

Hillsborough County Public Schools

Tampa Bay Tech High School



2022-23 Schoolwide Improvement Plan

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Tampa Bay Tech High School

6410 ORIENT RD, Tampa, FL 33610

[no web address on file]

Demographics

Principal: Ernestine Woody

Start Date for this Principal: 8/2/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (64%) 2018-19: A (67%) 2017-18: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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 Tech High School

6410 ORIENT RD, Tampa, FL 33610

[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)
High School 9-12	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	89%

School Grades History

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

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<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 Technical High School will maintain the highest standards of excellence for all students as they acquire career and academic knowledge to become life-long learners and productive citizens.

Provide the school's vision statement.

Tampa Bay Technical High School will provide a caring and educationally rigorous experience to develop successful students. Tampa Bay Technical High School faculty and staff will continue to encourage students to earn industry certifications in their field of interest.

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
Woody, Ernestine	Principal	<p>The responsibilities and duties of the principal include:</p> <ol style="list-style-type: none"> 1. Ensuring that academic policies and curriculum are followed 2. Developing and tracking teacher and student achievement in the classroom. 3. Helping teachers maximize their teaching potential 4. Meeting and listening to concerns of students on a regular basis. 5. Encouraging, guiding, and assisting students, staff, and teachers. 6. Meeting with parents and administrators on a regular basis for problem resolution. 7. Enforcing discipline when necessary. 8. Providing a safe and effective school atmosphere allowing students to reach their maximum potential.
ChatmanJohnson, Candace	SAC Member	School Success Coach Success provides students additional support in order to assure students are successful. The Success Coach will meet with students in a group and/or individual setting in order to assist students in determining personal goals, developing individualized plans, and implementing strategies that promote success.
Graff-McPherrren, Shea	Assistant Principal	The Assistant Principal of Curriculum's primary responsibility is to support, via a leadership role, the school's instructional strategy and to ensure its successful execution. Through this means, the Assistant Principal accepts responsibility for the achievement of the school's academic goals.
Morris, Rebecca	Magnet Coordinator	The TBT Magnet Lead meets with future Tampa Bay Tech students in order to promote the magnet programs at Tampa Bay Tech. The Magnet Leads meets with teachers and has a leadership role in ensuring both teachers and students are successful. Also, attends various magnet events promoting the school.
Vandyke, Matthew	Instructional Coach	<p>Works with educators to identify issues with students or curriculum, set goals, and solve problems.</p> <p>Collaborate with educators and school administrators to develop curriculum and lesson plans.</p> <p>Lead and/or participate in study groups alongside educators.</p> <p>Attend professional development conferences and workshops.</p>
Mitchell, Travian	Assistant Principal	<ol style="list-style-type: none"> 1. Facilities 2. Athletics 3. School Safety 4. Custodial/Cafeteria Staff

Demographic Information

Principal start date

Sunday 8/2/2020, Ernestine Woody

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.*

16

Total number of teacher positions allocated to the school

112

Total number of students enrolled at the school

2,080

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

9

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

16

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	
Attendance below 90 percent	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	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	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	
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	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 8/30/2022

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	0	0	0	0	0	0	0	0	0	569	500	480	477	2026
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	112	153	160	180	605
One or more suspensions	0	0	0	0	0	0	0	0	0	50	70	46	39	205
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	68	48	116
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	219	0	0	219
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	94	0	0	94
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	40	40

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	19	32	57	43	151

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	0	0	0	0	0	0	0	0	0	569	500	480	477	2026
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	112	153	160	180	605
One or more suspensions	0	0	0	0	0	0	0	0	0	50	70	46	39	205
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	68	48	116
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	219	0	0	219
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	94	0	0	94
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	40	40

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	19	32	57	43	151

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	55%	52%	51%				65%	56%	56%
ELA Learning Gains	50%						59%	54%	51%
ELA Lowest 25th Percentile	49%						54%	41%	42%
Math Achievement	56%	39%	38%				61%	49%	51%
Math Learning Gains	60%						53%	48%	48%
Math Lowest 25th Percentile	54%						50%	45%	45%
Science Achievement	71%	46%	40%				77%	69%	68%
Social Studies Achievement	76%	49%	48%				81%	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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	77%	66%	11%	67%	10%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	81%	73%	8%	70%	11%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	43%	63%	-20%	61%	-18%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	67%	57%	10%	57%	10%

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	55	67	39	50		57	50		100	62
ELL	40	52	52	51	46		66	73		100	72
ASN	82	53		75	69		94	95		100	96
BLK	48	48	46	45	53	51	61	68		99	64
HSP	60	55	60	62	63	62	78	81		99	83
MUL	52	52	50	75	86		68	85		100	81
WHT	66	51	33	80	70		89	87		97	79
FRL	52	48	47	54	59	53	68	73		99	71
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	27	41	50	31	40	56	42	44		92	55
ELL	39	51	48	30	28	25	71	65		100	63
ASN	79	58		55	38		84	81		100	85
BLK	47	44	42	31	25	31	69	63		98	54
HSP	61	53	54	47	36	33	80	80		98	75
MUL	50	38	17	44	36	42	72	85		95	67
WHT	72	55	50	57	35	29	89	73		96	81
FRL	53	47	44	38	28	29	74	68		98	62
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	32	32	48	59		44	69		100	61
ELL	48	62	60	58	54	55	59	50		100	67
ASN	88	62		89	44		94	91		100	83
BLK	55	53	51	51	49	41	70	78		100	69
HSP	73	67	63	69	57	61	81	79		100	77
MUL	71	60		74	69		85	79		100	91
WHT	74	63	46	71	59	50	88	90		95	69
FRL	62	57	51	58	52	45	74	78		99	70

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)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	704
Total Components for the Federal Index	11
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	56
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	61
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	83
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	58
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	69
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	72
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	72
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	63
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?

Students with disabilities had the lowest ELA achievement than their white counterparts. This was also evident in their ELA Learning Gains. These students need additional support in English and Reading.

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

ELA Achievement and Science Achievement went down percentage points. Those are the two areas we can focus on.

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

Students are re-learning after COVID. Teachers are working closely with students to improve EOC scores.

However, we are now focusing on improving instructional practices.

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

We gained acceleration points in CTE Certifications, AP Courses, and Dual Enrollment Courses.

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

As a school, we used strategic scheduling and created support systems such as tutoring and research classes for students in higher level classes. We also offered ELP support during the day, after school, and on Saturdays.

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

Review available data to identify greatest needs and goals. Establish priority standards and content for each course and grade level. Implement a continuous monitoring and improvement cycle to inform next actions. Effective acceleration is a student-centered strategy. Relationships and trust are central. Leverage the guidance within high-quality instructional materials to increase relevancy and meaning for students. Adapt lessons to students' culture and communities. A commitment to equity means attending to the social-emotional as well as the academic needs of students.

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.

Review of curriculum-based professional learning and align professional learning plans to them. Use high-quality instructional materials to focus planning and prioritize learning. Give teachers opportunities to experience, observe, and practice those skills deemed most essential to acceleration.

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

Engage families and other stakeholders in the acceleration process. Studies affirm the critical role families play in students' instructional progress. Engage families and other community stakeholders in the acceleration strategy. Leverage guidance available through high-quality instructional materials to identify meaningful tasks for parents and caregivers. Learn ways to increase cultural relevance and meaning for students from their families and community.

Areas of Focus

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

:

#1. Positive Culture and Environment specifically relating to All students**Area of Focus****Description and Rationale:**

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

In order to improve student achievement, we want to ensure students have a connection to the lesson. Research has shown that when teachers can relate the lesson to life or a personal connection, students are able to stay engaged. To help students make a personal connection to the lesson content, the teacher can start by thinking about what the main topic or idea of the lesson is. The next step is to think of ways, based on knowledge of students' backgrounds, that students might have experience with this main topic.

Measurable**Outcome:**

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

We will use our progress monitoring data in ELA, Math, and Biology EOC to determine if the changes in the classroom culture improve our overall results and EOC data.

Monitoring:

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

Administrators and Department heads will monitor teacher and student progress through walk-thrus. Collection of data will look at the trend to determine if students are completing instructional tasks, volunteer responses, and ask appropriate questions.

Person

responsible for monitoring outcome:

Shea Graff-McPherren (shea.graff-mcpherren@hcps.net)

Evidence-based Strategy:

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

The Four Principles of Excellent Instruction

1. Questions, tasks, or assessments yield data that allow the teacher to assess students' progress toward mastery of the grade level standard. (does the questions/tasks/assessments provide the teacher with information about the student's level of mastery)
2. Student responses, work, and/or interactions demonstrate that the students are on track to achieve stated or implied, daily learning outcomes. (this is about student work)
3. Teacher provide student feedback toward mastery via whole group, small group, or individual.
4. There is evidence of aggressive monitoring (the four types of feedback and/or the use of aggressive monitoring codes).

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the

At the end of the 2021-2022 school year, T.B.T.'s Instructional Leadership Team conducted a reflection meeting and then a root cause analysis and determined:

1. Majority of the teachers understood and could identify grade level standards to be taught and that task were aligned to the standards.
2. For the 2022-2023 school year, Tampa Bay Tech teachers will continue to increase rigor in the classroom by Building Strong Relationships. The relationships we have with students play a significant role in their investment in our

resources/criteria used for selecting this strategy.

classes. We will make sure to differentiate learning for all students. We will also find an effective way to challenge each student by providing choice and relevant assignments. We will also continue to maintain high expectations. We will also do a book study on student achievement and how to improve 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.

Tampa Bay Tech will ensure students have Post-Secondary Readiness by meeting with their guidance counselor regularly. As juniors and seniors, students meet with their guidance counselor to address the needs for graduation and college/university. Students are able to apply for colleges during their lunches in the media center and C-4. We also meet with students regularly to address Bright Futures concerns or issues. We offer Virtual and In-Person College visits during September and November. The college representatives speak to students about attending their prospective college, early acceptance, and scholarship opportunities. These steps will ensure our students are prepared for college and careers. We also have a guidance counselor that will work with students on college and career decisions. Colleges will have meet and greets throughout the year in order to inform students of the options available.

Person**Responsible**

Shea Graff-McPherren (shea.graff-mcpherren@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

N/A

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

N/A

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)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

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.

N/A

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

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?

N/A

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?

N/A

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**

N/A

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.

The steps to creating a positive school culture include investing in all of our students, building relationships with parents through various events including Donuts for Dad, Grand Parents Breakfast, and Muffins for Mom. We will maintain effective communication with parents via Parentlink, emails, Canvas, Phone calls, and Text. Our school encourages a shared vision through posting the vision in all classrooms, ensuring teachers post their objective, connect the objective to the lesson and assessment, and follow best teaching practices including higher order thinking questions and assessment. We also have a Culture and Climate Lead teacher who is responsible for improving school culture, new Magnet Lead, and a Community Resource Teacher. These positions will assist in promoting a positive school culture. We will

also organize opportunities for students to connect with their teachers, peers, and school culture by organizing school-wide activities and events.

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

Ernestine Woody, Principal: Implement and oversee all programs

Sea Graff-McPherron, Assistant Principal: Academic Celebrations, Student Intervention Assemblies

Nicole Conte, Assistant Principal: Attendance Celebrations

Ms. Giordano: Sunshine Committee, Monthly appreciations

Mrs. Harris: Go 365 Captain, Teacher Mental Health

Dr. Johnson, Student Success Coach: Team Building activities, Thankful Thursdays, P.T.S.A., Parent Involvement, Rtl, SAC

Mr. Netti, School Social Worker: Attendance Monitoring /Celebrations