

Hillsborough County Public Schools

North Tampa Success Center School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

| | |
|--|-----------|
| SIP Authority and Purpose | 3 |
| I. School Information | 6 |
| II. Needs Assessment/Data Review | 9 |
| III. Planning for Improvement | 15 |
| IV. ATSI, TSI and CSI Resource Review | 0 |
| V. Reading Achievement Initiative for Scholastic Excellence | 0 |
| VI. Title I Requirements | 20 |
| VII. Budget to Support Areas of Focus | 0 |

North Tampa Success Center

8602 N ARMENIA AVE, Tampa, FL 33604

<https://www.hillsboroughschools.org/norhtampa>

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.

All children means all!--Inclusive Education.

Provide the school's vision statement.

To provide quality standards in education with a focus on wrap around services

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 |
|------------------------|---------------------|---|
| Flores, Shonda | Principal | Provides leadership and guidance to staff, students and parents on all matter related to the center. Is responsible for the instructional, safety and growth of students as well as staff. |
| Bramlett, Glenn | Assistant Principal | Responsible for the duties of the principal in their absences. From planning, communicating and assisting the faculty and staff in improving instructional time as well as the climate and culture of the school. |
| Brown, Julie | School Counselor | Responsible for scheduling and ensuring student have the classes needed for graduation. Monitors student progress and advises them on the academic step they need to take for success. |
| Stewart-White, Tiffany | Psychologist | Responsible for advising the administration on all matter pertaining to youth mental health fitness. Conducts individual and group counseling and coordination for higher level services for students. |
| Butts, Charles | Assistant Principal | Responsible for the duties of the principal in their absences. From planning, communicating and assisting the faculty and staff in improving instructional time as well as the climate and culture of the school |

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.

Through the School Improvement Plan, stakeholders have the opportunity to get involved in the planning, implementation, monitoring, and evaluation of their improvement plans that could help the school perform functionally and be able to clarify the need for interventions. This is done by monthly meetings that include Teachers, parents, and community members.

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))

SIP team will meet monthly and bring artifacts that align with the goals of the current school year. The artifacts will be analyzed and if there are any needed adjustments to then the team will discuss and reconvene the next month to discuss the effectiveness of the plan.

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) | High School 7-12 |
| Primary Service Type (per MSID File) | Alternative Education |
| 2022-23 Title I School Status | Yes |
| 2022-23 Minority Rate | 96% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 100% |
| Charter School | No |
| RAISE School | No |
| ESSA Identification *updated as of 3/11/2024 | N/A |
| 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) | |
| School Grades History *2022-23 school grades will serve as an informational baseline. | |
| 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 | 0 | 0 | 0 | 0 | 0 | 20 | 34 | 27 | 81 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 24 | 33 | 72 | |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 15 | 33 | 58 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 22 | 14 | 48 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 35 | 33 | 88 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 30 | 38 | 85 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 15 | 22 | 47 | |
| | 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 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 | 0 | 0 | 0 | 0 | 0 | 33 | 40 | 73 |

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 | 0 | 0 | 0 | 0 | 20 | 28 | 48 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 17 | 27 | |

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 | 0 | 0 | 0 | 0 | 0 | 1 | 16 | 37 | 136 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 35 | 120 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 12 | 24 | 69 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 22 | 35 | 67 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 14 | 28 | 109 | |

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 | 1 | 16 | 41 | 142 | |

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 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 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 | 0 | 0 | 0 | 0 | 0 | 1 | 16 | 37 | 54 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 35 | 53 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 12 | 24 | 50 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 22 | 35 | 67 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 14 | 28 | 56 | |

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 | 1 | 16 | 41 | 58 | |

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 | 0 | 0 | 0 | 0 | 8 | 10 | 18 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 7 | 8 |

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* | 4 | 51 | 50 | | 52 | 51 | | | |
| ELA Learning Gains | | | | | | | | | |
| ELA Lowest 25th Percentile | | | | | | | | | |
| Math Achievement* | 0 | 42 | 38 | | 39 | 38 | | | |
| Math Learning Gains | | | | | | | | | |
| Math Lowest 25th Percentile | | | | | | | | | |
| Science Achievement* | | 64 | 64 | | 46 | 40 | | | |
| Social Studies Achievement* | | 69 | 66 | | 49 | 48 | | | |
| Middle School Acceleration | | | | | 41 | 44 | | | |
| Graduation Rate | 9 | 89 | 89 | | 64 | 61 | | | |
| College and Career Acceleration | | 62 | 65 | | 72 | 67 | | | |
| ELP Progress | | 39 | 45 | | | | | | |

** 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) | N/A |
| OVERALL Federal Index – All Students | 4 |
| OVERALL Federal Index Below 41% - All Students | Yes |
| Total Number of Subgroups Missing the Target | 2 |
| Total Points Earned for the Federal Index | 13 |
| Total Components for the Federal Index | 3 |

2021-22 ESSA Federal Index

| | |
|-----------------|----|
| Percent Tested | 64 |
| Graduation Rate | 9 |

2021-22 ESSA Federal Index

| | |
|--|----|
| ESSA Category (CSI, TSI or ATSI) | |
| OVERALL Federal Index – All Students | |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | |
| Total Points Earned for the Federal Index | |
| Total Components for the Federal Index | |
| Percent Tested | |
| 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 | | | | |
| ELL | | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 0 | Yes | 1 | 1 |
| HSP | | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | | | | |
| FRL | 2 | Yes | 1 | 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 | | | | |
| ELL | | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | | | | |
| HSP | | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | | | | |
| FRL | | | | |

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 | 4 | | | 0 | | | | | | 9 | | |
| SWD | | | | | | | | | | | | |
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 0 | | | | | | | | | | 2 | |
| HSP | | | | | | | | | | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 7 | | | 0 | | | | | | | 3 | |

| 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 | | | | | | | | | | | | |
| SWD | | | | | | | | | | | | |
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | | | | | | | | | |
| HSP | | | | | | | | | | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | | | | | | | | | | | | |

| 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 | | | | | | | | | | | | |
| SWD | | | | | | | | | | | | |
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | | | | | | | | | |
| HSP | | | | | | | | | | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | | | | | | | | | | | | |

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 |
| 10 | 2023 - Spring | * | 50% | * | 50% | * |
| 07 | 2023 - Spring | 0% | 47% | -47% | 47% | -47% |
| 08 | 2023 - Spring | 0% | 44% | -44% | 47% | -47% |
| 09 | 2023 - Spring | 0% | 48% | -48% | 48% | -48% |
| 06 | 2023 - Spring | 0% | 47% | -47% | 47% | -47% |

| MATH | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2023 - Spring | 0% | 53% | -53% | 54% | -54% |
| 07 | 2023 - Spring | 0% | 36% | -36% | 48% | -48% |
| 08 | 2023 - Spring | 3% | 57% | -54% | 55% | -52% |

| SCIENCE | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2023 - Spring | 0% | 41% | -41% | 44% | -44% |

| ALGEBRA | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | * | 55% | * | 50% | * |

| GEOMETRY | | | | | | |
|----------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | * | 49% | * | 48% | * |

| BIOLOGY | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | * | 62% | * | 63% | * |

| CIVICS | | | | | | |
|--------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 0% | 64% | -64% | 66% | -66% |

| HISTORY | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | * | 65% | * | 63% | * |

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.

Students are level 1 in reading and come into the school late in a semester without completing any baseline assessments. High school students are completing less online classes as the year progresses. Study hall is offered as an elective five times a week.

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

Reading is the area in greatest need of improvement. Over 90% of our students are level 1 readers and struggle in all subject areas requiring an on-level or higher level of reading comprehension.

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.

Students are level 1 in reading and come into the school late in a semester without completing any baseline assessments. High school students are completing less online classes as the year progresses. Study hall is offered as an elective five times a week.

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

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

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

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

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

1. Reading and Literacy Comprehension
2. Culture Improvement

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

Measurable Outcome:

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

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

Monitoring:

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

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

Person responsible for monitoring outcome:

Glenn Bramlett (glenn.bramlett@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.)

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

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.

FAST pre-assessment will start the baseline process. FAST end of year assessments will be the final assessment. In between these assessments.

1. Student services and administration will facilitate PLCs with the goal of releasing responsibilities to teachers.
2. Weekly common planning and data review sessions
3. Develop instructional plans
4. Build teacher capacity

5. Evaluate student work, dis-aggregate data in order to plan differentiated learning
6. Increase teacher knowledge of standards based instruction, best practices and resources

Person Responsible: Shonda Flores (shonda.flores@hcps.net)

By When: End of the school year

#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.

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

Measurable Outcome:

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

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

Monitoring:

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

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

Person responsible for monitoring outcome:

Charles Butts (charles.butts@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.)

The evidence-based strategy being implemented for this Area of Focus is the PBIS schoolwide multi-tiered framework and classroom PBIS practices.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

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.

1. Promote schoolwide expectations so teachers and students understand the basics and implement PBIS in the classrooms.
2. Provide weekly, monthly, and quarterly student incentives and recognition for meeting school-wide expectations. Behavior, Attendance and Academics. Incorporating SEL into the school-wide curricula Individual and group counseling,

3. Modeling (from staff)
4. Use of peace corners in the classroom (and in student services)
- 5.. Weekly opportunities for SEL outside of the classroom
6. Chrysalis on campus
7. Mentor groups (to include school-based and community-based learning opportunities and experiences)
8. Kids and Canines
9. Holding restorative conferences to repair harm on campus.
- Using restorative language to de-escalate conflict. Building relationships
10. Offering engaging courses to motivate students to attend daily Electives (1st period)

Person Responsible: Shonda Flores (shonda.flores@hcps.net)

By When: The end of the school year.

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.

North Tampa will have the following to discuss the budget with all stakeholders.

1. Open House with a parent meeting included.
2. Monthly meetings with parents invited through parent link.
3. Student Services and Administration visiting local business and discussing the needs and budget of the school.
4. Faculty meetings with staff to discuss the SIP and monetary dissemination.

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))

North Tampa will have the following to build positive relationships with stakeholders.

1. Open House
2. Family engagement nights at the school.
3. School events that include family and stakeholders of the community.
4. Student services presentations on the resources available for the community.

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)

Promote schoolwide expectations so teachers and students understand the basics and implement PBIS in

the classrooms.

1. Provide weekly, monthly, and quarterly student incentives and recognition for meeting school-wide expectations. Behavior, Attendance and Academics. Incorporating SEL into the school-wide curricula
2. Individual and group counseling,
3. Modeling (from staff)
4. Use of peace corners in the classroom (and in student services)
5. Weekly opportunities for SEL outside of the classroom
6. Chrysalis on campus
7. Mentor groups (to include school-based and community-based learning opportunities and experiences)
8. Kids and Canines
9. Holding restorative conferences to repair harm on campus.
10. Using restorative language to de-escalate conflict. Building relationships Offering engaging courses to motivate students to attend daily
11. Electives (1st period)

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))

N/A

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))

The Student Support Services Team (SSST) assists students (and teachers) by providing opportunities for supplemental and intensive educational and social-emotional supports for learners. Utilizing the tiered MTSS/RtI framework, the SSST will collaboratively address student needs through 1) problem identification and analysis, 2) intervention development and implementation, 3) and progress monitoring/evaluation. The overarching goals of the SSST are to: 1) provide resources and support to enhance the academic, social-emotional, and behavioral functioning of students on campus, and 2) help students successfully transition from North Tampa Success Center back to their traditional school setting. Based on need, students are able to participate in skills-based mentoring groups, as well as school-based counseling (individual and group) and community-based counseling (Chrysalis and Hazel).

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))

N/A

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).

The MTSS framework helps unify educational practices so students are getting the same access to support no matter what grade or classroom they are in. On campus, teachers, student services, and administrators are all working towards a common goal: creating a positive learning environment that serves the needs of all students across all areas of development. MTSS/Rtl meetings occur bi-monthly on campus. By using data as a guide to inform policies and practices, we can ensure that our choices are grounded in actual student need, not just educator perception. Looking at data consistently also allows us to take preventative steps to intervene before larger challenges arise. Equity is deeply embedded in the MTSS framework at NTSC. Educational equity means that each student gets what they need to succeed. The MTSS framework allows to see each student holistically and ensure access to necessary support. For students who are unresponsive to core instruction (i.e., classroom academic support and PBIS), we have created a tiered support system to address student need (e.g., mentoring, credit recovery, pull-out support, ELP, counseling, FBAs, and referrals to community agencies).

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))

Teachers have been given suggestions on professional development opportunities through the counties PD department.

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))

N/A