

Hillsborough County Public Schools

Tampa Heights Elementary Magnet School



2023-24

Schoolwide Improvement Plan (SIP)

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Tampa Heights Elementary Magnet

305 E. COLUMBUS DRIVE, Tampa, FL 33602

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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.
redfearn, christine	Assistant Principal	supporting with monitoring planning and instructional; responsible for behavior referrals, etc
Castiglia, Emily	Instructional 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
dawkins, artisha	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
madrigal, mellanie	Other	supporting teachers with integration of our magnet theme into benchmark aligned instruction
Johnson-Dixon, Mialana	Instructional Coach	provide PD connected to MTSS; facilitate and support teachers in MTSS meetings; support teachers with identify students for intervention, aligned interventions, and progress monitoring; support facilitation of CST meetings

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team from 22-23 met several times to discuss outcomes of 22-23 v action steps and what could be built upon this year and what needed to be different this year to continue to improve outcomes. These teams included student services members, ESE, and instructional coaches.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The academic services team as well as the student services team will have weekly meetings with admin to monitor teacher progress towards instructional practice outcomes as well as behavior and attendance outcomes. After assessments are taken the academic services team will discuss outcomes and next steps in weekly meetings. Staff will engage in PLCs to analyze data and determine next steps to meet student academic needs. ESE teachers will meet with content coaches every 3 weeks to monitor student progress and make adjustments to supports as needed. ESE will meet with admin every 6 weeks to discuss student progress.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	94%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D

	2018-19: D
	2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	9	8	8	10	15	0	0	0	50
One or more suspensions	0	10	1	6	5	8	0	0	0	30
Course failure in English Language Arts (ELA)	0	0	0	21	16	0	0	0	0	37
Course failure in Math	0	0	0	18	22	0	0	0	0	40
Level 1 on statewide ELA assessment	0	0	0	17	10	16	0	0	0	43
Level 1 on statewide Math assessment	0	0	0	11	13	16	0	0	0	40
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	1	17	13	7	0	0	0	40

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	4	8	13	0	0	0	26

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	6	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	7	12	18	13	13	0	0	0	63
One or more suspensions	0	0	4	4	0	3	0	0	0	11
Course failure in ELA	0	0	0	20	0	0	0	0	0	20
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	31	0	0	0	0	0	31
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	1	6	1	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	7	12	18	13	13	0	0	0	63
One or more suspensions	0	0	4	4	0	3	0	0	0	11
Course failure in ELA	0	0	0	20	0	0	0	0	0	20
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	31	0	0	0	0	0	31
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	1	6	1	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	43	50	53	38	53	56	39		
ELA Learning Gains				50			34		
ELA Lowest 25th Percentile				30			29		
Math Achievement*	55	56	59	52	50	50	31		
Math Learning Gains				65			37		
Math Lowest 25th Percentile				44			38		
Science Achievement*	35	50	54	33	59	59	19		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress		59	59						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	171
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	312
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	7	Yes	4	4
ELL				
AMI				
ASN				
BLK	37	Yes	1	
HSP	54			
MUL	70			
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	39	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	19	Yes	3	3
ELL				
AMI				
ASN				
BLK	41			
HSP	56			
MUL				
PAC				
WHT				
FRL	41			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	43			55			35					
SWD	10			18			0				4	
ELL												
AMI												
ASN												
BLK	40			48			23				4	
HSP	43			65			55				3	
MUL	54			85							2	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	38			51			29				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	38	50	30	52	65	44	33					
SWD	2	14	23	21	44	29	0					
ELL												
AMI												
ASN												
BLK	32	47	32	45	62	45	22					
HSP	48	47		67	63							
MUL												
PAC												
WHT												
FRL	34	46	30	51	62	39	28					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	39	34	29	31	37	38	19					
SWD	3	9		7	27							
ELL	67			33								
AMI												
ASN												
BLK	27	29	27	21	29	45	6					
HSP	59	30		44	40		60					
MUL												
PAC												
WHT												
FRL	35	30	23	25	30	38	13					

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	51%	53%	-2%	54%	-3%
04	2023 - Spring	60%	54%	6%	58%	2%
03	2023 - Spring	39%	46%	-7%	50%	-11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	68%	55%	13%	59%	9%
04	2023 - Spring	56%	59%	-3%	61%	-5%
05	2023 - Spring	47%	53%	-6%	55%	-8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	35%	47%	-12%	51%	-16%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year’s low performance and discuss any trends.

In 2022, the lowest data component was science achievement and ELA BQ. The factors that might have contributed to this were lack of a science coach. Also, there was not a lot of hands on science taught. Students lacked some of the previously taught science concepts when they entered 5th grade as well. The BQ in ELA was low due to teacher lack of understanding of teaching to the depth of the benchmarks and then how to use data to effectively reteach students and fill in the caps necessary to meet the grade level benchmarks.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The component that showed the greatest decline was ELA achievement. The factor that could have contributed to this decline was teacher understanding of how to teach to the depth of the benchmark. Teachers were also not moving students beyond graphic organizers and into application of their thinking.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

-

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

The component that showed the most improvement was math learning gains. The new action taken was setting goals with students and monitoring their progress. As progress was monitored, teachers created next steps to help students move forward in the trajectory of the standards.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

About 10% of students in 23/24 had 2 or more suspensions last year, so we need to have strong systems to monitor and support behaviors.

There are 30 students in grades 3 and 4 that have a serious reading deficiency based on PM2 reading performance.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. improve ELA achievement
2. improve ELA learning gains
3. improve ELA BQ learning gains
4. Improve science achievement
5. improve ESE performance

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our instructional priority: Employ high leverage instructional practices/structures that allow students to master grade level benchmarks/standards.

With the introduction of new benchmarks last school year, we want to continue to ensure that all teachers are teaching to the rigor of the benchmarks and appropriately scaffolding or accelerating learning as needed. ESE students will have instructional gaps addressed as well as receive instruction connected to the grade level benchmarks with scaffolding as needed

Measurable Outcome:

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

By December 2023, at least 70% of K-5 teachers and by May 2024, at least 85% of K-5 teachers will implement standards aligned lessons that include effective checks for understanding and feedback provided to students, as measured by the school's walkthrough look-for document. This will result in 3-5 FAST proficiency increasing from 29% (ELA) in December 2022 to 40% (ELA) in December 2023 as well as from 18% (math) in December 2022 to 30% (math) by December 2023 and K-2 STAR (reading will increase from about 50% at/near in December 2023 to 60% at/near in December 2023 as well as about 60% at/near (math) in December 2023 to about 70% in December 2024. By December 2023, 100% of ESE students will be on track to make a learning gain based on their May 2023 scores. By December 2023, 50% of ESE students will score within the 42 PR on PM2.

Monitoring:

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

Instructional practices will be monitored by administration using a walkthrough form. This data will be used to drive school-wide professional learning etc. Admin will also attend grade level planning sessions to provide coaching to both teachers and coaches as needed. Student results will be monitored using common assessments and next steps will be created using this data.

Person responsible for monitoring outcome:

Amy Metzler (amy.metzler@hcps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

- teacher clarity (0.75 effect size) (planning sessions with coaches)
- monitoring of student data (0.68 effect size)
- feedback (0.73 effect size) (during instruction)

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. 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 Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Summer planning session with leadership team to plan professional learning and academic calendars for the year.

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

By When: August 1, 2023

Pre-pre-planning sessions to support teacher knowledge of the foundations of effective ELA and math instruction.

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

By When: August 1, 2023

Reading Coach to support teachers with planning, implementation, and data analysis/next steps.

Person Responsible: Emily Castiglia (emily.castiglia@hcps.net)

By When: beginning 8/3/2023 and ongoing twice per week through the school year.

Math Coach to support teachers with planning, implementation, and data analysis/next steps

Person Responsible: artisha dawkins (artisha.dwakins@hcps.net)

By When: beginning 8/2/23 and continuing throughout the year

Instructional leadership team will develop observables to collect data on the effective implementation of benchmark aligned instruction, checking for understanding, providing effective feedback, and student discourse.

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

By When: 8/1/23

ILT meetings to analyze walkthrough data as well as student data and create next steps for professional learning.

Person Responsible: christine redfearn (christine.redfearn@hcps.net)

By When: beginning in October and continuing every 5-6 weeks throughout the school year

Master scheduled include common collaborative planning

Person Responsible: christine redfearn (christine.redfearn@hcps.net)

By When: 8/1/23

Coaches will facilitate after school planning sessions with teachers for small group instruction, ELA internalization, math content deepening, and benchmark alignment.

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

By When: beginning in August and continuing as needed throughout the school year

Math coach will facilitate PLCs with teachers after school to analyze data and create next steps.

Person Responsible: artisha dawkins (artisha.dwakins@hcps.net)

By When: beginning in August and continuing throughout the year as needed

ELA coach will facilitate PLCs with teachers after school to analyze data and create next steps.

Person Responsible: Emily Castiglia (emily.castiglia@hcps.net)

By When: beginning in August and continuing throughout the year as needed

Teachers will engage in complete coaching cycles with the ELA coach including feedback/check-ins along the way from coaches and admin.

Person Responsible: Emily Castiglia (emily.castiglia@hcps.net)

By When: beginning in September and continuing as needed

Teachers will engage in complete coaching cycles with the math coach including feedback/check-ins along the way from coaches and admin.

Person Responsible: artisha dawkins (artisha.dwakins@hcps.net)

By When: beginning in September and continuing as needed

professional learning sessions and job-embedded PD will be facilitated by ELA coach to increase teacher knowledge of foundational skills instruction as well as benchmark trajectories.

Person Responsible: Emily Castiglia (emily.castiglia@hcps.net)

By When: beginning in August and as needed throughout the year

Teachers will use nearpod and flocabulary to provide students different avenues for independent work which provides the teacher the opportunity to provide student feedback.

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

By When: beginning in September and ongoing

3-5 teachers will use magnetic reading curriculum for targeted small group instruction and benchmark aligned independent practice.

Person Responsible: Emily Castiglia (emily.castiglia@hcps.net)

By When: beginning in October and ongoing

Each grade level will attend one field trip connected to grade level benchmarks.

Person Responsible: mellanie madrigal (mellanie.madrigal@hcps.net)

By When: throughout the school year--scheduled by October

Teams will meet regularly to discuss MTSS. This will supported with PD and resources.

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

By When: beginning in August; MTSS meeting on a 6 week rotation beginning in September

Implement a computer lab to add to specials schedule to teach students some Spanish as well as technology programs to use for SDGs projects as well as typing for students in grades 4 and 5.

Person Responsible: christine redfearn (christine.redfearn@hcps.net)

By When: beginning in August

ESE teachers will attend small group ELA planning with the grade level teacher and the coach at least one day a week.

Person Responsible: Emily Castiglia (emily.castiglia@hcps.net)

By When: beginning in August and ongoing

ESE teachers will meet with the content coaches every 3 weeks to analyze student progress and create next steps.

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

By When: beginning in September and ongoing

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our area of focus is specifically related to Positive Behavior Intervention and Supports.

Measurable Outcome:

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

By October 2023, 100% of teachers will use PBIS app to award student points for expected behaviors, as measured using the PBIS app.

By December 2023, 70% of teachers, K-5, will implement daily LIM lessons, as measured by the school's fidelity check form. By May 2024, 85% of teachers, K-5, will implement daily LIM lessons, as measured by the school's fidelity check form.

The number of students receiving OSS will decrease from 4.8% (March 2023) to 2.4% (March 2024) as measured by referrals.

By Spring 2024, Panorama data will increase including:
Emotional regulation 38% (2022) to 50% (Spring 2024)
Social awareness 56% (2022) to 65% (Spring 2024)

Monitoring:

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

Administration will monitor the use of PBIS points weekly during our weekly meeting. Administration will walk to monitor fidelity of LIM implementation. Once a month, during student services meetings, number of students receiving OSS will be monitored and discussed to determine action steps. After both administrations of Panorama, the team will analyze data and determine next steps.

Person responsible for monitoring outcome:

Amy Metzler (amy.metzler@hcps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Implementation of Leader in Me, SEL lessons, coupled with a structured MTSS process for behavior intervention and PBIS House Systems to promote positive, appropriate behaviors.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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.

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 the

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Behavior committee will convene to analyze 22/23 discipline data and panorama data and determine next steps.

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

By When: July 30, 2023

Pre planning session related to effective classroom setup and management systems, school-wide expectations, PBIS Rewards, and classroom consequences.

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

By When: 8/8/23

Staff will use PBIS to promote positive behavior

Person Responsible: christine redfearn (christine.redfearn@hcps.net)

By When: beginning 8/10/23 and ongoing throughout the year

Staff training to provide the “why” for LIM instruction.

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

By When: 8/8/23

LIM time built into the master schedule.

Person Responsible: christine redfearn (christine.redfearn@hcps.net)

By When: 8/10/23

Staff PD on implementation of LIM lessons.

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

By When: beginning 8/2023 and continuing as needed

LIM lessons taught daily in the classrooms and reinforced throughout the day.

Person Responsible: christine redfearn (christine.redfearn@hcps.net)

By When: 8/14/23 and continuing daily throughout the year

Parent University Sessions to share strategies with parents to create a cohesive approach

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

By When: 10/2023 and continuing quarterly

Implementation of the House System (pep rallies, house meetings, celebrations, service learning)

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

By When: 8/28/23 and continuing throughout the school year

MTSS meetings will occur on a 6 week rotation to address any behavior concerns for students that need more support than our tier 1 system.

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

By When: Meetings will begin in September and occur on a 6 week rotation

Students will be provided with a school spirit shirt to help create a sense of belonging to our school community

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

By When: September 2023

#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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

SWD is a subgroup that has not met ESSA for the last 3 years. This group is significantly below the 41% target.

Measurable Outcome:

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

By December 2023, 100% of ESE students will be on track to make a learning gain based on their May 2023 scores. By December 2023, 50% of ESE students will score within the 42 PR on PM2.

Monitoring:

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

SWD will be discussed during PLCs after common assessments to monitor progress and determine appropriate next steps. SWD teachers will meet with admin monthly to discuss student progress and make any adjustments to instruction that are necessary based on the data.

Person responsible for monitoring outcome:

Amy Metzler (amy.metzler@hcps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

SWD students that are lacking foundational skill will use the Brainspring curriculum to build these skills. Students will also receive small group comprehension instruction from the VE teacher.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Brainspring is a program that can be used to teach explicit foundational skills. Students will be given a DIBELS screener to determine needs and then the needs will be addressed using Brainspring. If our goal is for students to become proficient, not only do we need to fill foundational skill gaps, but we also need to teach them comprehension strategies and grade level benchmarks.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

SWD will be strategically placed in classes with students that have similar academic needs and supports.

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

By When: 7/15/23

VE teacher schedules will be determined first and then the rotation of students amongst content teachers will be determined to ensure that students are being supported based on their needs.

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

By When: 8/1/23

VE teachers will participate in collaborative small group planning with the classroom teacher and the content coach at least once per week.

Person Responsible: christine redfearn (christine.redfearn@hcps.net)

By When: 8/21/23 and ongoing

VE teachers will meet with content coaches every 3 weeks to discuss student progress and create action steps based on common assessment data

Person Responsible: christine redfearn (christine.redfearn@hcps.net)

By When: 9/1/23 and ongoing

VE teachers will meet with admin monthly to discuss progress of students and make any necessary changes based on data

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

By When: 9/1/23 and ongoing

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

These funds will be discussed during SAC along with data impacted by the resources. The team that created our Schoolwide plan discussed needs of data and how we can use funds to support action steps which should increase these areas of deficiency.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

explicitly teaching foundational skills to students in whole group and then providing differentiated support in the skills during small group instruction

Grades 3-5: Instructional Practice specifically related 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 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 Measurable Outcomes

By December 2023, 75% of K2 students will score on grade level in phonemic awareness and phonological awareness as measured by DIBELS mid year assessment.

Grades 3-5 Measurable Outcomes

By December 45% of students, as measured by FAST PM2, will perform at the 42 PR or higher.

Monitoring

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 impact student achievement outcomes.

Common assessments will be discussed at PLCs and detailed action steps will be created and implemented by classroom teachers. As each common assessment is given students will strive towards a goal and as they meet their goals, the goals will be increased on the next assessment.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Metzler, Amy, amy.metzler@hcps.net

Evidence-based Practices/Programs

Description:

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. §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?

The evidence-based program that we will use for whole group foundational skills instruction is UFLI. We will use the DIBELS screener to assess students and determine what differentiated support they need to receive during small group instruction and in grades K2 the flamingo small group structure will be used.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

THE UFLI program has been selected by the district as well as the screener and the small group structure. We are using this evidence based program to fill some gaps with our 3rd and 4th grade students as well.

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
<p>Implementation of UFLI in whole group K2 and to support students as needed in grades 3 and 4.</p> <p>*leadership-admin will attend planning sessions; provide feedback to teachers, and monitor student progress</p> <p>*coaching-literacy coach will facilitate planning, support implementation, analyze data and create next steps with teachers</p> <p>*assessment-weekly assessments will be used to drive instruction; Iready will also be used to monitor sustainability of skills; DIBELS will be used to determine student needs and next steps will be created</p> <p>*professional learning-provided during pre-planning, weekly planning sessions; through coaching of the coach in the classroom, and as needed based on walkthrough trends</p>	<p>Metzler, Amy, amy.metzler@hcps.net</p>
<p>PLCs after common assessment with targeted next steps.</p> <p>*leadership-admin will attend PLCs and provide coaching and feedback as needed</p> <p>*coaching-collaborative planning, support with implementation in the classroom</p> <p>*assessment-common assessments to determine next steps</p> <p>professional learning-planning, PLCs, and as needed based on trends</p>	<p>Redfearn, Christine, christine.redfearn@sdhc.k12.fl.us</p>
<p>3-5 teachers using data to drive small group instruction both in foundational skills and comprehension</p> <p>leadership: admin will attend sessions and support with analysis and next steps</p> <p>coaching: coach will facilitate data chats and support teach in the classroom with small group instruction</p> <p>assessment: common assessments both UFLI and comprehension will be used to drive instruction</p> <p>PD: will be provided based on need</p>	

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
 This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
 List the school’s webpage* where the SIP is made publicly available.

We will share the SIP with our staff during pre-planning as well as with SAC during our August SAC meeting. Staff and SAC will vote on the SIP. It will also be shared on the website.
<https://www.hillsboroughschools.org/tampaheights> SIP goals will also be shared with parents at our annual Title 1 meeting.
 School progress towards our SIP goals will be shared quarterly with families in our monthly newsletter. It will also be shared monthly at our SAC meetings as well as with staff as new data is available.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We will regularly communicate with parents using email, parentlink, a monthly newsletter, and social media. We will also actively encourage all stakeholders to ask questions, provide input, and offer feedback

We will facilitate 4 conference nights during the year to discuss progress with parents. We will facilitate at least 4 family events in which students will be the main source of information to their parents and community members. Families will also complete a survey connected to the Leader in Me program so that we can use the data to drive our journey. We are in the process of building a partnership with our new CEO schools.

We have started an All-Pro Dads chapter at Tampa Heights and are in the process of starting in iMoms chapter as well.

We have a partnership with AKA (healthy eating program). Home Depot (donations for gardening project), local architects (providing opportunities for students experience different career pathways), and Minority Exposure to STEM (STEM night). We are in the process of securing mentorship opportunities with local businesses/organizations.

The following is a list of events and initiatives that are designed to build relationships:

PTA

SAC

monthly habit awards

teacher appreciation events

volunteer appreciation day

student performances at events (chorus, percussion, dance)

PBIS points, store and events

House System and service learning

5th grade banquet

open house

conference nights

safety patrols

academic incentives

newsletter

parentlink, text, email

awards ceremonies

literacy night

end of the year showcase

STEM night

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

This year teachers will be planning twice a week with content coaches to ensure that instruction meets the benchmarks and needs of students when necessary. Once a week will focus on core instruction and the other day will focus on differentiation to meet the needs of students. All students will receive core instruction that is focused on alignment to grade level benchmarks. As needed students will receive acceleration, intervention, or enrichment to support them in their learning. Structured expectations and consequences in the classroom as well as PBIS points will minimize loss of instructional time due to behaviors. Admin will use a walkthrough form to monitor instructional practices. Walkthrough trends

along with student data will drive the professional learning and coaching in the building. We also have an MTSS/RTI coach that will coach and support teacher in analyzing data to tier students, determine appropriate interventions, and progress monitoring. She will provide interventions to some students and monitor fidelity of interventions and progress monitoring. ELP through lunch bunches and Saturday school will be offered to students that need support in meeting the benchmarks. We have time scheduled for Leader in Me lessons to teach students to be aware of themselves and how they interact with others. Students are recognized daily for exhibiting the habits they are learning. Monthly one student from each class is recognized for exhibiting the habit of the month. The counselor supports this with at

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

We currently partner with SEEDS and other organizations to provide support and resources for our families. We have a mental health counselor, from Chrysalis, that is on campus twice a week to counsel students. We are a Leader in Me school, in which students and families learn about the 7 habits of highly effective people. All students receive free breakfast and lunch so that all students have a nutritious breakfast and lunch.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

We offer small group counseling to students as needed after parents sign consent. We also have an on-site MH counselor that supports about 15 students. We have reached out to a local church to discuss possible mentoring opportunities.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

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Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

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Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

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Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

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