

Hillsborough County Public Schools

Tampa Bay Boulevard Elementary School



2022-23 Schoolwide Improvement Plan

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Tampa Bay Boulevard Elementary School

3111 W TAMPA BAY BLVD, Tampa, FL 33607

[no web address on file]

Demographics

Principal: Michelle Perez

Start Date for this Principal: 8/2/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General 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)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students White Students* Economically Disadvantaged Students
School Grades History	2021-22: C (53%) 2018-19: C (51%) 2017-18: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Tampa Bay Boulevard Elementary School

3111 W TAMPA BAY BLVD, Tampa, FL 33607

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Tampa Bay Blvd Elementary will be a preferred school in Hillsborough County with all stakeholders committed to providing a high-quality school experience.

The partnership with our students, staff, families, and community, will direct our practice and lead us to be an A school.

Provide the school's vision statement.

Preparing Students for Life!

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Perez, Michelle	Principal	The principal is responsible for the overall management of the school and the academic success of all students.
Rivera, Marilyn	Parent Engagement Liaison	The Parent Engagement Liaison is responsible for providing resources and tools to parents and teachers in order to strengthen the parent/teacher communication and student success.
English, Jessica	Assistant Principal	The assistant principal is responsible for the overall management of the school and the academic success of all students.
Nunez, Erica	Reading Coach	The Reading Coach is responsible for planning with teams an ELA instruction and implementation of lessons with fidelity and analyzing school wide data to look for trends within our areas of strengths and weakness.
Corsi, Allison	Math Coach	The Math Coach is responsible for planning with teams a Math instruction and implementation of lessons with fidelity and analyzing school wide data to look for trends within our areas of strengths and weakness.
Baker, Liz		The Reading Coach is responsible for planning with teams an ELA instruction and implementation of lessons with fidelity and analyzing school wide data to look for trends within our areas of strengths and weakness.
Godwin, Kelli	School Counselor	The Guidance Counselor provides social and emotional support to students and staff.
Sanchez, Gisselle	Attendance/ Social Work	Our Social Worker is responsible for connecting families with resources to ensure students' success.

Demographic Information

Principal start date

Tuesday 8/2/2022, Michelle Perez

Number of teachers with a 2022 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.*

2

Number of teachers with a 2022 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.*

8

Total number of teacher positions allocated to the school

34

Total number of students enrolled at the school

483

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

7

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

5

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Friday 8/26/2022

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	67	77	81	67	59	85	0	0	0	0	0	0	0	436
Attendance below 90 percent	3	16	23	12	10	25	0	0	0	0	0	0	0	89
One or more suspensions	0	0	1	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 FSA ELA assessment	0	0	0	36	21	19	0	0	0	0	0	0	0	76
Level 1 on 2019 statewide FSA Math assessment	0	0	0	32	30	32	0	0	0	0	0	0	0	94
Number of students with a substantial reading deficiency	0	0	0	21	16	39	0	0	0	0	0	0	0	76

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	1	0	4	0	0	0	0	0	0	0	0	5

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	

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	67	77	81	67	59	85	0	0	0	0	0	0	0	436
Attendance below 90 percent	3	16	23	12	10	25	0	0	0	0	0	0	0	89
One or more suspensions	0	0	1	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 FSA ELA assessment	0	0	0	36	21	19	0	0	0	0	0	0	0	76
Level 1 on 2019 statewide FSA Math assessment	0	0	0	32	30	32	0	0	0	0	0	0	0	94
Number of students with a substantial reading deficiency	0	0	0	21	16	39	0	0	0	0	0	0	0	76

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	1	0	4	0	0	0	0	0	0	0	0	5

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	51%	53%	56%				50%	52%	57%
ELA Learning Gains	56%						55%	55%	58%
ELA Lowest 25th Percentile	36%						60%	50%	53%
Math Achievement	56%	50%	50%				48%	54%	63%
Math Learning Gains	70%						59%	57%	62%
Math Lowest 25th Percentile	59%						46%	46%	51%
Science Achievement	41%	59%	59%				39%	50%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	44%	52%	-8%	58%	-14%
Cohort Comparison		0%				
04	2022					
	2019	54%	55%	-1%	58%	-4%
Cohort Comparison		-44%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	42%	54%	-12%	56%	-14%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	46%	54%	-8%	62%	-16%
Cohort Comparison		0%				
04	2022					
	2019	49%	57%	-8%	64%	-15%
Cohort Comparison		-46%				
05	2022					
	2019	42%	54%	-12%	60%	-18%
Cohort Comparison		-49%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	38%	51%	-13%	53%	-15%
Cohort Comparison						

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
SWD	26	35	17	32	58	53	15				
ELL	49	57	39	60	70	73	31				
BLK	40	44	20	38	56	50	25				
HSP	54	58	45	62	73	64	45				
WHT	50			42							
FRL	51	57	36	55	70	59	41				

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	25	33	55	28	33	30	29				
ELL	43	56	69	37	42	42	23				
BLK	34			28							
HSP	55	64	64	49	48	42	40				
FRL	52	64	68	45	47	39	37				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	22	45	57	35	58	57	13				
ELL	38	55	66	46	58	45	22				
BLK	39	46	50	33	46	36	35				
HSP	52	56	61	52	61	46	39				
WHT	59	60		53	67						
FRL	50	54	58	48	59	45	37				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	431
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	46
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

In the area of Science, FSA achievement data showed improvement (plus 2) after a 3 year decline. In the area of Math there were increases in all grade levels in achievement levels, gains and bottom quartile. In ELA, FSA data and progress monitoring data showed a decrease in 3rd grade with increases in both 4th and 5th grade. The bottom quartile students did decrease from the previous year in all grade levels in ELA.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Science is an area of need based off of state assessment with only 41% of students meeting proficiency. ELA is an area of need based off of state assessment with only 36% of students meeting proficiency.

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

In the area of science, ensuring the fidelity of instruction at all grade levels, hands on learning was limited, and planning using available data sources. In the area of ELA, there was limited use of small groups across grade level for students to work on foundational skills, collaboration, and building a knowledge base. Providing students with the correct interventions to fill in gaps was an area of need and increasing teacher capacity for matching interventions with diagnosed deficiency.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math overall showed the most improvement. Math gains showed the most improvement with a 23 point gain from the previous year.

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

In math there was consistency in common planning, departmentalization has allowed teachers to refine craft, deep data analysis to design targeted instruction. Math monthly progress monitoring and I-Ready were implemented with fidelity and targeted data dives to drive instruction.

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

To accelerate learning, we will implement purposeful and intentional planning based off of current student data to provide just in time targeted support through small group instruction. Student literacy profiles will help target instruction.

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.

In ELA, foundational skills and vocabulary building training for K-2 found in the Best Standards. In grades 3-5, building vocabulary and embedding foundational skills training. In Math, teachers will participate in Application of Data with the Math Classroom Part 1. Learning walks where teachers observe one another with side by side coaching in ELA, Math and Science engaging bi-weekly district support to provide mini PD sessions after school based off district assessment data.

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

Fidelity in common planning to follow up with coaching cycles, non-evaluative feedback from instructional coaches and administration.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Science

Area of Focus Description and

Rationale:

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

Only 41% of the students are proficient on the State FSSA Science Assessment.

Measurable Outcome:

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

There will be at least a 5% increase in proficiency on the State science assessment.

Monitoring:

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

Monitoring fidelity of science instruction, long term investigations, and common planning with informal observations. District support will plan the 5th grade teachers on a bi-weekly basis using current data and provide PD opportunities.

Person responsible for monitoring outcome:

Michelle Perez (michelles.perez@hcps.net)

Evidence-based Strategy:

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

Long term investigations, science journals, hands on activities and experiments and peer to peer teaching through collaborative groups.

Rationale for Evidence-based Strategy:

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

Our data shows a need for acceleration in all sub groups to increase proficiency across all grade levels. Targeting instruction based on student data will help increase student achievement.

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.

No description entered

Person Responsible

[no one identified]

#2. Instructional Practice specifically relating to Math**Area of Focus Description and****Rationale:**

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

Based on the data, 47% of our students in 5th grade were proficient on FSA mathematics.

Measurable Outcome:

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

We will increase proficiency by at least 5% from the FSA to FAST Mathematics assessment.

Monitoring:

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

We will monitor student progress through the use of monthly assessments and iReady Diagnostic/Growth Monitoring.

Person responsible for monitoring outcome:

Michelle Perez (michelles.perez@hcps.net)

Evidence-based Strategy:

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

Teachers will implement the following:
 -establish math goals to focus learning
 -use and connect mathematical representation through the CRA model
 -facilitate mathematical discourse with the use of purposeful questioning
 -build procedural fluency from conceptual understanding
 -accelerated learning

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Our data shows a need for acceleration in all sub groups to increase proficiency across grade levels. Targeting instruction based on student data will help increase student achievement.

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.

No action steps were entered for this area of focus

#3. 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.

Based on the data, 51% of students were proficient in ELA FSA. This was a decrease of 1% from the previous data point in 3rd-5th grade. 56% of students made gains in ELA and 36% made gains in the bottom quartile. We still have 49% of our students who are not meeting proficiency. For the two subsets (African American Students and Bottom Quartile Students) showing early warning indicators by scoring below 41% proficiency on the FSA 21-22 Assessment. Instructional practices including small group instruction through scaffolding and differentiation of the core curriculum, Wonders. These small groups will meet the students at their level and accelerate their learning, bridging their learning gaps. iReady and FAST benchmark assessments will be used to monitor the students progress along with spotlight benchmark checks conducted bimonthly.

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

On FAST in 2022, 56% of student will be proficient. We will increase in all subgroups.

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

We will monitor students progress through monthly assessments and iReady Diagnostics aligned who student goals. Teachers will analyze data to modify and design instruction.

Person responsible for monitoring outcome:

Michelle Perez (michelles.perez@hcps.net)

Evidence-based

Strategy: Describe the evidence-based strategy being

Teachers will implement the following strategies:
 -establish ELA goals to focus learning (students and teachers)
 -facilitate meaningful ELA discourse through purposeful questioning
 -Accelerate learning will be implemented

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

**Explain the
rationale for
selecting
this specific
strategy.**

Our data shows a need for acceleration in all sub groups to increase proficiency across all grade levels. Targeting instruction based on student data will help increase student achievement.

**Describe the
resources/
criteria used
for selecting
this
strategy.**

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.

No action steps were entered for this area of focus

#4. Positive Culture and Environment specifically relating to Student attendance

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	School wide attendance is below 72% overall with a significant number of individual students have less than 90%.
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Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	All students will have a 90% or above attendance rate.
---	--

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Attendance will be monitored by the Assistant Principal, School Social Worker and Teachers.
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Person responsible for monitoring outcome:	Jessia English (jessia.english@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Strategies will include: -incentives for students who arrive on time and are in daily attendance. -communication to parents at set number of absences using a tiered system. -Social work referral services.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Increasing student attendance will increase the number of hours students are instructed.
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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.

No action steps were entered for this area of focus

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Grades K %, Grades 1 53%, Grade 2 44% Primary ELA instruction will be based off of common planning with implementation and monitoring of checks for understating providing feedback to teachers on the overall effectiveness of this strategy based upon student mastery.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

5th grade 50%, 4th grade 53%, 3rd grade 42%. 3rd grade ELA instruction will be based off of common planning with implementation and monitoring of checks for understating providing feedback to teachers on the overall effectiveness of this strategy based upon student mastery.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

The percent of primary students scoring at proficiency will increase to 50% or higher as measured by the FAST assessment.

Grades 3-5: Measureable Outcome(s)

The percent of intermediate students scoring at proficiency will increase to 55% or higher as measured by the FAST assessment.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Monitor implementation of the use of the checks for understanding in the classrooms. Providing feedback to teachers on the overall effectiveness of this strategy on student learning.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Perez, Michelle, michelles.perez@hcps.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Evidence based practices for these programs will be iReady, district PMA's and FAST assessments.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

iReady, district PMA's and progress monitoring tools through core curriculum.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Leadership will implement data dives, teacher conferencing, planning, walkthroughs and classroom observations.	Perez, Michelle, michelles.perez@hcps.net

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

At TBBE we have many events to celebrate students and encourage family participation. While COVID has put a pause on some events, this year we are operating at full capacity. Throughout the year we celebrate students for academic honors, attendance incentives, academic growth celebrations, content area evening activities, annual Jingle Bell Walk, Spring/Fall festivals and many other events. Our Principal has become involved with the West Tampa Chamber of Commerce to bring in more community involvement and she keeps close ties with the CEO's in schools program. Our student services department assists many family with community referrals and other needs that arise. The staff at TBBE truly does function as a family. Staff regularly participates in school events and gathers even outside of school hours. We are constantly seeking ways to bring in our community to celebrate all of the positive things we have going on at Tampa Bay.

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

Administration-Marketing the school, being active in the community, promoting a family centered school environment.

Student Services- providing resources for students and families and supporting mental health

Teachers- providing a safe, positive school environment and communicating with families

Staff- positive work environment

PTA- hosting events and celebrations for families and students and teachers

Parent Involvement- keeping families actively participating in school events and academic success of students.

Community members- promote school and support growth.