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				41%	52%	57%	40%	52%	56%
ELA Learning Gains				51%	55%	58%	38%	52%	55%
ELA Lowest 25th Percentile				55%	50%	53%	42%	46%	48%
Math Achievement				33%	54%	63%	39%	55%	62%
Math Learning Gains				31%	57%	62%	38%	57%	59%
Math Lowest 25th Percentile				13%	46%	51%	37%	44%	47%
Science Achievement				33%	50%	53%	32%	51%	55%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	38%	52%	-14%	58%	-20%
Cohort Comparison						
04	2021					
	2019	49%	55%	-6%	58%	-9%
Cohort Comparison		-38%				
05	2021					
	2019	37%	54%	-17%	56%	-19%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	27%	54%	-27%	62%	-35%
Cohort Comparison						
04	2021					
	2019	45%	57%	-12%	64%	-19%
Cohort Comparison		-27%				
05	2021					
	2019	26%	54%	-28%	60%	-34%
Cohort Comparison		-45%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	33%	51%	-18%	53%	-20%
Cohort Comparison						

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

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

Grades 1-5 Reading and Mathematics - iReady Diagnostic and District 5th Grade Science

<b>Grade 1</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35	51	65
	Economically Disadvantaged	27	40	54
	Students With Disabilities	31	43	55
	English Language Learners	17	29	44
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26	42	61
	Economically Disadvantaged	19	31	51
	Students With Disabilities	26	38	54
	English Language Learners	13	23	41
<b>Grade 2</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42	55	65
	Economically Disadvantaged	33	46	56
	Students With Disabilities	40	49	58
	English Language Learners	22	33	44
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22	41	59
	Economically Disadvantaged	14	29	47
	Students With Disabilities	27	43	55
	English Language Learners	8	20	37

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	59	68	74
	Economically Disadvantaged	51	59	66
	Students With Disabilities	56	63	68
	English Language Learners	34	43	52
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23	37	56
	Economically Disadvantaged	14	26	44
	Students With Disabilities	29	40	51
	English Language Learners	7	16	33
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57	63	69
	Economically Disadvantaged	50	55	61
	Students With Disabilities	56	61	65
	English Language Learners	35	40	46
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30	40	57
	Economically Disadvantaged	20	29	47
	Students With Disabilities	34	42	54
	English Language Learners	11	19	36

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	61	66	71
	Economically Disadvantaged	53	58	63
	Students With Disabilities	61	65	69
	English Language Learners	39	44	48
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31	41	54
	Economically Disadvantaged	20	30	43
	Students With Disabilities	36	45	54
	English Language Learners	9	18	28
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	14.7	1.39	
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

## 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	3	9		7	27						
ELL	67			33							
BLK	27	29	27	21	29	45	6				
HSP	59	30		44	40		60				
FRL	35	30	23	25	30	38	13				
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				

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
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				

### 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	32
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	227
Total Components for the Federal Index	7
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	12
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	50
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	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	26
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	47
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	28
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?**

Based on the 2019 data, 3rd and 5th Grade reading and mathematics showed the greatest decline. There was also a significant decline in 5th grade science.

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

3rd and 5th Grade Math

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

Teachers needing additional support understanding the standards, how to effectively plan and how to effectively execute the lesson to best assess each students needs toward the learning target.

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

While non of the areas showed improvement, 4th grade reading showed the least amount of decrease.

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

Targeted ELA lesson planning focus. Intensive small group instruction. The use of assessment to make decisions about upcoming instruction.

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

Need to adjust the scope and sequence of instruction based on assessment data. Providing the majority of instruction with on grade level tasks with scaffolding if needed.

#### **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.**

Data Driven Instruction Training - Provided during pre-planning  
Professional Development at the start of planning sessions that address acceleration

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

We will enhance our progress monitoring strategies by using exemplars developed from planning and being strategic as we informally assess students using "pen in hand" strategy and have a specific purpose for assessing daily.

Action Steps to Implement:

- ? Common planning weekly (PLCs) facilitated by content coaches in ELA/Mathematics (60 minutes)
- ? Master schedule developed to create additional daily grade level common planning times (45 minutes)

- ? Planning protocols with a focus on accelerated learning in whole group, small group and independent practice
- ? Common pre/post assessments every 6-8 weeks (ELA)
- ? Weekly targeted common assessments (Math)
- ? Monthly summative common assessments (Math)
- ? Bi-weekly common assessments and active thinking questions with 3-5 grade standards embedded (Science)
- ? Sequential writing sets with targeted feedback opportunities based on learning targets developed in planning
- ? Revisions of scope and sequence based on assessment outcomes
- ? PD- Accelerated Learning and future PD developed based on assessment data needs (quarterly)
- ? Learning walks /Safe Practice with feedback based on instructional priority and observables
- ? Data chats /action plans after all assessments
- ? Substitutes provided quarterly for targeted professional development based on grade level data and opportunities for long term common planning as a result of data being currently assessed
- ? K-5 students will be provided with tutorial opportunities to increase ELA, mathematic and science skills, specifically targeting our ESSA groups below 41% (African American students, Hispanic students, economically disadvantaged students, ELL students and students with disabilities)

### Part III: Planning for Improvement

#### Areas of Focus:

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

<b>Area of Focus Description and Rationale:</b>	<p>Description/Instructional Priority: Teachers will utilize informal and formal data to monitor students' progress and provide accelerated instructional opportunities during whole, small group instruction and independent practice.</p> <p>Rationale: Our 2021 FSA data shows the need to increase proficiency, learning gains and lowest 25% learning gains in ELA, math and science. Based on prior teacher observations, it was noted that teachers' scaffolding strategies did not provide opportunities for consistent accelerated instructional opportunities which resulted in students overreliance of support from teachers instead of opportunities to grapple with new concepts. There was more focus in planning on whole group instruction than on small group and independent practice. In addition, professional learning communities lacked a consistent focus on formal and informal data.</p> <p>Core instruction needs to be based on grade level standards. Teachers will assess individual learning of each student through formal and informal assessment and build student ownership by providing opportunities for students to assess their learning to determine the needs for accelerated instruction in whole/small group and independent practice.</p>
<b>Measurable Outcome:</b>	<p>Measurable Outcome: By December 2021, 100% of our teachers will assess students' learning through formal and informal assessment to determine the needs for accelerated instruction in whole group, small group and independent practice.</p> <p>The following goals/targets will be used to monitor student progress on all formal/informal assessments.</p> <p>Goals/Targets for FSA 2022:</p> <p>ELA Proficiency - 45%,          ELA Learning Gains - 50%          ELA Lowest 25% Gains - 50%          Math Proficiency - 40%          Math Learning Gains - 50%          Math Lowest 25% Gains - 50%          Science Proficiency - 45%</p> <p>1. Create task exemplars and exit tickets during common planning sessions (PLC's).</p> <p>2. Target areas of focus each time teachers use "pen in hand" strategy to monitor student progress during independent practice walks (Strongest students first, then move to students needing more support).</p> <p>3. Provide opportunities for student discussion and understanding of connection between target and task while teacher acts as facilitator while using "pen in hand" strategy to assess student thinking.</p> <p>4. Common ELA assessment data 6-8 weeks</p> <p>5. Common writing assessments (targeted focus every 2 -3 weeks, full piece every 5-8 weeks)</p> <p>6. Teachers will provide targeted feedback to students during their independent practice walks.</p> <p>7. Weekly and monthly math assessments</p> <p>8. Bi-weekly science assessments</p> <p>9. iReady Beginning and Mid-Year Diagnostics</p> <p>10. District Mid Year Assessment data</p> <p>To monitor teacher instruction we will incorporate the use of an electronic walkthrough form to monitor trend data aligned to the instructional priority and look for.</p> <p>1. Administration/ILT will provide grade level trend feedback based on quarterly learning</p>
<b>Monitoring:</b>	

walks focused on instructional priority and observables

2. Identify specific area of need based on initial learning walk and create action steps based on that area of need
3. Provide safe space practice opportunities after learning walk grade level trends is shared
4. Provide in the moment coaching by administration and content area coaches/admin during safe practice (Content coaches/ admin use “pen in hand” approach)
5. Continue to focus on bite sized areas based on additional learning walks
6. Administration will provide individual feedback in One Note based on instructional priority and observables (#of times is based on teacher tier)
7. Administration/ILT will provide bite sized feedback for an area of focus and reflection of the feedback from the teacher will be evident in One Note
8. Analyze student data per individual teacher to see if improvements have been made once specific standards are retested

**Person responsible for monitoring outcome:**

Melanie Hill-Anderson (melanie.hill-anderson@hcps.net)

**Evidence-based Strategy:**

Evidence Based Strategy: Weekly grade level common planning sessions (PLC’s) will take place in the areas of ELA, mathematics and science with grade level teachers, content area coaches/resources and administration. We will use formal/informal assessment data to align instruction, develop exemplars, and plan for accelerated instruction in whole/small group and independent practice.

We will enhance our progress monitoring strategies by using exemplars developed from planning and being strategic as we informally assess students using “pen in hand” strategy and have a specific purpose for assessing daily.

**Rationale for Evidence-based Strategy:**

According to John Hattie’s research from Visible Learning – Collaborative teacher efficacy had an effect size of 1.57. Hattie emphasizes the importance of teachers working together in professional learning communities toward the common goal of student learning. Through this common goal, teachers speak the same language and set the same expectations for instructional exemplars as they assess student learning.

### Action Steps to Implement

1. Common planning weekly (PLCs) facilitated by content coaches in ELA/Mathematics (60 minutes)
2. Master schedule developed to create additional daily grade level common planning times (45 minutes)
3. Planning protocols with a focus on accelerated learning in whole group, small group and independent practice
4. Common pre/post assessments every 6-8 weeks (ELA)
5. Weekly targeted common assessments (Math)
6. Monthly summative common assessments (Math)
7. Bi-weekly common assessments and active thinking questions with 3-5 grade standards embedded (Science)
8. Sequential writing sets with targeted feedback opportunities based on learning targets developed in planning
9. Revisions of scope and sequence based on assessment outcomes
10. PD- Accelerated Learning and future PD developed based on assessment data needs (quarterly)
11. Learning walks /Safe Practice with feedback based on instructional priority and observables
12. Data chats /action plans after all assessments
13. Substitutes provided quarterly for targeted professional development based on grade level data and opportunities for long term common planning as a result of data being currently assessed
14. K-5 students will be provided with tutorial opportunities to increase ELA, mathematic and science

skills, specifically targeting our ESSA groups below 41% (African American students, Hispanic students, economically disadvantaged students, ELL students and students with disabilities)

**Person Responsible** Mialana Johnson-Dixon (mialana.johnson@hcps.net)

Substitutes will be provided quarterly to allow teachers per grade level to have additional common planning time in order to review formal data, develop specific plans that are aligned with standards students are not meeting and develop a tool to monitor the students' progress on the standards.

**Person Responsible** Denise Howard (denise.howard@hcps.net)

K-5 students will be provided with tutorial opportunities to increase their ELA, Mathematics, and Science skills, specifically targeting (African American students, Hispanic students, Economically Disadvantaged students, ELL students and students with disabilities).

**Person Responsible** Denise Howard (denise.howard@hcps.net)

To support and strengthen planning, the coach will conduct professional development using the book Reading Strategies. The training will take place two days after school for 2 hours each. They training will be held for 25 teachers at a pay rate of \$15.00.

**Person Responsible** Melanie Hill-Anderson (melanie.hill-anderson@hcps.net)

The school will purchase Reading Strategies book to provide a resource for teacher to use to support them with strategies to increase student achievement. The book will be used to plan and implement goal-directed, differentiated instruction for individuals, small groups, and whole classes. The book will be purchased for 25 teachers at a cost of \$45.00 per book.

**Person Responsible** Denise Howard (denise.howard@hcps.net)

We will provide a certified former teachers that will provide small group instruction in reading within the classroom. Working with the Reading Coach and classroom teacher, the tutor's small group will be based on common grade-level assessments, district assessments, and teacher-designed assessments to meet the needs of students, especially focused on the following subgroups: black, multi-racial, and SWD/ESE. The tutor will work 10 hours a week at a pay rate of \$27 an hour for 20 weeks beginning in October through March.

**Person Responsible** Denise Howard (denise.howard@hcps.net)

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

<b>Area of Focus Description and Rationale:</b>	FSA ELA 2021 Data for grades 3-5 shows 39% Proficiency, 34% Learning Gains, and 29% Lowest 25% Learning Gains
<b>Measurable Outcome:</b>	Our goal is for 45% of our students in grades 3-5 to be proficient as measured by the Florida Standards Assessment. 50% of our students for both learning gains and lowest 25% in the area of learning gains
<b>Monitoring:</b>	iReady Diagnostic Assessments Progress Monitoring Assessments every 6 weeks Exit Tickets Targeted Groups for Proficiency, Learning Gains and Lowest 25%
<b>Person responsible for monitoring outcome:</b>	Melanie Hill-Anderson (melanie.hill-anderson@hcps.net)
<b>Evidence-based Strategy:</b>	Grade Level Collaborative Planning (PLC's) will take place in the areas of ELA, mathematics and science with grade level teachers, content area coaches/resources and administration. We will use formal/informal assessment data to align instruction, develop exemplars, and plan for accelerated instruction in whole/small group and independent practice. We will enhance our progress monitoring strategies by using exemplars developed from planning and being strategic as we informally assess students using "pen in hand" strategy and have a specific purpose for assessing daily.
<b>Rationale for Evidence-based Strategy:</b>	According to John Hattie's research from Visible Learning – Collaborative teacher efficacy had an effect size of 1.57. Hattie emphasizes the importance of teachers working together in professional learning communities toward the common goal of student learning. Through this common goal, teachers speak the same language and set the same expectations for instructional exemplars as they assess student learning.

**Action Steps to Implement**

1. Common planning weekly (PLCs) facilitated by content coaches in ELA/Mathematics (60 minutes)
2. Master schedule developed to create additional daily grade level common planning times (45 minutes)
3. Planning protocols with a focus on accelerated learning in whole group, small group and independent practice
4. Common pre/post assessments every 6-8 weeks (ELA)
5. Learning walks /Safe Practice with feedback based on instructional priority and observables
6. Data chats /action plans after all assessments
7. Substitutes provided quarterly for targeted professional development based on grade level data and opportunities for long term common planning as a result of data being currently assessed

**Person Responsible** Melanie Hill-Anderson (melanie.hill-anderson@hcps.net)

**Additional Schoolwide Improvement Priorities**



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

**According to Safe Schools for Alex, Tampa Heights is ranked 1275 out of 1395 elementary schools statewide and 97 out of 119 elementary schools county-wide. The areas with the greatest need are fighting, physical, attack, and sexual harassment according to the report.**

**Tampa Heights developed school-wide expectations for our school community. These expectations have common language that are evident in hallways, cafeteria and classroom. Our expectations are for students to: Be Respectful, Be Responsible, and Be a Role Model. Through these expectations students and staff may earn points as they exhibit these expectations. Students are provided with incentives that align with the points they earn toward meeting these expectations.**

### **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.**

Tampa Heights developed school-wide expectations for our school community. These expectations have common language that are evident in hallways, cafeteria and classroom. Our expectations are for students to: Be Respectful, Be Responsible, and Be a Role Model. Through these expectations students and staff may earn points as they exhibit these expectations. Students are provided with incentives that align with the points they earn toward meeting these expectations.

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

Students - Exhibit and adhere to our school-wide expectations. Students are able to earn points to recognize them as they exhibit the expectations.

Teachers - Model school-wide expectations. Hold students accountable toward the expectation. Provide restorative practices when infractions occur.

Families - Support our school-wide expectations. Monitor their child's progress toward the school-wide expectations.

### **Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$133,477.98
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	2401 - Tampa Heights Elementary Magnet	UniSIG	1.0	\$62,950.08
			Notes: Reading Coach is a new position. The coach will support standards-based instruction aligned to full depth of the standard. Develop the before-during-after common planning protocol to support teacher clarity. Lead common planning sessions for standards-based planning and implementation. Support students, new teachers, and the entire faculty with school wide writing and reading strategies that promote achievement.			
	6400	210-Retirement	2401 - Tampa Heights Elementary Magnet	UniSIG		\$6,811.20
			Notes: Reading Coach Retirement 10.82%			
	6400	220-Social Security	2401 - Tampa Heights Elementary Magnet	UniSIG		\$3,902.91
			Notes: Reading Coach FICA 6.2%			
	6400	220-Social Security	2401 - Tampa Heights Elementary Magnet	UniSIG		\$912.78
			Notes: Reading Coach Medicare 1.45%			
	6400	230-Group Insurance	2401 - Tampa Heights Elementary Magnet	UniSIG		\$11,770.52
			Notes: Reading Coach Health and Life Insurance 19%			
	6400	240-Workers Compensation	2401 - Tampa Heights Elementary Magnet	UniSIG		\$321.05
			Notes: Reading Coach Workers Comp .51%			
	5100	510-Supplies	2401 - Tampa Heights Elementary Magnet	UniSIG		\$1,216.93
			Notes: The school will purchase supplies for teachers to support students with their learning. The school will purchase notebook paper, pens, pencils, notebooks, file folders, two pocket folders, dividers, colored pencils, highlighters, chart paper, composition notebooks, and markers.			
	5100	519-Technology-Related Supplies	2401 - Tampa Heights Elementary Magnet	UniSIG		\$1,083.84
			Notes: Purchase toner, flash drives, surge protectors, and headphones for K-5 teachers for academic usage.			
	5100	120-Classroom Teachers	2401 - Tampa Heights Elementary Magnet	UniSIG		\$13,615.73
			Notes: The school will provide an intensive after school tutorial program to support K-5 students in ELA, Math, and Science. The program will support 250 students with 15 teachers for 2 days after school for 4 hours at a pay rate of \$27. The program will begin in September for 9 weeks.			
	5100	210-Retirement	2401 - Tampa Heights Elementary Magnet	UniSIG		\$1,473.22
			Notes: Tutorial Stipend Retirement 10.82%			
	5100	220-Social Security	2401 - Tampa Heights Elementary Magnet	UniSIG		\$844.18



## Hillsborough - 2401 - Tampa Heights Elementary Magnet - 2021-22 SIP

			<i>Notes: Tutorial Stipend FICA 6.2%</i>			
	5100	220-Social Security	2401 - Tampa Heights Elementary Magnet	UniSIG		\$197.43
			<i>Notes: Tutorial Stipend Medicare 1.45%</i>			
	5100	240-Workers Compensation	2401 - Tampa Heights Elementary Magnet	UniSIG		\$69.44
			<i>Notes: Tutorial Stipend Workers Comp .51%</i>			
	6400	390-Other Purchased Services	2401 - Tampa Heights Elementary Magnet	UniSIG		\$700.00
			<i>Notes: 3 Substitutes will be provided in September and February to allow teachers per grade level to have additional common planning time in order to review formal data, develop specific plans that are aligned with standards students are not meeting and develop a tool to monitor the students' progress on the standards.</i>			
	6400	120-Classroom Teachers	2401 - Tampa Heights Elementary Magnet	UniSIG		\$1,811.92
			<i>Notes: To support and strengthen planning, the coach will conduct professional development using the book Reading Strategies. The training will take place 3 days after school for 2 hours each. They training will be held for 25 teachers at a pay rate of \$15.00.</i>			
	6400	210-Retirement	2401 - Tampa Heights Elementary Magnet	UniSIG		\$196.05
			<i>Notes: Professional Development Stipend Retirement 10.82%</i>			
	6400	220-Social Security	2401 - Tampa Heights Elementary Magnet	UniSIG		\$112.34
			<i>Notes: Professional Development Stipend FICA 6.2%</i>			
	6400	220-Social Security	2401 - Tampa Heights Elementary Magnet	UniSIG		\$26.27
			<i>Notes: Professional Development Medicare 1.45%</i>			
	6400	240-Workers Compensation	2401 - Tampa Heights Elementary Magnet	UniSIG		\$9.24
			<i>Notes: Professional Development Workers Comp .51%</i>			
	6400	510-Supplies	2401 - Tampa Heights Elementary Magnet	UniSIG		\$1,125.00
			<i>Notes: The school will purchase Reading Strategies book to provide a resource for teacher to use to support them with strategies to increase student achievement. The book will be used to plan and implement goal-directed, differentiated instruction for individuals, small groups, and whole classes. The book will be purchased for 25 teachers at a cost of \$45.00 per book.</i>			
	5100	120-Classroom Teachers	2401 - Tampa Heights Elementary Magnet	UniSIG		\$4,258.56
			<i>Notes: We will provide a certified former teachers that will provide small group instruction in reading within the classroom. Working with the Reading Coach and classroom teacher, the tutor's small group will be based on common grade-level assessments, district assessments, and teacher-designed assessments to meet the needs of students, especially on the following subgroups: black, multi-racial, and SWD/ESE. The tutor will work 10 hours a week at a pay rate of \$27 an hour for 18 weeks beginning in October through March.</i>			
	5100	210-Retirement	2401 - Tampa Heights Elementary Magnet	UniSIG		\$460.78
			<i>Notes: Daytime Tutor (NBE) Retirement 10.82%</i>			
	5100	220-Social Security	2401 - Tampa Heights Elementary Magnet	UniSIG		\$264.03

			Notes: Daytime Tutor (NBE) FICA 6.2%			
	5100	220-Social Security	2401 - Tampa Heights Elementary Magnet	UniSIG		\$61.75
			Notes: Daytime Tutor (NBE) Medicare 1.45%			
	5100	240-Workers Compensation	2401 - Tampa Heights Elementary Magnet	UniSIG		\$21.72
			Notes: Daytime Tutor (NBE) Workers Comp .51%			
	6400	510-Supplies	2401 - Tampa Heights Elementary Magnet	UniSIG		\$875.00
			Notes: The school will purchase The Five Practices in Practice (Elementary): Successfully Orchestrating Mathematics Discussions in Your Elementary Classroom book to provide a resource for teacher to use to support them with strategies to increase student achievement. The book will be used to plan and implement goal-directed, differentiated instruction for individuals, small groups, and whole classes. The book will be purchased for 25 teachers at a cost of \$35.00 per book.			
	6300	120-Classroom Teachers	2401 - Tampa Heights Elementary Magnet	UniSIG		\$15,453.02
			Notes: To support the instructional priority of teachers utilizing informal and formal data to monitor students' progress and provide accelerated instructional opportunities during whole, small group instruction and independent practice, they will receive 1 additional hour planning at the estimated pay rate of \$36 per hour for 20 weeks beginning in October for 25 staff members. It will be monitored by the administrators. They will attend the planning sessions and conduct walkthroughs to monitor.			
	6300	210-Retirement	2401 - Tampa Heights Elementary Magnet	UniSIG		\$1,672.02
			Notes: Planning Instructional Duties Added - Retirement 10.82%			
	6300	220-Social Security	2401 - Tampa Heights Elementary Magnet	UniSIG		\$958.09
			Notes: Planning Instructional Duties Added - FICA 6.2%			
	6300	220-Social Security	2401 - Tampa Heights Elementary Magnet	UniSIG		\$224.07
			Notes: Planning Instructional Duties Added - Medicare 1.45%			
	6300	240-Workers Compensation	2401 - Tampa Heights Elementary Magnet	UniSIG		\$78.81
			Notes: Planning Instructional Duties Added - Workers Comp .51%			
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$140,338.75