

Hillsborough County Public Schools

North Tampa Success Center



2022-23 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: 9/15/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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.

90% of our students are Black, 36% Hispanic and 7% White. 82.9% percent are eligible for free or reduced meals the other 4.3% 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 child's 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.
Frith, Shameka	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.
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.
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.
Flowers, Vanessa	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.
	Behavior Specialist	Promotes positive behavior and attendance with student and parents. Communicates with teachers and staff to provide accurate reporting and follow up activities to improve behavior and attendance.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information**Principal start date**

Thursday 9/15/2022, Shonda Flores

Total number of students enrolled at the school.

140

Total number of teacher positions allocated to the school.

9

Number of teachers with professional teaching certificates?

8

Number of teachers with temporary teaching certificates?

1

Number of teachers with ESE certification?

3

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

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

2022-23

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	1	16	41	26	46	10	2	142	
Attendance below 90 percent	0	0	0	0	0	0	1	16	37	25	46	9	2	136	
One or more suspensions	0	0	0	0	0	0	0	18	35	33	30	4	0	120	
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	14	12	24	16	3	0	0	69	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	10	22	35	0	0	0	0	67	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	14	14	28	22	25	5	1	109	

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	1	16	41	26	46	10	2	142	

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

Tuesday 9/13/2022

2021-22 - 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	12	38	3	18	24	7	102	
Attendance below 90 percent	0	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	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	0		
Course failure in Math	0	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	9	18	3	8	9	4	51	
Level 1 on 2019 statewide FSA Math assessment	0	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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		52%	51%					56%	56%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Learning Gains								54%	51%
ELA Lowest 25th Percentile								41%	42%
Math Achievement		39%	38%					49%	51%
Math Learning Gains								48%	48%
Math Lowest 25th Percentile								45%	45%
Science Achievement		46%	40%					69%	68%
Social Studies Achievement		49%	48%					75%	73%

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	2022					
	2019	7%	54%	-47%	52%	-45%
Cohort Comparison						
08	2022					
	2019	5%	53%	-48%	56%	-51%
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019	8%	62%	-54%	54%	-46%
Cohort Comparison						
08	2022					
	2019	0%	31%	-31%	46%	-46%
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019					
Cohort Comparison						
08	2022					
	2019	0%	47%	-47%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	4%	66%	-62%	67%	-63%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	12%	67%	-55%	71%	-59%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	73%	-73%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	63%	-63%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
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

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

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

Part III: Planning for Improvement

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 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. Study hall is offered as an elective five times a week.

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

Our Science scores showed the most improvement. We offer the following new actions: tutoring sessions for students, daily study hall during first period, and hired a fulltime Science teacher.

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?

Reading is the area in greatest need of improvement. Over 80% of our students are level 1 readers and struggle in all subject areas requiring an on-level or higher level of reading comprehension.

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

Our students with disabilities are under performing in all subgroups creating a trend across grade levels and core content areas.

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

Targeted academic initiatives are implemented to address a specific academic need and advance learning. AVID serves to accelerate targeted academic initiatives by providing strategies that can be utilized within our 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 to support teachers and leaders.

Based on the contributing factors and strategies identified to accelerate learning teacher and staff training on AVID strategies, continue differentiated learning training along with positive behavior interventions and support.

Areas of Focus:

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

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

Our first area of focus is ELA/Literacy and consist of teacher modeling AVID Learning strategies and student applications. Students do not have learning strategies in their toolbox that works for them. Students need a method to learn how to learn. This includes having a classroom and school environment in which they feel comfortable learning.

Measurable Outcome:

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

Our key performance indicators will be measured from student's ELA baseline to their ELA end of year assessments.

Monitoring:

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

This area will be monitored through classroom visits and progress monitoring throughout the year.

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.

The evidence-based strategy being implemented for this Area of Focus include small group instruction, schoolwide implementation of differentiated instruction, and small group pull out sessions.

Rationale for Evidence-based Strategy:

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

We have determined that ELA with a focus on literacy can build student fluency, vocabulary, comprehension, and writing across all content areas. With progress monitoring and collaboration in PLCs and other instructional practices the quality and pace of learning can match the students' needs.

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.

FAST pre-assessment will start the baseline process. FAST 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.

#2. Other specifically relating to Culture and Environment**Area of Focus Description and****Rationale:**

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

Student positive behavior is the specific focus thus student participation increases 30% and discipline referrals decreases 25%.

Measurable Outcome:

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

The specific measurable outcome of the school plans is to achieve by Increasing student planning and participation in extracurricular activities by 30% and decrease the number of discipline referrals by 25%.

Monitoring:

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

This Area of Focus will be monitored for the desired outcome by monitoring weekly and monthly special activities and events match attendance for the day and those going home early with last year's attendance for days with the same events. Using School Discipline Explorer and last year's referrals as a baseline to measure referrals.

Person responsible for monitoring outcome:

Shameka Frith (shameka.frith@hcps.net)

Evidence-based Strategy:

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

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

The rationale for selecting this specific strategy is our acceleration sample courses, which are based on student interests and will improve student attendance. Along with new clubs, field days, PBIS Incentives, awards, recognition, and students involved in planning students will have more opportunities to discover an area of interest and increase their engagement in learning.

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.

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

PBIS linked to classroom management strategies

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Data will be collected and analyzed to guide decision making related to the selected target through a PBIS token economy system. The PBIS incentives will correlate with the school's expectations and the accumulation of student points will be documented and updated monthly until the end of the school year.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

The target area, related data and resulting action steps will be communicated to stakeholders through the monthly SAC initiatives and school newsletter.

Describe how implementation will be progress monitored.

Implementation of PBIS will be progress monitored through 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.

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.

Action Step	Person Responsible for Monitoring
<p>Promote schoolwide expectations so teachers and students understand the basics and implement PBIS in the classrooms.</p> <p>Incorporating SEL into the school-wide curricula</p> <p>Individual and group counseling, Modeling (from staff)</p> <p>Use of peace corners in the classroom (and in student services)</p> <p>Weekly opportunities for SEL outside of the classroom</p> <p>Chrysalis on campus</p> <p>Mentor groups (to include school-based and community-based learning opportunities and experiences)</p> <p>Kids and Canines</p> <p>Holding restorative conferences to repair harm on campus.</p> <p>Using restorative language to de-escalate conflict. Building relationships Offering engaging courses to motivate students to attend daily</p> <p>Electives (1st period)</p> <p>Participation in clubs (engagement)</p>	<p>Flores, Shonda, shonda.flores@hcps.net</p>