

Hillsborough County Public Schools

North Tampa Success Center



2021-22 Ungraded 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: 7/1/2021

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	
School Type and Grades Served (per MSID File)	High School 7-12
Primary Service Type (per MSID File)	Alternative 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)	Economically Disadvantaged Students*
School Improvement Rating History	
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

All children means all!--Inclusive Education.

Provide the school's vision statement.

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

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

63% of our students are Black, 27% Hispanic and 10% White. 97% percent are eligible for free or reduced meals the other 3% did not apply. Our student come by choice, expulsions, off campus juvenile justice referrals as well as those transitioning from middle school to high school. Over 75% are Level 1 readers and about 70% are Level 1 in math. They come primarily from urban low income areas of the city.

Our wrap around services focus on academic, social and emotional needs of students. We use accelerated sample classes to engage student in hands on career and technical instructions. Our use of positive behavior interventions is another means of engaging our students. Our Family Connections.keeps involves and informs parents in their childs' learning while respecting their time.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Flores, Shonda	Principal	Provides leadership and guidance to staff, students and parents on all matter related to the center. Is responsible for the instructional, safety and growth of students as well as staff.
Goodwin, Orlando	Assistant Principal	Responsible for the duties of the principal in their absences. From planning, communicating and assisting the faculty and staff in improving instructional time as well as the climate and culture of the school.
Brown, Julie	School Counselor	Responsible for scheduling and ensuring student have the classes needed for graduation. Monitors student progress and advises them on the academic step they need to take for success.
Stewart-White, Tiffany	Psychologist	Responsible for advising the administration on all matter pertaining to youth mental health fitness. Conducts individual and group counseling and coordination for higher level services for students.
Greenwald-Head, Linda	Other	Responsible for ensuring exceptional students are engaged in the classroom. Communicates with teachers and staff so they understand student IEPs and accommodations. Coordinates with others in the district to promote the academic success of students.
Alcover, Angela	Attendance/ Social Work	Promotes student attendance with student and parents. Communicates with teachers and staff to provide accurate reporting and follow up activities to improve attendance.
Naspinski, Gabriel	Assistant Principal	Responsible for the duties of the principal in their absences. From planning, communicating and assisting the faculty and staff in improving instructional time as well as the climate and culture of the school.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.**Demographic Information****Principal start date**

Thursday 7/1/2021, Shonda Flores

Number of teachers with professional teaching certificates?

4

Number of teachers with temporary teaching certificates?

4

Total number of teacher positions allocated to the school.

8

Total number of students enrolled at the school.

102

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

2

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

3

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	12	38	3	18	24	7	102	
Attendance below 90 percent	0	0	0	0	0	0	0	9	19	4	11	10	2	55	
One or more suspensions	0	0	0	0	0	0	0	2	1	2	2	1	1	9	
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	9	18	3	8	9	4	51	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	9	22	2	8	9	0	50	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	7	0	0	0	0	0	7	

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	6	27	4	12	22	5	76

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	5	23	1	0	0	0	29	
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

Monday 8/23/2021

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	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 FSA ELA assessment	0	0	0	0	0	0	2	7	7	6	5	2	1	30	
Level 1 on 2019 statewide FSA 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	5	23	1	0	0	0	29	
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					56%	56%		54%	56%
ELA Learning Gains					54%	51%		53%	53%
ELA Lowest 25th Percentile					41%	42%		43%	44%
Math Achievement					49%	51%		48%	51%
Math Learning Gains					48%	48%		49%	48%
Math Lowest 25th Percentile					45%	45%		45%	45%
Science Achievement					69%	68%		65%	67%
Social Studies Achievement					75%	73%		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
07	2021					
	2019	7%	54%	-47%	52%	-45%
Cohort Comparison						
08	2021					
	2019	5%	53%	-48%	56%	-51%
Cohort Comparison		-7%				
09	2021					
	2019	6%	55%	-49%	55%	-49%
Cohort Comparison		-5%				
10	2021					
	2019	0%	53%	-53%	53%	-53%
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	8%	62%	-54%	54%	-46%
Cohort Comparison						
08	2021					
	2019	0%	31%	-31%	46%	-46%
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	0%	47%	-47%	48%	-48%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	4%	66%	-62%	67%	-63%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	12%	67%	-55%	71%	-59%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	73%	-73%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	63%	-63%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

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
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

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	
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 Analysis

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

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

Students are level 1 in reading and come into the school late in a semester without completing any baseline assessments. High school students are completing less online classes as the year progresses. Math tutoring twice a week, ELA,

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

10 of 12 Grade 6 six students had reading gains using Achieve 3000.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

47 students (46%) had at least two AVECIEVE 3000 assessment where progress could be assessed (18 students had two assessment (18%) and 29 (28%) had all three assessments). 22 of the 47, where progress could be assessed, made gains (47%).

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

Students are level 1 in reading and come into the school late in a semester without completing any baseline assessments. High school students are completing less online classes as the year progresses.

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

Targeted academic initiatives are implemented to address a specific academic need. AVID serves to accelerate targeted academic initiatives by providing strategies that can be utilized within these specific programs to support improved academic performance and student success.

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.

Teacher and Staff training on AVID strategies, continue evolution of Achieve 3000 training along with positive behavior interventions and support.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Instructional practice will focus on supporting a teacher's ability to plan and implement high quality instructional standards based lessons that will increase student achievement. 86% of 8th and 10th graders were Level 1 in and ELA.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

To increase the Language Arts and math achievement of grades 6-12 so that all students achieving level 1 and 2 will decrease by 5% May 2022 as measured by state standards.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible Achieve 3000, ELA and math pre tests will be used each quarter to monitor progress. Teachers, Admin and Student Services will collect qualitative data that can be quantifiable; data used to improve instruction and learning using our professional development resources.

Person responsible for monitoring outcome:

Gabriel Naspinski (gabriel.naspinski@hcps.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Evidence based strategies for instructional practices, professional development and implementation will be based on ACHIEVE3000, PBIS and AVID (WICOR) strategies.

Achieve3000 allows students to engage with grade-appropriate, complex text connected to the curriculum

1. Achieve3000 Literacy's differentiated content and instruction will improve reading gains this school year.

2. Student success will be realized with a systematic and flexible approach to measuring growth, forecasting performance, targeting instruction, and creating a culture of literacy that celebrates and supports every student. Our AVID strategies are based on writing and critical thinking and reading, inquiry, and collaborative learning strategies.

1. As an AVID strategy school we will be enhancing lessons by ensuring every student is practicing ELA skills through WICOR in every class on campus.

3. Support teacher's ability to plan and implement high quality instructional standards based lessons that will increase student achievement will improve culture and environment specifically related to discipline.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Strategy: Students' inability to conceptually understand and apply strategies consistently to standards aligned tasks in ELA, math, and science. Also, teacher vacancies in prior years, high absentee rate of students, and teachers lack of high quality planning for standards-based lessons; high quality instructional practices and classroom management. This rationale was gathered from observations, walkthroughs, standards based and formative assessments. PLCs will provide teachers with the necessary skills, strategies, and support that will help develop and execute high quality instruction. Develop protocols and streamline the process and expectations for PLCs; in order to:

1. Support the development of standard based lesson plans and promote collaboration and gradual release of responsibility to the students.

2. Support the implementation of high quality lesson plans, instructional best practices and teacher clarity.
3. Analyze, discuss, and reflect on student work, common assessments, and instructional practices to develop high quality standards based lesson plans.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

FSA pre-assessment will start the baseline process. FSA end of year assessments will be the final assessment. In between these assessments;

1. Student services and administration will facilitate PLCs with the goal of releasing responsibilities to teachers.
2. Weekly common planning and data review sessions
3. Develop instructional plans
4. Build teacher capacity
5. Evaluate student work, dis-aggregate data in order to plan differentiated learning
6. Increase teacher knowledge of standards based instruction, best practices and resources.

Person Responsible

Shonda Flores (shonda.flores@hcps.net)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Achieve 3000 will be used to supplement classroom instruction throughout the year for instruction, assessments and monitoring. Use a range of AVID strategies in class to assist students in recalling key concepts in frequent short bursts. Instructional staff will engage in professional development to support providing high level instruction, including *rigorous tasks, complex texts and frequent opportunities to engage in the writing process

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

With over an 18 month period of online learning, students with no teachers to interact with and the trauma of Covid-19, we have to address the effects on our students. Level 1 and 2 reading is 86% in grades 8 and 10. Student absenteeism rose from prior year with SWD/ESE and ELL students having an increased absenteeism for the year.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase student attendance by 3% using positive behavior interventions by May 2020
Increase teacher attendance by 3% using monthly incentives by May 2022
Decrease discipline referrals by 3% using positive behavior interventions by May 2022.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

A combination of PBIS input on student observations and data provided by teachers and staff. PBIS will be used to record data related to positive student behavior. MTSS and Rti teams will review student behavior weekly and identify trends, issues and solutions as well as track progress.

Person responsible for monitoring outcome:

Orlando Goodwin (orlando.goodwin@hcps.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

PBIS schoolwide multi-tiered framework and classroom PBIS practices.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

PBIS is already in place and needs to be strengthened. There are several PBIS resources in the district which can help improve our overall program. PBIS provides a school wide strategy for improving student behavior. PBIS provides multiple strategies for individual and group enhancement. Holding restorative conferences to repair harm on campus and build relationships. Using restorative language to de-escalate conflict.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Promote schoolwide expectations so teachers and students understand the basics and implement PBIS in the classrooms.

Provide weekly, monthly, and quarterly student incentives and recognition for meeting school-wide expectations. Behavior, Attendance and Academics. Incorporating SEL into the school-wide curricula
Individual and group counseling,

Modeling (from staff)

Use of peace corners in the classroom (and in student services)

Weekly opportunities for SEL outside of the classroom

Chrysalis on campus

Mentor groups (to include school-based and community-based learning opportunities and experiences)

Kids and Canines

Holding restorative conferences to repair harm on campus.

Using restorative language to de-escalate conflict. Building relationships Offering engaging courses to motivate students to attend daily

Electives (1st period)

Participation in clubs (engagement)

Person Responsible

Shonda Flores (shonda.flores@hcps.net)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

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.

We will build positive relationships through effective communication with live and online systems and opportunities for parent/community involvement in our school. North Tampa EPIC3 Center will offer consolidated Family Connections with PTSA, Title 1, SAC. will offer several after school events to include parents and caregivers. This one stop shop for input and information exchange. We will offer seminars to help parents provide academic and emotional support to their children. Our health pantry is available for students and provides some essentials they may not have access to at home. Student Services will provide support to students and parents for students needing social and emotional challenges. The multipurpose room will be available to students to use as a safe space for de-escalation, counseling, mentoring and peer to peer support.

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

Administration will provide the mentoring, counseling and autonomy for teachers to accelerate learning by students. Administrators will establish schoolwide expectations for a safe environment where students and teachers promote a culture of learning. Faculty and staff will be active participants in monitoring student positive behavior. Student will provide input through Student Government, the Ambassadors program and our Family Connections. Parents are actively invited and encouraged to participate in our monthly Family Connections which includes SAC, PTSA, Title 1 and conferences nights, as well as our monthly Garden Groove, Our community partners will continue to participate in our Family Connections, clubs, special events, PBIS and awards programs.