Thonotosassa Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

Thonotosassa Elementary School

10050 SKEWLEE RD, Thonotosassa, FL 33592

[no web address on file]

Demographics

Principal: Anthony Montoto

Start Date for this Principal: 6/15/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: D (37%) 2017-18: D (39%) 2016-17: D (36%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Thonotosassa Elementary School

10050 SKEWLEE RD, Thonotosassa, FL 33592

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	90%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	62%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	D

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Thonotosassa Elementary promotes student achievement by engaging and empowering students in a supportive and caring environment. Through quality standards-based instruction, we challenge students to become problem solvers and future community leaders. The percent of our students making gains on standardized testing will increase annually through our focus on rigor, differentiated and scaffolded instruction, and progress monitoring.

Provide the school's vision statement.

We support the District's vision of Preparing Students for Life and are working to ensure that our students leave our school equipped with the tools they need to graduate on time. Our District's graduation rate goal is 90% by 2020. With that in mind, we have developed the following Vision for our school:

We will all achieve success through hard work and good character. Working together, Thonotosassa will be a top performing school.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Montoto, Anthony	Principal	Instructional leader for the school ensuring all students at Thonotosassa are prepared for life and attain success.
Farmer, Lori	Assistant Principal	Instructional leader for the school ensuring all students at Thonotosassa are prepared for life and attain success.
Farinas, Sara	Curriculum Resource Teacher	Curriculum leader for the school ensuring all students at Thonotosassa are prepared for life and attain success.
Redfearn, Christine	Reading Coach	Literacy leader for the school ensuring all students at Thonotosassa are prepared for life and attain success.

Demographic Information

Principal start date
Tuesday 6/15/2021, Anthony Montoto

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
5

Total number of teacher positions allocated to the school
27

Total number of students enrolled at the school
377

Identify the number of instructional staff who left the school during the 2020-21 school year.
2

Identify the number of instructional staff who joined the school during the 2021-22 school year.
4

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	58	59	47	66	56	64	0	0	0	0	0	0	0	350
Attendance below 90 percent	8	24	18	20	13	21	0	0	0	0	0	0	0	104
One or more suspensions	0	0	0	0	1	6	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	23	19	25	0	0	0	0	0	0	0	67
Level 1 on 2019 statewide FSA Math assessment	0	0	0	19	26	24	0	0	0	0	0	0	0	69
Number of students with a substantial reading deficiency	0	8	7	40	37	45	0	0	0	0	0	0	0	137

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	1	2	0	0	0	0	0	0	0	3

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	0	7	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 12/3/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	50	50	57	58	62	49	0	0	0	0	0	0	0	326
Attendance below 90 percent	19	14	14	12	27	16	0	0	0	0	0	0	0	102
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	8	8	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide Math assessment	0	0	0	0	6	11	0	0	0	0	0	0	0	17

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	0	0	0	0	0	0	0	0	0	0	1

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	50	50	57	58	62	49	0	0	0	0	0	0	0	326
Attendance below 90 percent	19	14	14	12	27	16	0	0	0	0	0	0	0	102
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	8	8	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide Math assessment	0	0	0	0	6	11	0	0	0	0	0	0	0	17

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	0	0	0	0	0	0	0	0	0	0	1

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				31%	52%	57%	36%	52%	56%
ELA Learning Gains				45%	55%	58%	42%	52%	55%
ELA Lowest 25th Percentile				44%	50%	53%	42%	46%	48%
Math Achievement				32%	54%	63%	34%	55%	62%
Math Learning Gains				42%	57%	62%	50%	57%	59%
Math Lowest 25th Percentile				37%	46%	51%	32%	44%	47%
Science Achievement				29%	50%	53%	39%	51%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	30%	52%	-22%	58%	-28%
Cohort Comparison						
04	2021					
	2019	33%	55%	-22%	58%	-25%
Cohort Comparison		-30%				
05	2021					
	2019	27%	54%	-27%	56%	-29%
Cohort Comparison		-33%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	37%	54%	-17%	62%	-25%
Cohort Comparison						
04	2021					
	2019	25%	57%	-32%	64%	-39%
Cohort Comparison		-37%				
05	2021					
	2019	34%	54%	-20%	60%	-26%
Cohort Comparison		-25%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	25%	51%	-26%	53%	-28%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

I-Ready, FCAT SSS Science data

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	26	43	48
	Economically Disadvantaged	30	41	49
	Students With Disabilities	11	22	39
	English Language Learners	0	40	39
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	15	34	46
	Economically Disadvantaged	17	33	47
	Students With Disabilities	10	20	30
	English Language Learners	10	30	40

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30	42	50
	Economically Disadvantaged	34	42	51
	Students With Disabilities	15	27	37
	English Language Learners	14	33	33
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16	28	28
	Economically Disadvantaged	12	26	28
	Students With Disabilities	22	38	18
	English Language Learners	0	10	5

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37	48	57
	Economically Disadvantaged	46	59	69
	Students With Disabilities	33	39	46
	English Language Learners	26	25	29
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7	9	40
	Economically Disadvantaged	16	23	55
	Students With Disabilities	7	15	38
	English Language Learners	0	7	24

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45	47	54
	Economically Disadvantaged	46	50	60
	Students With Disabilities	42	44	49
	English Language Learners	23	26	31
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14	18	35
	Economically Disadvantaged	9	18	43
	Students With Disabilities	16	18	31
	English Language Learners	4	0	4

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	50	54	59
	Economically Disadvantaged	53	66	69
	Students With Disabilities	42	43	52
	English Language Learners	37	31	38
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12	24	52
	Economically Disadvantaged	18	38	83
	Students With Disabilities	2	4	18
	English Language Learners	0	7	17
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	54	52	41
	Economically Disadvantaged	42	53	0
	Students With Disabilities	7	31	0
	English Language Learners	7	26	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	22	42		17	53		27				
ELL	26			22							
BLK	19			20							
HSP	23	56		27	56		43				
WHT	34	24		46	71		38				
FRL	26	43	60	35	70		42				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	7	43	40	10	40	31					
ELL	21	45		25	30						
BLK	28	41		22	28	27	16				
HSP	27	44		27	38	20	36				

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | |
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	37	49	58	43	54		36				
FRL	27	43	44	29	40	37	27				

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | |
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	9	27		14	45						
ELL	8	33		17	23						
BLK	28	32	40	24	52		28				
HSP	25	38		29	26						
MUL	75			42							
WHT	43	46		43	55		58				
FRL	34	42	38	34	47	32	38				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	320
Total Components for the Federal Index	7
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	20
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	43
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

ELA overall proficiency decreased by 8% over the past three years (2018 to 2021). Students in the bottom quartile improved from 42% to 60% proficient. Math achievement increased by 2% from 2018 to 2021, while there was a significant increase in students making learning gains (50% to 68%). From 2019 to 2021 science overall achievement data increased from 29% to 41%. The subgroup of black students demonstrated 19% proficiency in ELA and 20% proficiency in math; 22% of students with disabilities (SWD) were proficient in reading, and 17% of SWD were proficient in math; in reading, 26% of our ELL students demonstrated proficiency in reading and 22% were proficient in math.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our ELL and Black/African American subgroups demonstrate the greatest need for improvement, as well as our overall achievement in ELA and Math.

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

Contributing factors to this need for improvement is student achievement, tardiness, mobility, and low socio-economic status. Actions being implemented are the administration and academic coaches taking "ownership" over each subgroup and monitoring these students with fidelity. Maintaining data points, meeting with students in our subgroups or content area and conferencing with students will enhance student achievement. Our social worker will monitor key students with substantial absenteeism.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

FSA data displayed significant improvement in the areas of math and science.

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

Focusing on small group instruction, strategically identifying students in the bottom quartile, and students close to proficiency. We also implemented PENDA and iReady.

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

Personalizing instruction tailored to individual student needs based on progress monitoring data. Identifying specific standards that show deficiencies in student achievement and grouping students based on their needs for spiral reviews. Item analysis of state assessment to increase the probability of success for students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Utilize faculty meetings to provide time for teachers to receive professional development in current data trends. In addition, PLC time will be specific to progress monitoring student data that will determine upcoming teacher professional development opportunities.

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

We have daytime ELP provided to students from certified teachers who have retired; we have additional afternoon tutoring for identified students provided by a grant from our adult education program. We utilize our paraprofessionals to provide small group support to specific identified students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Rationale: According to the Opportunity Myth, academic achievement increases when students are deeply engaged in high-quality standards aligned instruction and have the opportunity to work on grade-level assignments. Previous years' state assessment data indicates a large number of students working below grade level. Our goal is to strengthen teacher instructional practices which allow students to engage in critical thinking about grade level content and tasks that are aligned to the complexity level of the standards. This will increase students' proficiency in demonstrating the Florida Standards, B.E.S.T Standards and NGSS Standards within each content area. Root cause identified based on prior year's teacher practice, walkthrough and observational data: Lack of teacher clarity around and connections to purposeful student learning (end in mind), full alignment with standards, end tasks, and instructional strategies when teaching students to help them reach understanding and the daily target, and purposeful/intentional small group instruction needed.
Measurable Outcome:	80% of teachers will engage students in standards-based instruction and grade-level assignments at the complexity level of the standard or higher as evidenced by learning walk data by October, 2021 and 100% by December, 2021. All sub-groups performing below the Federal Index Target of 41% proficient or higher will increase in percent proficient for ELA and Mathematics. Student achievement in ELA Grades 3, 4, and 5 will increase from 28% proficiency to 50%, from 43% gains to 70%, from 60% BQ to 65%. Student achievement in Math Grades 3, 4, and 5 will increase from 36% proficiency to 40%, from 68% gains to 70%, from no BQ to 65% of students in the Bottom Quartile making gains. Science in Grade 5 will increase from 41% proficiency to 50%.
Monitoring:	The engagement of students in standards-based instruction and grade-level assignments will be monitored through classroom walkthroughs to collect evidence of teacher, student, and classroom environment look-fors. Individualized feedback will be provided to teachers via feedback on Office365, "in-the-moment" coaching, and individual data chats with principal. Trends regarding areas of strength and opportunities for growth will be communicated to teachers during PLC's and faculty meetings. Progress monitoring data will be collected through District Baseline and Mid-year Assessments, as well as District monthly assessments. Collaborative classroom walkthroughs using look-fors created during planning to ensure fidelity for ONE specific focus at a time (CHUNKS) and Student Work Samples. Additional progress monitoring will occur through I-Ready Fall, Winter, and Spring Diagnostics, Lesson Progress and Growth-Monitoring for ELA and Mathematics, as well as SIPPS Mastery Assessments in K-2. Adjustments to systems and support will be made based on progress monitoring data.
Person responsible for monitoring outcome:	Anthony Montoto (anthony.montoto@hcps.net)
Evidence-based Strategy:	Within weekly PLC's and facilitated planning sessions, teachers will analyze current student performance data to identify strengths and needs, design instruction with the appropriate level of scaffolding, and select high quality instructional materials to ensure students are successfully engaging in the work of grade level standards. Teachers will collaborate with instructional coaches and administration to develop strategies to increase student performance and provide reteaching, to support students in mastery of grade level

	standards. Professional growth opportunities in content knowledge and pedagogy will be provided by instructional coaches through coaching cycles and job-embedded professional development.
Rationale for Evidence-based Strategy:	Regular collaboration with instructional coaches, colleagues, and administration to analyze data, identify needs and design quality instruction will ensure teachers are empowered to provide students with access to grade-appropriate standards. This work in PLC's, coaching cycles, and job-embedded professional development will maximize opportunities for our students to excel as a result of engaging in standards-based lessons, quality teaching, and high expectations in every classroom.

Action Steps to Implement

Action Step 1 - Review and Refine Structures and Expectations for PLCs
- Review and adjust master schedule to ensure common planning times for all grade level content areas
- Review and refine the structure and expectations of content PLCs
- Protocols will be developed to include DuFour's PLC framework and how teachers will be supported with effective teaching methods for standards-based instruction
- By the end of pre-planning week, content teams will collectively analyze existing structures and expectations for before, during, and after PLCs and make modifications as needed
- By the end of pre-planning week, content teams will define roles and responsibilities of team members
- Progress Monitoring - Administration will attend PLCs to monitor implementation and will clearly communicate expectations through the review of PLC protocols, and lesson plans, student assessment data, formal/informal observations, and individualized feedback to teachers through Office 365

Person Responsible	Anthony Montoto (anthony.montoto@hcps.net)

Action Step 2 – Provide Needs-Based Professional Development
-Leadership Team will develop and facilitate a Summer Institute for teachers/instructional personnel to attend to provide a "Deep Dive" into our instructional priorities and Transformation Network content and pedagogy training for the 2021-2022 school year.
-Utilize Reading Coach/Reading Resource teachers and Math Coach to provide ongoing needs-based job-embedded Side by Side Professional Development to increase content knowledge and develop best practices. Coaching cycles will be implemented by content area coaches and next step individualized coaching provided as needed.
-Individual feedback will be communicated to teachers by administration/content coaches.
-Purchase teacher resources, supplies and technology to support professional development and instruction
-Administration/leadership team will provide ongoing progress monitoring through classroom walkthrough data and student assessments that demonstrate evidence of learning, and progress of teacher coaching plans.

Person Responsible	Anthony Montoto (anthony.montoto@hcps.net)

Action Step 3 - Build Teacher Capacity
- Leadership team will develop criteria for look fors centered around student engagement in standards-aligned instruction and grade-level assignments at the complexity level of the standard or higher
- Leadership team will conduct classroom walkthroughs to collect data on implementation of instruction planned during PLCs and facilitated planning sessions as well as the application of ongoing professional development designed to provide strategies to accelerate student achievement

- Trend data will be communicated to teachers (whole school, content, grade level) by administration
- Individual feedback will be communicated to teachers by administration and content coaches
- Administration will use walkthrough data to identify support and develop coaching plans as needed
- Administration/leadership team will provide ongoing progress monitoring through classroom walkthrough data and student assessments that demonstrate evidence of learning, and progress of teacher coaching plans

Person Responsible Anthony Montoto (anthony.montoto@hcps.net)

Action Step 4 - Provide Targeted Student Support through Reading Tutor
Close achievement gaps by providing targeted small group instruction aligned with standards.
- Reading tutor will provide targeted small-group standards-based instruction with scaffolding and differentiation as needed to demonstrate proficiency in the ELA FL Standards; the reading tutor will collaborate with the Reading Coach and Administration to identify students in need of additional support and determine the most effective instructional strategies for small groups; prioritize targeted subgroups of students (Students with Disabilities, ELL Students, Black Students, Hispanic Students, and Economically disadvantaged Students).
- Administration, in collaboration with the leadership team will provide ongoing progress monitoring through classroom walkthrough data and analyzing trends in teacher practice and student performance on assessments that demonstrate students' evidence of learning to identify changes needed in order to align small group instruction and tutoring to standards based instruction.

Person Responsible Anthony Montoto (anthony.montoto@hcps.net)

Action Step 5 - Providing Targeted Student Support through Additional Instructional Personnel
- Paraprofessional to support grades 1-5 to close achievement gaps based on the research presented in the Opportunity Myth. The paraprofessionals, along with instructional staff, assist daily primary and intermediate teachers in standards-based, grade appropriate assignments, and targeted small group instruction to address identified student needs. The para-professionals create and maintain the instructional momentum of the identified grades in all content areas with a focus on reading and targeted subgroups of students (Students with Disabilities, ELL Students, Black Students, Hispanic Students, and Economically-disadvantaged Students).
- Administration, in collaboration with the leadership team will provide ongoing progress monitoring through classroom walkthrough data and analyzing trends in teacher practice and student performance on assessments that demonstrate students' evidence of learning to identify changes needed in order to align small group instruction and tutoring to standards-based instruction.

Person Responsible Anthony Montoto (anthony.montoto@hcps.net)

Action Step 6 - Providing Targeted Student Support through Parent and Family Engagement.
Build the capacity of families to partner with the school to help their child master the standards being taught in classroom by providing meaningful activities and workshops on grade level curriculum standards and assessments.
- Parent and Family Engagement Liaison Aide, with input from and in collaboration with families and staff, will conduct meaningful activities to engage families in the school and provide families with information and strategies to use in the home and support their child in understanding the standards and practicing learning tasks.
- Administration, in collaboration with the leadership team will provide ongoing progress monitoring through regular feedback from families and by observing family engagement events provided ensuring alignment with based instruction.

Person Responsible	Anthony Montoto (anthony.montoto@hcps.net)

Action Step 7 - STEM/Off-Campus Learning at Zoo Tampa for Primary Students
Students will engage in hands-on learning to apply STEM content knowledge and skills gained from classroom learning experiences as well as build schema for future content knowledge and skills. The Zoo Tampa at Lowry Park learning experience will allow students to make observations, draw conclusions, and make real-life STEM connections in an environmental learning center that will nurture their genuine interest in the natural world around them as they apply the Next Generation Sunshine State Standards for Science. 200 students in Kindergarten, First Grade and Second Grade will participate at a cost of approximately $20.00 per student plus the cost of transportation (4 buses @ $150.00 per bus).

Person Responsible	Anthony Montoto (anthony.montoto@hcps.net)

Action Step 8 - Writing Resource Teacher
The Writing Resource Teacher, in collaboration with the principal, will be responsible for providing ongoing needs-based side-by-side Professional Development in writing instruction and assisting teachers with conferencing with students to ensure standards-based writing instructional practice. In addition to weekly planning with teachers of Writing, writing coaching cycles will be implemented by the Writing Resource Teacher as needed. The writing coach will provide, daily to weekly, feedback and coaching on best practice of writing strategies and pedagogy, ongoing data analysis, and participate in all weekly Professional Learning Communities in the area of Writing.

Person Responsible	Anthony Montoto (anthony.montoto@hcps.net)

Action Step 9 - Schedule Additional Planning Time
In order to implement the Evidence-Based Strategies and Actions Steps for our Focus Area of Standards-Aligned Instruction, teachers will be provided an additional hour per week to work with Instructional Coaches (28 teachers compensated at 1 hour per week for 11 weeks).
Administrators will attend Planning Sessions to monitor expectations. Looking for -- Teacher and student use of tasks and strategies from planning.
During Planning: Focus on HOW and providing teacher clarity of the standards. * Planning questions to build student understanding of the standard; * Determine teacher and student expectations/look-fors for the standards and task; * Teachers engage in tasks during planning; * Determine evidence of student understanding of the task; * Determine how to use the math framework to support student learning.

Person Responsible	Anthony Montoto (anthony.montoto@hcps.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	We identified a critical need to improve our practices in ELA instruction and student achievement. This is based on our review of our 2020-2021 FSA data, whereas students in grades 3, 4, and 5 demonstrated 28% overall proficiency. 43% of students made learning gains, and 60% of students in the bottom quartile made learning gains. Therefore, an area of focus for the 2021-2022 school year is ELA overall proficiency, increasing the performance of students in the bottom quartile, as well as increasing the number of students making learning gains.
Measurable Outcome:	For the 21-22 school year, our goal is for at least 50% of students to score proficient (Level 3 or higher) on FSA ELA. We will increase the number of students making learning gains to 70%. 65% of students in the bottom quartile will make learning gains.
Monitoring:	I-Ready, District Progress Monitoring Assessments
Person responsible for monitoring outcome:	Anthony Montoto (anthony.montoto@hcps.net)
Evidence-based Strategy:	Within weekly ELA PLC's and facilitated ELA planning sessions, teachers will analyze current student performance data to identify strengths and needs, design instruction with the appropriate level of scaffolding, and select high quality texts and instructional materials to ensure students are successfully engaging in the work of grade level standards. Teachers will collaborate the Reading Coach and administration to develop strategies to increase student performance and provide reteaching, and to support students in mastery of grade level standards. Professional growth opportunities in content knowledge and pedagogy will be provided by the Reading Coach through coaching cycles and job-embedded professional development.
Rationale for Evidence-based Strategy:	Regular collaboration the school Reading Coach, colleagues, and administration to analyze data, identify needs and design quality instruction will ensure teachers are empowered to provide students with access to grade-appropriate standards. This work in PLC's, coaching cycles, and job-embedded professional development will maximize opportunities for our students to excel as a result of engaging in standards-based lessons, quality teaching, and high expectations in every classroom.

Action Steps to Implement

Action Step 1 - Review and Refine Structures and Expectations for ELA PLCs
- Review and adjust master schedule to ensure common planning times for all grade level content areas
- Review and refine the structure and expectations of ELA PLCs
- Protocols will be developed to include DuFour's PLC framework and how teachers will be supported with effective teaching methods for standards-based instruction
- By the end of pre-planning week, content teams will collectively analyze existing structures and expectations for before, during, and after PLCs and make modifications as needed
- By the end of pre-planning week, content teams will define roles and responsibilities of team members
- Progress Monitoring - Administration will attend PLCs to monitor implementation and will clearly communicate expectations through the review of PLC protocols, and lesson plans, student assessment data, formal/informal observations, and individualized feedback to teachers through Office 365

Person Responsible Anthony Montoto (anthony.montoto@hcps.net)

Action Step 2 – Provide Needs-Based Professional Development
-Leadership Team will develop and facilitate a Summer Institute for teachers/instructional personnel to attend to provide a "Deep Dive" into our instructional priorities and Transformation Network content and pedagogy training for the 2021-2022 school year.
-Utilize Reading Coach/Reading Resource teacher to provide ongoing needs-based job-embedded Side by Side Professional Development to increase content knowledge and develop best
practices. Coaching cycles will be implemented by the Reading Coach and next step individualized coaching provided as needed.
-Individual feedback will be communicated to teachers by administration/Reading Coach.
-Purchase teacher resources, supplies and technology to support professional development and instruction
-Administration/leadership team will provide ongoing progress monitoring through classroom walkthrough data and student assessments that demonstrate evidence of learning, and progress of teacher coaching plans.

Person Responsible Anthony Montoto (anthony.montoto@hcps.net)

Action Step 3 - Build Teacher Capacity
- Leadership team will develop criteria for look fors centered around student engagement in standards-aligned instruction and grade-level assignments at the complexity level of the standard or higher
- Leadership team will conduct classroom walkthroughs to collect data on implementation of instruction planned during PLCs and facilitated planning sessions as well as the application of ongoing professional development designed to provide strategies to accelerate student achievement
- Trend data will be communicated to teachers (whole school, content, grade level) by administration
- Individual feedback will be communicated to teachers by administration and content coaches
- Administration will use walkthrough data to identify support and develop coaching plans as needed
- Administration/leadership team will provide ongoing progress monitoring through classroom walkthrough data and student assessments

Person Responsible Anthony Montoto (anthony.montoto@hcps.net)

Action Step 4 - Provide Targeted Student Support through Reading Tutor
Close achievement gaps by providing targeted small group instruction aligned with standards.
- Reading tutor will provide targeted small-group standards-based instruction with scaffolding and differentiation as needed to demonstrate proficiency in the ELA FL Standards; the reading tutor will collaborate with the Reading Coach and Administration to identify students in need of additional support and determine the most effective instructional strategies for small groups; prioritize targeted subgroups of students (Students with Disabilities, ELL Students, Black Students, Hispanic Students, and Economically disadvantaged Students).
- Administration, in collaboration with the leadership team will provide ongoing progress monitoring through classroom walkthrough data and analyzing trends in teacher practice and student performance on assessments that demonstrate students' evidence of learning to identify changes needed in order to align small group instruction and tutoring to standards based instruction.

Person Responsible Anthony Montoto (anthony.montoto@hcps.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to SafeSchoolsforAlex.org, Thonotosassa elementary is considered in the "very high" range and #77 out of 119 in the county.
As part of Thonotosassa's plan, school-wide CHAMPs will be used. Clear, concise expectations will be created for each public area. Teachers will also implement CHAMPs as part of their daily classroom instruction. Thonotosassa will embed practices and language from the Seven Mindsets during our SEL instruction provided by both the classroom teacher and the School Counselor. In addition, Thonotosassa Elementary will implement PBIS, using a token economy to encourage positive behaviors inside and outside the classroom. Classroom teachers will be responsible for turning PBIS data into the school leadership team assigned to their grade level. Results of the points will be displayed by grade level on the morning show Monday of each week.

The Student Services Team, in conjunction with administration, will complete classroom walkthroughs focused on the implementation of CHAMPs and PBiS. We will also monitor behavior tracker data on a monthly basis and provide proactive measures such as counseling, teacher coaching, and behavior plans as necessary to students who are displaying warning signs.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Thonotosassa Elementary School has identified specific SEL needs among students. Restorative Practices was determined as an intervention to implement to improve and address student needs. Faculty and staff have received professional development on how to best utilize Restorative Practices during daily practices. To increase the overall culture school wide, Thonotosassa Elementary School implements a House System focused on three pillars: Dignity, Honor, and Integrity. These pillars are permeated throughout the school and reinforced daily. This is inclusive of students and all staff members. Progress monitoring is daily, and recognitions are given monthly.

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

Stakeholders:

Administration – oversees and monitors progressing of implementation.

Leadership Team – deans of house system and planning of celebrations

Psychologist – monitors behavior tracking and referrals.

Teachers – reinforce Bolts Big Three and recognize positive behavior.

Students – participate and are accountable for their attitudes and behavior.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				$160,946.12
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	4361 - Thonotosassa Elementary School	UniSIG	1.0	$69,510.20
			*Notes: *The Writing Resource Teacher, in collaborating with the principal, will be responsible for providing ongoing needs-based side-by-side Professional Development in writing instruction and assisting teachers with conferencing with students. In addition to weekly planning with teachers, an initial writing coaching cycle will be implemented by the Writing Resource Teacher for all teachers of Writing within the first two months of the school year. Tiered teachers will receive follow up writing coaching based on a system of tiers (Tier 1 - weekly, Tier 2 - biweekly, Tier 3 - once per month), The writing coach will provide, daily to weekly, feedback and coaching on best practice of writing strategies and pedagogy, ongoing data analysis, and participate in all weekly Professional Learning Communities in the area of Writing.*			
	5100	150-Aides	4361 - Thonotosassa Elementary School	UniSIG	1.0	$16,824.15
			*Notes: *Hire Title 1 Paraprofessional - The Title 1 Paraprofessional will support the primary and intermediate grades in working to close the achievement gaps based on the researched information of the Opportunity Myth. The paraprofessionals, along with instructional staff, will assist daily primary and intermediate teachers in the instructional priorities of having high expectations, grade appropriate assignments, and academically working with small groups of students. The paraprofessionals will support grades 1st, 2nd grade and intermediate. The paraprofessionals will support in the creating and maintaining the instructional momentum of the identified grades in all content areas with a focus on reading and math.*			
	5100	120-Classroom Teachers	4361 - Thonotosassa Elementary School	UniSIG		$13,351.22
			Notes: Tutorial stipends - teacher will provide targeted small-group standards-based instruction with scaffolding and differentiation as needed to demonstrate proficiency in the ELA FL Standards; the reading tutor will collaborate with the Reading Coach and Administration to identify students in need of additional support and determine the most effective instructional strategies for small groups; prioritize targeted subgroups of students (Students with Disabilities, ELL Students, Black Students, Hispanic Students, and Economically disadvantaged Students). Approximately 4 teachers providing 5 hours per week support for 25 weeks at district negotiated rate for extended learning of $27/hour.			
	6300	120-Classroom Teachers	4361 - Thonotosassa Elementary School	UniSIG		$11,029.30
			Notes: Instructional Duties Added (Non Student) Stipends - In order to implement the Evidence-Based Strategies and Actions Steps for our Focus Area of Standards-Aligned Instruction, teachers will be provided an additional hour per week to work with Instructional			

			Coaches (28 teachers compensated at 1 hour per week for 11 weeks) at district teacher contract negotiated hourly rate of approximately $36/hour.			
	5100	510-Supplies	4361 - Thonotosassa Elementary School	UniSIG		$7,330.15
			Notes: The school will purchase supplies for teachers to support teacher instructional practice. The school will purchase notebook paper, pens, pencils, notebooks, file folders, two pocket folders, dividers, colored pencils, highlighters, chart paper, composition notebooks, and markers.			
	5100	730-Dues and Fees	4361 - Thonotosassa Elementary School	UniSIG		$4,126.40
			Notes: STEM/Off-Campus Learning at Zoo Tampa for Primary Students Students will engage in hands-on learning to apply STEM content knowledge and skills gained from classroom learning experiences as well as build schema for future content knowledge and skills. The Zoo Tampa at Lowry Park learning experience will allow students to make observations, draw conclusions, and make real-life STEM connections in an environmental learning center that will nurture their genuine interest in the natural world around them as they apply the Next Generation Sunshine State Standards for Science. 300 students in Kindergarten, First Grade and Second Grade will participate at a cost of approximately $18.00			
	7800	390-Other Purchased Services	4361 - Thonotosassa Elementary School	UniSIG		$618.96
			Notes: Transportation for K-2 fieldtrip to Lowry Park Zoo. The school will need 6 buses at $150.00 per bus.			
	5100	210-Retirement	4361 - Thonotosassa Elementary School	UniSIG		$7,521.00
			Notes: Writing Resource Teacher-Retirement (10.82%)			
	5100	220-Social Security	4361 - Thonotosassa Elementary School	UniSIG		$4,309.63
			*Notes: *Writing Resource Teacher-FICA (6.2%)*			
	5100	220-Social Security	4361 - Thonotosassa Elementary School	UniSIG		$1,007.90
			*Notes: *Writing Resource Teacher-Medicare (1.45%)*			
	5100	230-Group Insurance	4361 - Thonotosassa Elementary School	UniSIG		$13,206.94
			*Notes: *Writing Resource Teacher-Health and Life Insurance (19%)*			
	5100	240-Workers Compensation	4361 - Thonotosassa Elementary School	UniSIG		$354.50
			*Notes: *Writing Resource Teacher-Workers Comp (.51%)*			
	5100	210-Retirement	4361 - Thonotosassa Elementary School	UniSIG		$1,820.37
			*Notes: *Teacher Aide-Retirement (10.82%)*			
	5100	220-Social Security	4361 - Thonotosassa Elementary School	UniSIG		$1,043.10
			*Notes: *Teacher Aide-FICA (6.2%)*			
	5100	220-Social Security	4361 - Thonotosassa Elementary School	UniSIG		$243.95
			*Notes: *Teacher Aide-Medicare (1.45%)*			
	5100	230-Group Insurance	4361 - Thonotosassa Elementary School	UniSIG		$3,196.59

			Notes: *Teacher Aide-Health and Life Insurance (19%)			
	5100	240-Workers Compensation	4361 - Thonotosassa Elementary School	UniSIG		$85.80
			Notes: *Teacher Aide-Workers Comp (.51%)			
	5100	210-Retirement	4361 - Thonotosassa Elementary School	UniSIG		$1,444.60
			Notes: Tutorial -Retirement (10.82%)			
	5100	220-Social Security	4361 - Thonotosassa Elementary School	UniSIG		$827.78
			Notes: Tutorial -FICA (6.2%)			
	5100	220-Social Security	4361 - Thonotosassa Elementary School	UniSIG		$193.59
			Notes: Tutorial -Medicare (1.45%)			
	5100	240-Workers Compensation	4361 - Thonotosassa Elementary School	UniSIG		$68.09
			Notes: Tutorial -Workers Comp (.51%)			
	6300	210-Retirement	4361 - Thonotosassa Elementary School	UniSIG		$1,193.37
			Notes: Instructional Duties Added -Retirement (10.82%)			
	6300	220-Social Security	4361 - Thonotosassa Elementary School	UniSIG		$683.82
			Notes: Instructional Duties Added -FICA (6.2%)			
	6300	220-Social Security	4361 - Thonotosassa Elementary School	UniSIG		$159.92
			Notes: Instructional Duties Added -Medicare (1.45%)			
	6300	240-Workers Compensation	4361 - Thonotosassa Elementary School	UniSIG		$56.25
			Notes: Instructional Duties Added-Workers Comp (.51%)			
	6400	519-Technology-Related Supplies	4361 - Thonotosassa Elementary School	UniSIG		$738.54
			Notes: Purchase technology related materials (ink, toner), to facilitate PLC's, job-embedded professional development, data analysis and implementation of action plans developed in response to progress monitoring data.			
2	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$0.00**
					Total:	**$169,218.75**