

Hillsborough County Public Schools

Tampa Heights Elementary Magnet



2022-23 Schoolwide Improvement Plan

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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: 8/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-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* Black/African American Students* Hispanic Students Multiracial Students Economically Disadvantaged Students*
School Grades History	2021-22: C (45%) 2018-19: D (37%) 2017-18: D (38%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* 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 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-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	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

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
Metzler, Amy	Principal	Responsible for the overall instruction and operations of the campus as well as overseeing the leadership team
Johnson-Dixon, Mialana	Reading Coach	planning with teachers providing content development data analysis and next steps with teachers targeted coaching based on teacher need targeted professional development based on teacher need
Phillips, Shavonda	Math Coach	planning with teachers providing content development data analysis and next steps with teachers targeted coaching based on teacher need targeted professional development based on teacher need

Demographic Information

Principal start date

Monday 8/1/2022, Amy Metzler

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.*

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.*

Total number of teacher positions allocated to the school

24

Total number of students enrolled at the school

295

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

13

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

9

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	33	42	48	65	50	57	0	0	0	0	0	0	0	295
Attendance below 90 percent	0	7	12	18	13	13	0	0	0	0	0	0	0	63
One or more suspensions	0	0	4	4	0	3	0	0	0	0	0	0	0	11
Course failure in ELA	0	0	0	20	0	0	0	0	0	0	0	0	0	20
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	31	0	0	0	0	0	0	0	0	0	31
Level 1 on 2022 statewide FSA Math assessment	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	

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	1	6	1	0	0	0	0	0	0	0	0	8
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 8/16/2022

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	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	

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	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	

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	38%	53%	56%				41%	52%	57%
ELA Learning Gains	50%						51%	55%	58%
ELA Lowest 25th Percentile	30%						55%	50%	53%
Math Achievement	52%	50%	50%				33%	54%	63%
Math Learning Gains	65%						31%	57%	62%
Math Lowest 25th Percentile	44%						13%	46%	51%
Science Achievement	33%	59%	59%				33%	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	38%	52%	-14%	58%	-20%
Cohort Comparison		0%				
04	2022					
	2019	49%	55%	-6%	58%	-9%
Cohort Comparison		-38%				
05	2022					
	2019	37%	54%	-17%	56%	-19%
Cohort Comparison		-49%				

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	27%	54%	-27%	62%	-35%
Cohort Comparison		0%				
04	2022					
	2019	45%	57%	-12%	64%	-19%
Cohort Comparison		-27%				
05	2022					
	2019	26%	54%	-28%	60%	-34%
Cohort Comparison		-45%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	33%	51%	-18%	53%	-20%
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	2	14	23	21	44	29					
BLK	32	47	32	45	62	45	22				
HSP	48	47		67	63						
FRL	34	46	30	51	62	39	28				
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				
FRL	36	47	53	26	26	14	24				

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)	TSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	312
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	19

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	56
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
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?

ELA proficiency has become stagnant the last 4 testing years. Math proficiency and learning gains improved this past year. Science proficiency has been similar to ELA proficiency most years. BQ in both math and ELA has consistently been low. Students with disabilities performed significantly lower than other subgroups. The black subgroup performed a little lower than other subgroups.

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

ELA and science proficiency
BQ in math and ELA
students with disabilities

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

standards aligned instruction that meets the rigor of the standards in ELA; science standards taught in previous grade levels revisited; the use of hands on experiences connected to text and content in science; formative assessment of students during the lesson so that appropriate scaffolding or enrichment can be provided when needed

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

math and science proficiency; ELA and math learning gains

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

standards aligned instruction in math; data analysis of assessments and targeted next steps; collaborative planning with coaches

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

formative assessments during lessons to determine needs of students and then appropriate scaffolding or reteach of key concepts; teacher clarity on how to informally assess and the trajectory of learning for a standard

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.

content deepening sessions in ELA and math; professional learning focused on informally assessing during the lesson---when is appropriate, how do you ensure it is aligned to your target; what does appropriate scaffolding or small group instruction look like and how do I plan for it

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

ILT will consist of teachers from each grade level so that teachers have a voice and begin to be a part of the improvement of the school.

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 Standards-aligned Instruction

**Area of Focus
Description and
Rationale:**

Our Instructional Priority: Instructional practices allow opportunities for ALL students to progress towards the learning outcomes of the lesson.

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

Rationale: With new benchmarks, we want to ensure that there is teacher clarity with alignment to standards. We also want to ensure that instruction begins at the grade level benchmark and then appropriate scaffolding is provided if needed.

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

By December 2022, 80% of our teachers will effectively implement standards aligned lessons developed during weekly collaborative planning sessions, as measured by our instructional priority observables document.

By the administration of FAST PM2, 40% of our students will show mastery on the ELA assessment.

By the administration of FAST PM2, 50% of our students will show mastery on the math assessment.

By the administration of mid-year science, 30% of our students will show mastery on the science mid-year district assessment.

1. The Reading/Math coaches will facilitate subject area planning with all math and ELA teachers during weekly common planning periods focusing on improving target/task alignment during the first grading period.

2. The Lead Team will measure target/task alignment using a classroom walkthrough tool

aligned to the Instructional Priority and components of the Four Principles of Excellent Instruction.

3. The Lead Team members will use a Look-fors data-gathering tool to monitor implementation appropriate scaffolding strategies.

4. The Lead Team members will use a Look-fors data-gathering tool to monitor the implementation of teachers providing target aligned academic feedback through monitoring.

5. Following monthly common and/or 3 week cycle unit assessments, Lead team members will facilitate monthly data chats to identify and address the most pressing problems to monitor teacher effectiveness and student outcomes.

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

Person responsible for monitoring outcome:

Amy Metzler (amy.metzler@hcps.net)

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

-teacher clarity (0.75 effect size)

-monitoring of student data (0.68 effect size)

-feedback (0.73 effect size)

-scaffolding and differentiating (0.82 effect size)

Instructional Teams develop and refine instructional units that are standards-aligned with a focus on what grade-appropriate questions can be asked as well as the misconceptions

that students might have when answering those questions and how teachers can scaffold in the moment that those misconceptions arise. Our standards-aligned units of instruction include objectives and criteria for mastery as well as how to scaffold in the moment as opposed to starting with the scaffolding. Instructional plans will include formal and informal assessments to gauge student mastery and the results will be used to adjust instruction as necessary. Instruction will include a variety of differentiated learning activities and materials that are well planned/ developed, well-organized, and readily shared among teachers during PLCs, common planning, data dives, PD sessions, and walkthrough feedback.

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

There is a need for standards aligned instruction and assessment, as evidenced by student data. ELA proficiency has been stagnant the last 3 tested years and the BQ in math and ELA has been low. Students are more likely to learn when instruction is focused, clearly communicated, and students are assessed on what they learned and then provided feedback.

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.

Collaborative common planning sessions built into the master schedule. Teachers have common collaborative planning time for math in which there is a focus on Math being taught conceptually using the CRA continuum with connections made to procedural fluency, application, and with a strategic focus on questioning and how to scaffold in the moment when misconceptions arise. The common planning meetings are monitored through walkthroughs by the administration and by analyzing student data. Teachers have a common, collaborative ELA planning time as well as internalization sessions in which teachers implement strategic planning to unpack learning to meet the intent of the standards. The common planning meetings are monitored through walkthroughs by the administration and by analyzing student data.

Person Responsible Amy Metzler (amy.metzler@hcps.net)

Common assessments are used in reading and math to address the needs of students. Substitute teachers provide class coverage for the core content classes in grades 3-5 four times during the year to conduct half-day data analysis sessions in ELA, math, and 5th-grade science to analyze data of subgroups, monitor their progress, and adjust as needed. These sessions will also include strategic next steps to address the needs of the above-mentioned subgroups. Progress monitoring using common assessments as well as walkthroughs to look for implementation of next steps is completed by administration and the resource/coaching staff

Person Responsible Amy Metzler (amy.metzler@hcps.net)

Walkthroughs will be conducted weekly by administration to determine areas for growth and coaching. Instructional leadership team meeting every 5-6 weeks to analyze walkthrough trends and determine next steps. These next steps could include but not be limited to coaching and professional learning. Progress

monitoring will be done through future walkthroughs, coaching logs, and action plans created by administration and individual teachers.

Person Responsible Amy Metzler (amy.metzler@hcps.net)

The Math Resource Teacher focuses on coaching, modeling, lesson planning, and strategic interventions focused on the grade-level standards with teachers. The coaching and modeling will occur weekly under the supervision of the school leadership team. Follow-up data will be collected monthly to progress monitor the implementation of coaching. The Math Resource Teacher will meet weekly with teachers to plan effective lessons to meet the needs of the students.

Person Responsible Amy Metzler (amy.metzler@hcps.net)

The K-5 Writing Resource Teacher focuses on coaching, modeling, lesson planning, data analysis, and student intervention, focused on the grade-level standards, with teachers and students in ELA. The Writing Resource Teacher and the administration meet bi-weekly to discuss and follow up on teacher instruction in writing and student progress in writing. Data (assessment data, writing work samples, and walkthrough data) will be collected to progress monitor the implementation of coaching and the impact on teacher practice and student achievement.

Person Responsible Amy Metzler (amy.metzler@hcps.net)

#2. Positive Culture and Environment specifically relating to PBIS

Area of Focus Description and

Rationale:

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

21/22 school year had 179 student incidents written up by teachers; 21 students were suspended for a total of 43 days (7% of the student population)

Measurable Outcome:

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

By October, 100% of teachers will be implementing morning meetings and/or Second Step SEL instruction.
 By October, 100% of teachers will be using the PBIS app to provide points for positive student behaviors.
 By May, only 5% of the student population will receive a suspension.
 By May, the number of student incidents written up by teachers will decrease by 10% as compared to 21/22 school year.

Monitoring:

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

PBIS committee lead will monitor the points given per teacher each month.
 Admin will walk to monitor fidelity of morning meeting/SEL time.

Person responsible for monitoring outcome:

Amy Metzler (amy.metzler@hcps.net)

Evidence-based Strategy:

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

Implementation of Second Step: SEL lessons, coupled with a structured MTSS process for behavior intervention and PBIS House Systems to promote positive, appropriate behaviors.
 MTSS is a framework used to provide targeted support to struggling students. It screens all students in order to address behavioral concerns as well as academic issues.

MTSS is a framework used to provide targeted support to struggling students. It screens all students to address behavioral concerns as well as academic issues. The goal of MTSS is to intervene early so students can catch up with their peers performing within national norms.

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

Our PBIS/House System is a proactive approach used to promote positive behavior and create a safe learning and work environment. The focus of PBIS is prevention, not punishment. PBIS/House System recognizes that students can only meet behavioral expectations if they know what the expectations are. Everyone learns what's considered to be appropriate behavior and uses a common language to talk about it K-5. Throughout the school day and in all settings students understand what is expected of them.

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.

The Guidance Counselor supports individual student behavior plans with check-in and check-out systems, small group guidance sessions with identified students, classroom guidance lessons with all classrooms, support admin when threat assessments, etc need to be completed, support teachers with classroom management strategies etc, train and support teachers in using Second Step lessons within the classroom. Admin will meet with the student services team monthly to monitor the progress students are making. Effectiveness will be monitored by the progress of students on behavior plans as well as the number of calls for behavior assistance, behavior trackers, and referrals.

Person Responsible

Amy Metzler (amy.metzler@hcps.net)

Implementation of Common Responses to Student Behavior

- Master schedule includes time for morning meetings and explicit SEL instruction
- All teachers implement morning meetings and SEL instruction with fidelity
- Bi-monthly scheduled progress monitoring of tier 2 and tier 3 behavior students (6 week rotation)
- Monthly student services teams meetings to discuss behavior within the building-What is working? What's not working? Student needs?
- Monitor and complete RTI Packets for tier 2 and 3 behavior students.

Effectiveness will be monitored by the progress of students on behavior plans as well as the number of calls for behavior assistance, behavior trackers, and referrals.

Person Responsible

Amy Metzler (amy.metzler@hcps.net)

PBIS app (online behavior tracking system) will be used to award points to students for meeting behavioral expectations. Students will have the opportunity to use points for school-wide incentives and school store.

Effectiveness will be monitored by the progress of students on behavior plans as well as the number of calls for behavior assistance, behavior trackers, and referrals.

Person Responsible

Shavonda Phillips (shavonda.phillips@hcps.net)

House systems implemented and led by a team of teachers

- all staff and students belong to a house (Staff house leader for each house)
- weekly house meetings
- quarterly pep rallies to celebrate houses and students as well as create camaraderie
- PBIS app used to give house points and determine house of the month and year
- house of the month and year celebrations
- House Presidents and ambassadors will be elected and asked to become a part of school decisions

Effectiveness will be monitored by the progress of students on behavior plans as well as the number of calls for behavior assistance, behavior trackers, and referrals.

Person Responsible

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

School uniform shirts provided to students build a sense of community within the school. The goal of this sense of community is to decrease discipline issues and increase attendance. Monitored through discipline and attendance data.

Person Responsible

Amy Metzler (amy.metzler@hcps.net)

Parent Liaison contact parents about student behaviors, attendance, and other needs to help students be more successful in school. This Liaison supports the social worker with family contact and support as well. This person develops rapport with students that need some extra mentoring regarding behavior and social skills. This person will also works with the student services team to try to facilitate sessions with parents about behavior and social-emotional learning.

Person Responsible

Amy Metzler (amy.metzler@hcps.net)

#3. ESSA Subgroup specifically relating to Students with Disabilities

**Area of Focus
Description and
Rationale:
Include a
rationale that
explains how it
was identified
as a critical
need from the
data reviewed.**

SWD is the only subgroup below 41%, and it is significantly below, 19%

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

By December, as measured by PM 2, 25% of our SWD will fall within the 50th% or higher.
By May, as measured, by PM3, 41% of our SWD will fall within the 50th% or higher.

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

Administration will meet with the ESE team monthly to look at student data and determine any necessary next steps to meet student needs.

**Person
responsible for
monitoring
outcome:**

Amy Metzler (amy.metzler@hcps.net)

**Evidence-based
Strategy:
Describe the
evidence-based
strategy being
implemented for
this Area of
Focus.**

Based on student data and need, use the LLI program, Brainspring, and/or the Rewards program as interventions to support student growth towards grade level standards. Students will also receive appropriate scaffolding to access grade level text and standards.

**Rationale for
Evidence-based
Strategy:
Explain the
rationale for
selecting this
specific
strategy.
Describe the**

Some students are performing below grade level and have the need for intervention support to grow their ability to successfully decode and read text. By receiving interventions, they will eventually be able to access text on their own which will enable them to complete assigned grade level tasks. Students will not only be given interventions, they will also be instructed with the grade level text, including appropriate scaffolding, so that they can apply the skills and strategies learned during their interventions. Students who are already on grade level will be provided scaffolding as needed.

**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.

Assess students to determine the appropriate intervention, if one is needed at all. Meet as a plc to discuss data and place students in appropriate groups for support.

Person Responsible Amy Metzler (amy.metzler@hcps.net)

ESE team and admin will meet to look at scheduling to ensure that all students are in the appropriate groups and receiving the appropriate supports.

Person Responsible Amy Metzler (amy.metzler@hcps.net)

Continuously monitor student progress using intervention program assessments as well as grade level common assessments. In PLCs analyze student data and growth and make any necessary adjustments student supports based on their needs.

Person Responsible Amy Metzler (amy.metzler@hcps.net)

Create a schedule that allows for a once a week support session with the ESE team and the content coaches. During this session, specific student needs and performance will ne discussed to determine the most appropriate strategies to support student growth towards grade level mastery.

Person Responsible Amy Metzler (amy.metzler@hcps.net)

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

specific, targeted phonics instruction delivered to students in whole group and then small group as needed

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

Using data to determine specific students needs and how to deliver targeted small group instruction

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)

By December 75% of K2 students, as measured by Wonders screener, will show mastery of grade level appropriate phonics and decoding skills

Grades 3-5: Measureable Outcome(s)

By December 45% of students, as measured by PM2, will show mastery of grade level standards

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.

Walkthroughs will be conducted to determine small group instruction needs; common assessment data will be monitored, common planning sessions will be attended by a member of administration

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Metzler, Amy, amy.metzler@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?

K-2 will use "Really Great Reading" to increase student ability to decode text.

3-5 will use the Wonders "spelling inventory" to diagnose student needs in regards to foundational skills and informal assessments to determine student needs that need to be addressed during small group instruction

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?

Really Great Reading was chosen because it is a scripted program that teachers can use to teach student phonics skills. Teachers lack the understanding of teaching the phonics skills.

The Wonders spelling inventory will give 3-5 teachers a place to start teaching grade appropriate foundational skills necessary for reading and making sense of text. Informal assessments will allow teachers to appropriately scaffold or reteach as necessary.

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
Analyze 21-22 data to determine the needs of students.	Redfearn, Christine, christine.redfearn@sdhc.k12.fl.us
Professional learning delivered to teachers and identified assessments use to determine specific student needs,	Redfearn, Christine, christine.redfearn@sdhc.k12.fl.us
PLC to analyze data and create small groups and any specific needs of teachers. These specific needs will be addressed during planning.	Redfearn, Christine, christine.redfearn@sdhc.k12.fl.us
Coaching cycles will be centered around the determined area of focus.	Redfearn, Christine, christine.redfearn@sdhc.k12.fl.us
Every 4-6 weeks 3-5 teachers will analyze student data and determine next steps.	Redfearn, Christine, christine.redfearn@sdhc.k12.fl.us
K-2 PLCs will discuss student data after every 5-10 lessons and determine next steps.	Metzler, Amy, amy.metzler@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.

Tampa Heights developed school-wide expectations for our school community in 21/22. 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. These incentives will be monthly school-wide incentives as well as a school store.

This year, Tampa Heights, re-instituted the house system. This system consists of 4 houses in which students and staff were randomly placed. These houses consist of students and staff from all areas of the school. This system promotes camaraderie amongst all and a sense of belonging to all those involved. These houses also compete to be house of the month based on the cumulative amount of PBIS points earned by the house for the month.

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

Students - Exhibit and adhere to our school-wide expectations. Students are able to earn points to recognize them as they exhibit the expectations. Students' points also go towards their house points to compete for house of the month.

Teachers - Model school-wide expectations. Hold students accountable toward the expectation, and if necessary teach students the appropriate way to behave or handle themselves in a particular situation. Provide

restorative practices when infractions occur.

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