

Hillsborough County Public Schools

# Thompson Elementary



## 2022-23 Schoolwide Improvement Plan

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# Thompson Elementary

2020 E SHELL POINT RD, Ruskin, FL 33570

[ no web address on file ]

## Demographics

Principal: Casey O'brienswope

Start Date for this Principal: 8/24/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2021-22: C (51%) 2018-19: C (44%) 2017-18: D (38%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI

\* 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](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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## Thompson Elementary

2020 E SHELL POINT RD, Ruskin, FL 33570

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

### School Grades History

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

### School Board Approval

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### SIP Authority

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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.**

To provide an education and support that enables each student to excel as a successful and responsible learner.

#### **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:

Developing "TRAILBLAZERS" who will be successful in life.

### School Leadership Team

#### **Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Astacio, Milady	Principal	Uphold district and state educational policies. Create high expectations and support state benchmarks for students and teachers and track progress towards those goals. Develop programs that develop teacher performance. Provides guidance to make the school a better place. Regularly responds to concerns from parents and meets with community leaders.
O'Brienswope, Casey	Assistant Principal	Uphold district and state educational policies. Create high expectations and support state benchmarks for students and teachers and track progress towards those goals. Develop programs that develop teacher performance. Provides guidance to make the school a better place. Regularly responds to concerns from parents and meets with community leaders.
Saffold, Lana	Math Coach	Math Coach- Conduct PLC Planning and Data Sessions with teachers. Develop the necessary professional development trainings for Thompson teachers and present them. Coordinate with Academic support coach for any necessary district trainings to be presented. Provide Coaching cycles for teachers Modeling sessions for teachers
Smith, AngelaC	Teacher, ESE	SAC Chair Provide Services to the gifted students
Liescheidt, Aminta	Teacher, ESE	SAC Chair Provide Services to students who are SLD

## Demographic Information

### Principal start date

Wednesday 8/24/2022, Casey O'brienswope

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

**Total number of teacher positions allocated to the school**

34

**Total number of students enrolled at the school**

726

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

9

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

9

**Demographic Data****Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	103	127	102	113	125	96	0	0	0	0	0	0	0	666
Attendance below 90 percent	6	42	46	41	35	35	0	0	0	0	0	0	0	205
One or more suspensions	0	0	1	4	1	4	0	0	0	0	0	0	0	10
Course failure in ELA	0	0	0	57	0	0	0	0	0	0	0	0	0	57
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	59	35	36	0	0	0	0	0	0	0	130
Level 1 on 2022 statewide FSA Math assessment	0	0	0	40	35	42	0	0	0	0	0	0	0	117
Number of students with a substantial reading deficiency	0	11	34	35	42	25	0	0	0	0	0	0	0	147

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	8	15	1	0	0	0	0	0	0	0	24

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	7	3	11	0	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

**Date this data was collected or last updated**

Wednesday 8/24/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	116	118	107	139	107	117	0	0	0	0	0	0	0	704
Attendance below 90 percent	47	65	54	51	41	55	0	0	0	0	0	0	0	313
One or more suspensions	0	0	0	1	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 FSA ELA assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	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	5	9	2	14	1	0	0	0	0	0	0	0	0	31
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	116	118	107	139	107	117	0	0	0	0	0	0	0	704
Attendance below 90 percent	47	65	54	51	41	55	0	0	0	0	0	0	0	313
One or more suspensions	0	0	0	1	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 FSA ELA assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	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	5	9	2	14	1	0	0	0	0	0	0	0	0	31
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

## Part II: Needs Assessment/Analysis

### School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	40%	53%	56%				42%	52%	57%
ELA Learning Gains	55%						56%	55%	58%
ELA Lowest 25th Percentile	59%						54%	50%	53%
Math Achievement	51%	50%	50%				36%	54%	63%
Math Learning Gains	64%						39%	57%	62%
Math Lowest 25th Percentile	57%						41%	46%	51%
Science Achievement	33%	59%	59%				37%	50%	53%

### Grade Level Data Review - State Assessments

**NOTE:** This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	39%	52%	-13%	58%	-19%
Cohort Comparison		0%				
04	2022					
	2019	40%	55%	-15%	58%	-18%
Cohort Comparison		-39%				
05	2022					
	2019	36%	54%	-18%	56%	-20%
Cohort Comparison		-40%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	45%	54%	-9%	62%	-17%
Cohort Comparison		0%				
04	2022					
	2019	26%	57%	-31%	64%	-38%
Cohort Comparison		-45%				
05	2022					
	2019	34%	54%	-20%	60%	-26%
Cohort Comparison		-26%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	36%	51%	-15%	53%	-17%
Cohort Comparison						

### Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	14	45	55	27	51	53	14				
ELL	35	57	62	43	60	52	32				
BLK	38	48	55	50	62	45	21				
HSP	39	58	62	46	63	61	32				
WHT	46	46		68	69		62				
FRL	37	54	58	48	63	60	32				
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	15	19	16	18	15	11	10				
ELL	37	43	19	42	38	14	34				
BLK	36	54		34	44		36				
HSP	42	42	11	46	40		36				
WHT	42	50		46	50		55				
FRL	38	45	15	42	40	12	38				
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	9	45	50	19	39	33	5				
ELL	32	50	46	27	37	45	17				
BLK	49	68	70	44	36	60	41				
HSP	35	50	50	28	33	38	24				
WHT	56	61		53	61		76				
FRL	38	55	52	34	38	43	32				

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	400
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### Data Analysis

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

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

A trend that appears is that our grade levels are below the district percentage for proficiency in ELA , Math and Science. The SWD, ELL, and Hispanic subgroups are struggling to make proficiency and gains within ELA, Math and Science.

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

The greatest needs for improvement are in ELA, Math and Science proficiency. The reading bottom quartile increased from 21 to 59 percent. Math bottom quartile increased from 17 percent to 57 percent. While the proficiency in ELA is 40 percent, in Math 51 percent, and in Science decreased from 40 to 33. The ESE subgroup performed below 42%, however they made an improvement to 36%.

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

A lack of teacher understanding of state standards in reading, math, and science directly impacted the proficiency scores in those subjects. The actions that will be taken to rectify this situation include a deep dive into the Benchmarks for Excellent Student Thinking (BEST Standards) and additional planning, of one hour, built into the school week. This planning will be collaborative and include coaches, resource teachers and district personnel to better support our instructional staff.

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

The most improvement can be found in bottom quartile math and reading. All subgroups made huge gains during the 2021-2022 school year.

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

Teachers came to Professional Learning Communities and planning sessions twice a week. Coaches modeled, planned, and review data to make the necessary instructional adjustments. Teachers were responsible for analyzing their data and finding trends, identifying students' misconceptions, and developing a prioritized standard plan. This plan would address students' needs and what activities they would work on in small groups with the teacher. Coaches pulled additional student groups for lunch bunches as well as Extended Learning Program to the bottom quartile group during the school year.

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

Teams will plan collaboratively with instructional coaches to plan for accelerated learning. Teachers will accelerate the critical standards within their grade levels to assist with unfinished learning. Teachers will analyze the iReady Profile grouping report to identify the areas of unfinished learning to address.

**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.**

If teachers have not had the iReady data training, they will need this Professional Development. Teachers will get clarity through the professional development on data. They will learn how to access, read, interpret and identify the necessary instructional adjustments they will need to make for their students.

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

This year and years to follow, instructional coaches will provide the necessary support and guidance to ensure that each child will have their own individualized accelerated learning plan.

**Areas of Focus**

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

:

## #1. Positive Culture and Environment specifically relating to Positive Behavior Interventions and Support

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

To build a strong culture of communication that supports and includes parents in our efforts to increase student engagement and achievement.

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

There will be a 5 percent decrease among the students who exhibit 2 or more early warning sign indicators during the 2022-2023 school year.

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

Administration will pull the ABC data biweekly to analyze needs and monitor trends.

**Person responsible for monitoring outcome:**

Casey O'Brienswope (casey.obrienswope@hcps.net)

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

To implement PBIS and CHAMPS schoolwide to promote intrinsic rewards among students.

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

To improve the instructional practices, work environment, build a school-wide culture of mutual respect and support, and student outcomes.

### 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. Staff develop and implement Tier 1 Expectations & Rules that are taught to all students and staff
- 2.A reward system is developed and taught to students and staff to encourage and model appropriate behavior (Blazer Bucks)
- 3.A discipline referral process is developed and implemented consistently
- 4.Effective consequences are developed and used to address inappropriate behavior
5. Data is used to track progress and identify target areas for intervention
6. Quarterly PBIS celebrations

**Person Responsible**

[no one identified]

**#2. Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale:**

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

Teachers will be equipped to engage all learners through scaffolded instruction, so that reading proficiency will increase.

**Measurable Outcome:**

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

ELA proficiency will increase by 5 percentage points during the 2022- 2023 school year.

**Monitoring:**

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

The Areas of Focus will be monitored through the reports provided by the FAST test, monthly Progress Monitoring Assessments, monthly Achieve3000 Lexile adjustments and the Fall, Winter and Spring I-Ready Diagnostic results. Once data is available, teachers will meet with coaches to analyze data and make instructional decisions.

**Person responsible for monitoring outcome:**

Milady Astacio (milady.astacio@hcps.net)

**Evidence-based Strategy:**

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

Teachers will plan for differentiation and scaffolding to support their diverse learners with grade-level content and acceleration of unfinished learning (Instructional Frameworks) to move them to proficiency.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

The total ELA proficiency last year was 41%. These students need daily, scaffolded supports in order to maximize learning and close the achievement gap. By doing so, we will increase the over all ELA proficiency.

**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.

Teachers will attend common planning sessions by grade level/content area every week. Planning will be data driven and include the development of small groups based on data. In the teacher-led small groups, teachers will plan for the use of pre-identified literacy scaffolds to accelerate identified unfinished learning.

**Person Responsible**

Milady Astacio (milady.astacio@hcps.net)

During planning, ELA and ESOL teachers will identify at least one scaffold/strategy for English Language Learners (ELLs) and embed it in their daily lessons. The following strategies have been recommended by the coaches and ESOL Resource Teacher (DRT): ELlevation strategies, sentence stems for speaking and writing, anchor charts with visuals, and vocabulary development strategies such as content glossaries and word maps.

**Person Responsible**

Milady Astacio (milady.astacio@hcps.net)

Teachers will plan for and implement select literacy scaffolds in all classes and content areas. The four school-wide literacy scaffolds include think marks, activating prior knowledge, collaborative conversations, and building background knowledge. These will be modeled and monitored by the literacy team.

**Person Responsible** Milady Astacio (milady.astacio@hcps.net)

### #3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

#### **Area of Focus Description and Rationale:**

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

Teachers will be equipped to engage all learners through differentiated instruction. So that students can receive tailored instruction, questioning and tailored tasks around standards.

#### **Measurable Outcome:**

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

Our goal is for the SWD groups to reach a minimum of 41% in proficiency in all content areas during the 2022 -2023 school year.

#### **Monitoring:**

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

This area will be monitored through the weekly PLC sessions and Planning sessions with instructional coaches. During these sessions, the focus will be on tailoring lessons, tasks and activities to meet the needs of all students.

**Person responsible for monitoring outcome:**

Milady Astacio (milady.astacio@hcps.net)

#### **Evidence-based Strategy:**

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

We will be actively participating in weekly grade level professional learning communities with instructional coaches and administrators focused on differentiation. As well as an afternoon planning session with the coaches.

#### **Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

PLC's, additional planning sessions and book studies will provide opportunities for teachers to increase their capacity in creating differentiated activities based on their students' needs.

#### **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. Establish a calendar with Team Planning days and times. This planning will be with the resource or the Coach.
2. Set up a schedule for coaching cycles.
3. Conduct weekly walkthroughs and provide feedback.
4. Hold DATA PLCs that analyze math monthly data, i-ready data, etc.
5. Schedule and deliver professional development with Content-specific Instructional coaches on differentiation and planning with differentiation in mind. PD on Scaffolding and Sentence Frames to support ESE and ELL Learners.

**Person Responsible**

Milady Astacio (milady.astacio@hcps.net)

**#4. Instructional Practice specifically relating to Differentiation**

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

Teachers will be equipped to engage all learners through differentiated instruction. So that students can receive tailored instruction around standards.

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

ELA, Math and Science proficiency and gains will increase by 5 percentage points during the 2022- 2023 school year.

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

Weekly Planning Sessions, coaching and modeling, providing feedback, data analysis, professional development with Content-specific Instructional coaches to include substitutes for teacher coverage.

Math Resource Teachers will be responsible for providing data-driven, small group instruction to targeted students to improve their academic proficiency as needed. The Reading Coach and Response to Intervention Resource will be expected to maintain and monitor the implementation of the district's K-12 reading program, including developing classroom teachers in order to improve reading instruction and acquisition. Throughout the school year, Reading Coaches focus on enhancing teachers' literacy instruction through job-embedded professional development (PD) and coaching. Reading coaches provide support through collaborative standards-based lesson-planning, the modeling of best practices in reading instruction, classroom-based demonstrations, and reflective teaching. They assist teachers in disaggregating data for interpretation and planning for instruction. The Math Resource Teachers assist teachers in planning for and implementing standards-based instruction and assessment, providing just-in-time, job-embedded coaching utilizing a strong knowledge base of mathematics content and pedagogy. Math Resource Teachers conduct PD for classroom teachers and school leadership regarding instructional strategies, best practices, use of materials, and effective teaching techniques.

**Person responsible for monitoring outcome:**

Milady Astacio (milady.astacio@hcps.net)

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

We will be actively participating in weekly grade-level professional learning communities with instructional coaches and administrators focused on differentiation.

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

Our PLCs will provide opportunities for teachers to increase their capacity in creating differentiated activities based on their student needs.

### 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.

Small group math/reading rotations to include additional paras for instruction, supplemental materials, and common assessments. The school will braid TSSSA and other funds Title One to hire paraprofessionals who will support academic instruction in 3rd, 4th, and 5th-grade classrooms. These paraprofessionals will work directly with students to support guided practice in reading and math.

**Person Responsible** Milady Astacio (milady.astacio@hcps.net)

1. Establish a calendar with Team Planning days and times. This planning will be with the resource or the Coach.
2. Set up a schedule for coaching cycles.
3. Conduct weekly walkthroughs and provide feedback.
4. Hold DATA PLCs that analyze math monthly data, iready data, etc.
5. Schedule and deliver professional development with Content-specific Instructional coaches on differentiation and planning with differentiation in mind.

**Person Responsible** Milady Astacio (milady.astacio@hcps.net)

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

### Grades K-2: Instructional Practice specifically relating to Reading/ELA

Teachers will explicitly model strategies and think aloud aligned to the lesson during instruction. Teachers will create questions/tasks that require students to use evidence from the text to demonstrate understanding and to support their ideas about the text.

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

Teachers will explicitly model strategies and think aloud aligned to the lesson during instruction. Teachers will create questions/tasks that require students to use evidence from the text to demonstrate understanding and to support their ideas about the text.

### Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

### Grades K-2: Measureable Outcome(s)

English Language Arts and Math proficiency and gains will increase by 5 percentage points, while English Language Arts and Math bottom quartile will increase by 10 percentage points during the 2022 - 2023 school year.

### **Grades 3-5: Measureable Outcome(s)**

The current 3rd graders will increase proficiency by 5 percentage points, The current fourth graders will increase to 44 percentage points and the current 5th graders will increase to 46 percentage points.

while the 4th graders Science bottom quartile will increase by 10 percentage points in the 2022-2023 school year.

#### **Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Weekly planning sessions, coaching and modeling, providing feedback, data analysis, professional development with content specific support. Math resource teacher will be responsible for providing data driven small group instruction to targeted students to improve academic proficiency. The reading coach and Response to Intervention Resource teacher will be expected to maintain and monitor the implementation of the districts kindergarten through fifth grade reading program, including developing classroom teachers in order to improve reading instruction. Throughout the school year reading coaches focus on enhancing teachers literacy instruction through professional development and coaching. Reading coaches provided targeted support through collaborative standards based lesson planning, The modeling of best practices in reading instruction, classroom based demonstrations, and reflective teaching.

#### **Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Astacio, Milady, milady.astacio@hcps.net

#### **Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

We will actively participating in weekly grade-level professional learning communities and planning with instructional coaches and administrators focused on differentiation.

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Our professional learning communities will provide opportunities for teachers to increase their capacity in creating differentiated activities based on their students specific needs. Teachers will explicitly model strategies and think alouds aligned the lesson that will meet specific student needs.

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Team will conduct targeted walk-throughs that focus on explicit modeling and question techniques.	Astacio, Milady, milady.astacio@hcps.net
Literacy Coach will conduct coaching cycles with specified teachers around identified needs.	Edwards, Leniece, leniece.edwards@hcps.net
The Literacy Team will conduct data PLC to analyze Diagnostic data as well as FSAT, STAR Assessment data.	Astacio, Milady, milady.astacio@hcps.net

**Positive Culture & Environment**

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

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

The school works at building positive relationships with families and community stakeholders. We offer academic and social events to encourage parental participation and input throughout the year. Student progress is communicated via quarterly progress alerts and parent-teacher conferences. In addition, select staff members attended a Positive Behavior Intervention System professional development and inturn

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

Administration will oversee that PBIS and Champs are implemented throughout the school year. Social Services: Guidance, Social Worker and Psychologist and the PBIS Committee will ensure that PBIS Events are scheduled to reward positive behaviors every quarter. Our AP, will give shout outs every Friday, on the morning show for Positive Behavior Referrals. Teachers will implement Class Dojo to tack the amount of points a student earns each quarter. These points will be utilized to go to PBIS Events. Teachers and Staff will continue to support and assist with implementing Thompson Trailblazers have P.R.I.D.E. (Perseverance, Responsibility, Integrity, Diversity and Empathy. .