

Hillsborough County Public Schools

Town & Country Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	15
Positive Culture & Environment	0
Budget to Support Goals	0

Town & Country Elementary School

6025 HANLEY RD, Tampa, FL 33634

[no web address on file]

Demographics

Principal: Otis Kitchen

Start Date for this Principal: 7/13/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students White Students* Economically Disadvantaged Students
School Grades History	2021-22: B (60%) 2018-19: B (56%) 2017-18: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

Town & Country Elementary School

6025 HANLEY RD, Tampa, FL 33634

[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 PK-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	95%

School Grades History

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

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide students with the tools to create their own vision for success.

Provide the school's vision statement.

Every student can excel.

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
Kitchen, Otis	Principal	Develops and coordinates educational programs through meetings with staff, reviews of teachers' activities, and issuance of directives.
Zamora, Nicole	Assistant Principal	Makes or shares in the making of decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others.
Alvarez, Jessica	Other	Serves as the liaison between the school, family, and community agencies. • Provides outreach services to students, parents, and families.
Garcia, Hilary	ELL Compliance Specialist	Maintain and monitor implementation of the program, including train school personnel for classroom teachers, administrators, and guidance counselors to ensure the comprehensible instruction of English language learners,
Reyes, Gina	Other	Collaborate with the school team (teachers and paraprofessionals) to implement best practices of data collection, analysis, inclusive practices, and responsive instructional decisions for students with disabilities. Monitors and supports the efficacy of instruction provided to students with disabilities in general education and ESE settings.
Gregory, Gigi	School Counselor	Fosters the academic, career, and personal/social development of students so that they become productive and responsible citizens in a diverse and global community.
Motomal, Rachel	Other	The Science Coach/Resource Teacher will maintain and monitor the implementation of the science program, including professional development of school personnel.

Demographic Information

Principal start date

Wednesday 7/13/2022, Otis Kitchen

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.*

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.*

Total number of teacher positions allocated to the school

18

Total number of students enrolled at the school

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

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	50	42	68	57	56	50	0	0	0	0	0	0	0	323	
Attendance below 90 percent	1	11	26	16	16	13	0	0	0	0	0	0	0	83	
One or more suspensions	0	1	1	1	2	1	0	0	0	0	0	0	0	6	
Course failure in ELA	0	0	0	16	0	0	0	0	0	0	0	0	0	16	
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	16	10	25	0	0	0	0	0	0	0	51	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	19	17	14	0	0	0	0	0	0	0	50	
Number of students with a substantial reading deficiency	0	0	0	16	16	10	0	0	0	0	0	0	0	42	

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	1	1	0	4	5	1	0	0	0	0	0	0	0	12

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	2	8	7	4	0	0	0	0	0	0	0	0	0	21	
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

Thursday 8/18/2022

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	38	59	58	46	41	67	0	0	0	0	0	0	0	309
Attendance below 90 percent	16	21	16	12	11	14	0	0	0	0	0	0	0	90
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	1	0	0	0	0	0	0	0	0	0	1
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	2	9	26	0	0	0	0	0	0	0	37
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	13	37	0	0	0	0	0	0	0	52
Number of students with a substantial reading deficiency	0	16	20	11	16	17	0	0	0	0	0	0	0	80
	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	1	0	0	1	3	1	0	0	0	0	0	0	0	6

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	38	59	58	46	41	67	0	0	0	0	0	0	0	309
Attendance below 90 percent	16	21	16	12	11	14	0	0	0	0	0	0	0	90
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	1	0	0	0	0	0	0	0	0	0	1
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	2	9	26	0	0	0	0	0	0	0	37
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	13	37	0	0	0	0	0	0	0	52
Number of students with a substantial reading deficiency	0	16	20	11	16	17	0	0	0	0	0	0	0	80
	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	1	0	0	1	3	1	0	0	0	0	0	0	0	6

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	46%	53%	56%				57%	52%	57%
ELA Learning Gains	63%						62%	55%	58%
ELA Lowest 25th Percentile	58%						52%	50%	53%
Math Achievement	50%	50%	50%				55%	54%	63%
Math Learning Gains	77%						65%	57%	62%
Math Lowest 25th Percentile	84%						46%	46%	51%
Science Achievement	42%	59%	59%				57%	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	56%	52%	4%	58%	-2%
Cohort Comparison		0%				
04	2022					
	2019	49%	55%	-6%	58%	-9%
Cohort Comparison		-56%				
05	2022					
	2019	52%	54%	-2%	56%	-4%
Cohort Comparison		-49%				

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	61%	54%	7%	62%	-1%
Cohort Comparison		0%				
04	2022					
	2019	48%	57%	-9%	64%	-16%
Cohort Comparison		-61%				
05	2022					
	2019	48%	54%	-6%	60%	-12%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	52%	51%	1%	53%	-1%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	21	52	47	22	71	75	15				
ELL	47	71	60	53	81	81	37				
BLK	28	45		28	64						
HSP	50	65	59	54	80	86	42				
FRL	46	63	58	48	77	84	41				
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	19	40	30	14	26		20				
ELL	46	50		31	34		38				
BLK	25			25							
HSP	46	41		34	33	20	37				
FRL	42	47	46	32	29	17	37				
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	26	30	29	32	45	40					
ELL	55	64	44	51	72	60	52				
BLK	25			27							
HSP	58	64	52	54	64	54	61				
WHT	67			73							
FRL	55	61	52	53	63	44	54				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	66

ESSA Federal Index	
Total Points Earned for the Federal Index	486
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	62
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	41
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	63
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	
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
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?

We made positive academic progress in all seven components to calculate school grades. The student achievement proficient levels for Student with Disabilities and Black students are significantly lower when compared to all students.

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

ELA proficiency in particular in all grades demonstrate the greatest need for improvement.

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

Effective collaborative team planning and student data analysis with specific action steps.

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

Math Achievement in grades 3-5 increased significantly in 2022. Through use of data driven instructional techniques, our math proficiency overall increased from 34% proficiency to 50%. Our overall

math learning gains increased from 32% to 77%. Our bottom quartile learning gains in math increased from 17% to 84%.

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

Streamlined small group instruction and interventions. Teachers used weekly/monthly data to plan for student interventions and small group instruction. Small groups consistently changed based on specific student needs.

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

Effective collaborative planning to ensure critical unfinished learning is integrated into the scope and sequence so that students receive support immediately prior to when they need it for success with on grade level standards.

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.

1. Develop a framework for team planning that includes before tasks, during tasks and after tasks in which teachers participate.
2. Conduct coaching cycles with teachers around the development of individual, daily lessons, utilizing the Instructional Routine Handbook and Instructional Delivery templates as a guide.
3. Implement a modified lesson study with grades 3-5 teachers in collaboration with the District ELA Resource Teacher.

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

Empowering teachers through continuous walkthrough feedback from administration as well as time to observe each other through peer-to peer observations.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Small Group Instruction

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

Students in the ELA Bottom Quartile made 57% gains and the Students with Disabilities and Black/African American students were near the 41% threshold (45% SWD and 41% Black students). Students in the Math Bottom Quartile made 58% gains.

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

Students in the bottom quartile and targeted subgroups (Students with Disabilities and Black/ African American) will make a 100% learning gains on iReady Reading and Math Diagnostic 3 Assessments.

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

The leadership team will analyze the students in these sub groups weekly to ensure that they are receiving additional support in the classroom.

Person responsible for monitoring outcome:

Otis Kitchen (otis.kitchen@hcps.net)

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

Content area resource teachers and coaches will plan individually with teachers to help incorporate evidence-based teaching strategies throughout their lessons. Professional development will be provided to teachers based on current best practices and evidence-based strategies.

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

This is the most direct avenue to provide support to our teachers which then provides a direct link to student learning.

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.

The District Reading Coach will work with teachers to develop strategies to differentiate instruction for struggling students.

Person Responsible

Otis Kitchen (otis.kitchen@hcps.net)

Math Resource Teacher will work with teachers to develop strategies to differentiate instruction for struggling students

Person Responsible

Otis Kitchen (otis.kitchen@hcps.net)

ELL Resource Teacher will work with teachers to develop strategies to differentiate instruction for struggling students.

Person Responsible

[no one identified]

District Science Coach will work with teachers to develop strategies to differentiate instruction for struggling students.

Person Responsible

Otis Kitchen (otis.kitchen@hcps.net)

#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.

Our proficiency in ELA in grades 3-5 was 46%. This is under the 50% threshold.

Measurable Outcome:

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

We will be at a minimum 60% proficient in grades 3-5 in ELA.

Monitoring:

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

The leadership team will analyze ELA student data weekly to ensure that they are receiving additional support in the classroom.

Person responsible for monitoring outcome:

Otis Kitchen (otis.kitchen@hcps.net)

Content area district resource teachers and coaches will plan with teachers individually and

Evidence-based Strategy:

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

in grade level teams to help incorporate evidence-based teaching strategies throughout their lessons. Professional development will be provided to teachers based on current best practices and evidence-based strategies.

Rationale for Evidence-based Strategy:

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

This is the most direct avenue to provide support to our teachers which then provides a direct link to student learning

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.

Develop a framework for professional learning communities that includes before tasks, during tasks and after tasks in which teachers participate.

Person Responsible

Otis Kitchen (otis.kitchen@hcps.net)

Conduct coaching cycles with teachers around the development of individual, daily lessons, utilizing the Instructional Routine Handbook and Instructional Delivery templates as a guide. Support teachers in the development of standards appropriate anchor charts, graphic organizers and academic language so that students can lead discussions around the learning target and their tasks are aligned.

Person Responsible

Otis Kitchen (otis.kitchen@hcps.net)

Monitor the implementation of small group instruction in ELA utilizing scaffolding strategies to accelerate learning through on grade level content through focused administrative walkthroughs.

Person Responsible

Otis Kitchen (otis.kitchen@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

Implement small group instruction utilizing scaffolding strategies to accelerate learning through on grade level content. According to John Hattie scaffolding has an effect size of .80. Implementing small group instruction utilizing scaffolding strategies to accelerate learning will provide intentional, practical, just-in-time support to students. Data indicated there needs to be a strategic increased coverage of grade level content.

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

Provide opportunities for educators to build teacher efficacy. According to John Hattie teacher efficacy has an effect size of 1.57.

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)

According to iReady first grade students were 37% on or above grade level according to the 2021-2022 Spring Diagnostic. Students will be at a minimum 60% proficient in grade 1 in ELA.
According to iReady second grade students were 40% on or above grade level according to the 2021-2022 Spring Diagnostic. Students will be at a minimum 60% proficient in grade 2 in ELA.

Grades 3-5: Measureable Outcome(s)

We will be at a minimum 60% proficient in grades 3-5 in ELA.

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.

The leadership team will monitor iReady and Achieve 3000 ELA data weekly. .

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Kitchen, Otis, otis.kitchen@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?

Building collective teacher efficacy through professional learning communities.

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?

This will provide opportunities to collaboratively share skills/experiences and Interpret student data.

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
Leadership team members will build collective teacher efficacy through professional journals in professional learning communities.	Kitchen, Otis, otis.kitchen@hcps.net
District ELA Resource Teacher will attend PLCs to provide opportunities for structured, sustained, and supported ELA instructional discussions and investigate the relationships between instructional practices and student work.	Kitchen, Otis, otis.kitchen@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.

Town and Country Elementary builds positive relations with parents through ongoing communication in both English and Spanish. We will hold several events throughout the year that provide support for parents with their child's learning and also to recognize their child's accomplishments. Town and Country Elementary actively pursues business partnerships within our community. After we have established partnerships within our community, we have our partners serve on our School Advisory Council and PTA. Our community partners also mentor students and provide incentives for students and staff.

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

Frameworks of Tampa Bay-Provides support to educators on our campus to empower our students with skills to express their feelings and advocate for themselves.

All Pro Dads- Provides opportunities for our fathers to be involved in decision making at our school and celebrate their child's success.

THJCA – School Community Garden will strengthen ties between our school and community. School

gardening programs offer opportunities for community members to get involved as well as beautify our school's physical environment