

Hillsborough County Public Schools

# Thompson Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## Thompson Elementary

2020 E SHELL POINT RD, Ruskin, FL 33570

[ no web address on file ]

### SIP Authority

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

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

#### Additional Target Support and Improvement (ATSI)

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

#### Targeted Support and Improvement (TSI)

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

#### Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

## **Purpose and Outline of the SIP**

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

## I. School Information

### School Mission and Vision

**Provide the school's mission statement.**

Encourage all students to reach academic and social success by providing tailored instruction which meets their individual needs through collaboration, goal setting, modeling, data analysis, and building positive relationships.

**Provide the school's vision statement.**

Developing Trailblazers who celebrate diversity, persevere when challenged, and are models of responsibility, integrity, and empathy in both academic and social settings.

### School Leadership Team, Stakeholder Involvement and SIP Monitoring

**School Leadership Team**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
O'Brienswope, Casey	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	Instructional Coach	Provide curriculum training, planning and support to teachers and paraprofessionals working with children in Kindergarten through GRADE 5 in mathematics. Assist teachers with implementing the B.E.S.T. math curriculum. Models effective strategies for teaching content area skills and their application. Assist teachers in developing strategies for effective student learning with an emphasis on core content area standards. Works with students as needed. Gathers and analyzes data which leads to the creation of action plans in response to the data.
Smith, AngelaC	SAC Member	SAC Chair Provide Services to the gifted students
Liescheidt, Aminta	SAC Member	SAC Chair Provide Services to students who are SLD
Rios, Patricia	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
Edwards, Leniece	Instructional Coach	Provide curriculum training, planning and support to teachers and paraprofessionals working with children in Kindergarten through GRADE 5 in ELA. Assist teachers with implementing the B.E.S.T. ELA curriculum. Models effective strategies for teaching content area skills and their application. Assist teachers in developing strategies for effective student learning with an emphasis on core content area standards. Works with students as needed. Gathers and analyzes data which leads to the creation of action plans in response to the data.
Giles, Stacy	Other	Provide curriculum training, planning and support to teachers and paraprofessionals working with children in Kindergarten through GRADE 5 in ELA. Assist teachers with implementing the B.E.S.T. ELA curriculum. Models effective strategies for teaching content area skills and their application. Assist teachers in developing strategies for effective student

Name	Position Title	Job Duties and Responsibilities
		learning with an emphasis on core content area standards. Works with students as needed. Gathers and analyzes data which leads to the creation of action plans in response to the data.
Martinez, Odalis	Other	MTSS

### Stakeholder Involvement and SIP Development

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

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

First, we will identify all stakeholders involved in the School Improvement Plan. We will conduct an initial assessment of the school's strengths and weaknesses, gather relevant data and identify areas in need of improvement. We will engage the school leadership team in a collaborative manner, through Instructional Leadership meetings and notes. We will use Team Meetings to engage the teachers (collectively and individually) to gain understanding of their insights and concerns. Further, we will reach out to parents and guardians through conferences, PTA meetings, and surveys to gather their perspectives.

### SIP Monitoring

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

There will be a School Improvement Plan meeting held each quarter to monitor implementation of the SIP. In addition, leadership meetings, held monthly, will address where we are with student achievement and how we can continue to improve achievement based on the SIP plan. The leadership team will specifically address the students with the greatest achievement gap during these meetings. The SIP plan will be revised as needed based on input from all stakeholders.

### Demographic Data

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

<b>2023-24 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>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	85%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes



<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<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 (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: D
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

### Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	2	45	39	45	25	33	0	0	0	189	
One or more suspensions	0	0	1	3	2	4	0	0	0	10	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	43	55	0	0	0	0	98	
Level 1 on statewide Math assessment	0	0	0	34	64	0	0	0	0	98	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	10	21	23	25	0	0	0	0	86	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	11	10	24	0	0	0	45

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	6	0	18	1	0	0	0	0	27
Students retained two or more times	0	0	0	0	1	1	0	0	0	2

**Prior Year (2022-23) As Initially Reported (pre-populated)****The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	6	42	46	41	35	35	0	0	0	205	
One or more suspensions	0	0	1	4	1	4	0	0	0	10	
Course failure in ELA	0	0	0	57	0	0	0	0	0	57	
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	59	35	36	0	0	0	130	
Level 1 on statewide Math assessment	0	0	0	40	35	42	0	0	0	117	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	11	34	35	42	25	0	0	0	147	

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

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

**The number of students identified retained:**

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

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	6	42	46	41	35	35	0	0	0	205	
One or more suspensions	0	0	1	4	1	4	0	0	0	10	
Course failure in ELA	0	0	0	57	0	0	0	0	0	57	
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	59	35	36	0	0	0	130	
Level 1 on statewide Math assessment	0	0	0	40	35	42	0	0	0	117	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	11	34	35	42	25	0	0	0	147	

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

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

**The number of students identified retained:**

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

## II. Needs Assessment/Data Review

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

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	42	50	53	40	53	56	41		
ELA Learning Gains				55			46		
ELA Lowest 25th Percentile				59			21		
Math Achievement*	44	56	59	51	50	50	43		
Math Learning Gains				64			43		
Math Lowest 25th Percentile				57			17		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	29	50	54	33	59	59	40		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	52	59	59	41			40		

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

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

#### ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	210
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	400
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

<b>2022-23 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	23	Yes	4	1
ELL	33	Yes	1	
AMI				
ASN				
BLK	41			
HSP	39	Yes	1	
MUL	87			
PAC				
WHT	41			
FRL	38	Yes	1	

<b>2021-22 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	36	Yes	3	
ELL	48			
AMI				
ASN				
BLK	46			
HSP	50			
MUL				
PAC				
WHT	58			
FRL	49			

**Accountability Components by Subgroup**

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	42			44			29					52
SWD	18			22			12				5	44
ELL	31			33			17				5	52
AMI												
ASN												
BLK	41			43			25				4	
HSP	39			41			24				5	52
MUL	83			91							2	
PAC												
WHT	43			43							3	
FRL	37			39			23				5	53

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	40	55	59	51	64	57	33					41
SWD	14	45	55	27	51	53	14					25
ELL	35	57	62	43	60	52	32					41
AMI												
ASN												
BLK	38	48	55	50	62	45	21					
HSP	39	58	62	46	63	61	32					42
MUL												
PAC												
WHT	46	46		68	69		62					
FRL	37	54	58	48	63	60	32					39

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	41	46	21	43	43	17	40					40
SWD	15	19	16	18	15	11	10					35
ELL	37	43	19	42	38	14	34					40

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK	36	54		34	44		36					
HSP	42	42	11	46	40	0	36					41
MUL												
PAC												
WHT	42	50		46	50		55					
FRL	38	45	15	42	40	12	38					41

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	46%	53%	-7%	54%	-8%
04	2023 - Spring	46%	54%	-8%	58%	-12%
03	2023 - Spring	38%	46%	-8%	50%	-12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	53%	55%	-2%	59%	-6%
04	2023 - Spring	39%	59%	-20%	61%	-22%
05	2023 - Spring	39%	53%	-14%	55%	-16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	27%	47%	-20%	51%	-24%

### III. Planning for Improvement

#### Data Analysis/Reflection

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

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

Compared to last year's data the science data indicated science proficiency declined from 33% to 30%. Some contributing factors that impacted this decline were substitute teachers after the teacher retired and learning gaps due to the pandemic. Students limited science vocabulary impacted understanding of concepts and affected their comprehension of questions. Subgroup data has also inclined or declined from last year's data, with subgroups SWD, ELL under the 41% and identified in ESSA Subgroup data review.

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

The component that had the greatest decline was math proficiency 51% to 46% proficient. Implementation of new BEST Standards and understanding and unpacking the complexity of these standards impacted core instruction. Testing on a digital platform with various item types impacted students' achievement because questions that are similar to the digital platform were not accessible for student practice throughout the year. 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. In addition, small group instruction was used minimally (as the teacher discretion), this upcoming year, small group instruction will be utilized on a daily basis.

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

The component with the greatest gap compared to the state average was Science. Science has a 19.7% difference when compared to the state average. Students' acquired learning gaps during the pandemic due to the missed hands-on science experience that they could put to long term memory. Time restraints within the current grade level do not allow for time to remediate these concepts.

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

The component that improved the most was Reading proficiency from 40% to 45%. All teachers planned with coach, resource and RTI resource from 1 to 2 hour(s) each week. Coach and Reading Resource modeled, conducted coaching cycles, facilitated PLCs and provided professional development to staff. Students were given intrinsic rewards for meeting their weekly goals. Standard based instruction, improved student engagement with PBIS/Champs schoolwide expectations, and small group strategic instruction to increase student achievement levels. New actions to increase use of substitutes and minimize the use of paraprofessionals time to sub. Increase the time paraprofessionals provide intervention and support in the classroom. ESE teachers will also meet in PLCs, collaboratively plan with grade level teams to increase work on essential standards and small group intervention support.

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

1. Proficiency in ELA, Math and Science
2. ESE gains



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

1. Math Proficiency
2. Science Proficiency
3. SWD and ELL subgroups making proficiency and learning gains
4. Reading Proficiency
5. Attendance

**Area of Focus**

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

**#1. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus Description and Rationale:**

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

According to the state assessments, district progress monitoring and ESSA subgroup data for SWD students are scoring below the Federal threshold at 41% and below the state and district levels in both reading achievement and math achievement.

**Measurable Outcome:**

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

ELA achievement and learning gains need to increase for SWD in 2023. ELA Achievement and Math Achievement is an average of 37%. As a school, we plan to increase our outcome for SWDs in 2023-2024 school year by 5%. Science Achievement is below 15% and we plan to increase our outcome for SWDs in 2023-2024 school year by 5%.

**Monitoring:**

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

Frequent monitoring through iReady, Achieve 3000, PMAs will be reviewed during collaborative data discussions and planning sessions each week to determine the progress of individual students. Students who need intervention will drive lesson development, and additional progress monitoring through reassessment. Intervention and small groups will be adjusted according to needs. PLC data chats will review schoolwide and grade level data to determine progress of students and training/coaching needs in problem areas.

**Person responsible for monitoring outcome:**

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

**Evidence-based Intervention:**

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

Teachers and administration will utilize data chats, PLCs, collaborative planning team (CBT) sessions and coaching to identify current levels of achievement using previous data and progress monitoring, such as iReady diagnostics, FAST/STAR PMAs, 3-5 Acaletics Monthly Scrimmages and common assessments. The development of strategic instructional lessons to close learning gaps for targeted intervention small groups specifically for SWD and ELL. PLCs and PD will be focused on effective instructional strategies, classroom management, engagement, rigor, questioning techniques and research-based methods designed to deepen students understanding. Teachers will collaboratively plan with their team and ESE teachers to differentiate and plan small group instruction.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

In order to improve ELA, Math, and Science among SWD students, data chats and collaborative planning must occur frequently to progress monitor all intervention groups to access student growth and gaps. Intervention groups will increase differentiation and rigorous targeted instruction. Tutorials will target SWD, ELL and L25 students first.

**Tier of Evidence-based Intervention**

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers, leadership and administration will participate in weekly PLCs ( & CPTs) to facilitate strategic use of core and supplemental curriculum, explicit instruction, student practice and formative/summative assessment through frequent analysis of student data. Title IA funds allocated for this area of focus include:

- \*Salaries for paraprofessionals, instructional reading and math coaches, RTI teacher and reading resource teacher.

- \*Supplies and other consumable materials to support classroom instruction: paper, pens, post-it notes, highlighters, markers, math manipulatives, lab materials for science, guided reading books.

- \*Technology new student laptops for technology usage.

- \*Consumable workbooks for supplemental math instruction from Acaletics Math

- \*Consumable workbooks for supplemental science instruction from Acaletics Science

- \*Instructional Technology: computer hardware and supplies

Additional staff - teacher, paraprofessional or Academic Intervention Specialist

**Person Responsible:** Casey O'Brienswope (casey.obrienswope@hcps.net)

**By When:** Administration conducts ongoing informal and formal observations to provide focused feedback and instructional coaching utilizing the district evaluation rubric and the classroom walkthrough tool beginning the first week of September.

The instructional coach will conduct instructional coaching cycles with teachers to improve instructional outcomes.

**Person Responsible:** Leniece Edwards (leniece.edwards@hcps.net)

**By When:** Coaching systems will begin late August beginning of September and priority will be determined by walkthroughs and informal observations.

Teachers will maintain MTSS folder to be utilized in MTSS data chats and strategic lesson planning for tier 2 and 3 students in need of differentiation. Progress monitoring will be kept by the RTI teacher and MTSS meetings will be held quarterly.

**Person Responsible:** Odalis Martinez (odalis.martinez@hcps.net)

**By When:** Meeting will be held late August beginning of September and throughout the year.

**#2. 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 crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our leadership team analyzed our performances and practices and discovered a need for more small group instruction and check for understanding. In discussions with our teachers, we discovered that progress monitoring and interventions were primarily performed during small group instruction. Additionally, we will structure the small group instruction to ensure that assigned academic targets are met. Teachers will conduct targeted small group instruction daily. The small group instruction will target a deficient area on a state test in the respective subject area of focus. Teachers will document these small groups within their lesson plans and for document how students performed on the check for understanding task.

**Measurable Outcome:**

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

Last year walkthroughs indicated that 15 out of 50 teachers provided small group instruction on a daily basis. Therefore, this year 80% of teachers will be implementing small group instruction within their classrooms on a daily basis by late August. The proficiency of our students by the end of the year, will increase by 5 percent as measured by the state FAST PMAs. Therefore, ELA proficiency currently 45% will increase to 50%, 3rd grade proficiency will increase from 40 to 45 %, Math will increase from 46% to 51% and Science will increase from 30 to 35%. While viewing our iReady data, we notice that there was a 90 percent correlation to the FAST PMAs. Therefore, small group intervention will increase proficiency as well as learning gains.

**Monitoring:**

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

Targeted Small group instruction. This strategy is used to review student data, set goals, support struggling students, and teach, reteach, or remediate instruction. Teachers will select particular students to participate, utilizing data points to target supports based on student needs.

**Person responsible for monitoring outcome:**

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

**Evidence-based Intervention:**

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

All K-5 teachers will participate in professional learning sessions throughout the 22-23 school year. This professional learning will specifically focus on implementing targeted small group instruction to meet the needs of students.

All K-5 teachers will participate in regular PLCs to collaborate, learn, plan, and achieve results.

All K-5 teachers will implement a Multi-Tiered System of Support during grade level math intervention/enrichment blocks.

All 3-5 math teachers will implement the Acaletics Math Program daily.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

By providing teachers with professional learning opportunities and resources, classroom instruction will be effectively supported to ensure student learning and achievement.

**Tier of Evidence-based Intervention**

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Instructional staff will plan with grade level teams during PLCs for differentiated instruction. Instructional staff will engage in the PLC process to ensure all students receive differentiated instruction in the core subject areas. Instructional staff will frequently review classroom data to monitor the progress of students and complete Monthly Academic Scrimmages.

**Person Responsible:** Lana Saffold (lana.saffold@hcps.net)

**By When:** During the week of August 14th.

MTSS - Student learning will improve as a Multi-Tiered System of Support is put into action during grade level intervention/enrichment blocks. Instructional staff will plan with grade level teams during PLCs for differentiated instruction.

**Person Responsible:** Odalis Martinez (odalis.martinez@hcps.net)

**By When:** Late August

**#3. Positive Culture and Environment specifically relating to Other****Area of Focus Description and Rationale:**

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

We believe that positive relationships among staff, students in all subgroups, and families can be the foundation to building a successful school climate. We strive to create a school environment where students feel safe, supported, engaged, accepted and loved. We are a Title I school and for many students we are their safe haven. We believe a positive school culture can improve academic achievement, attendance, behavior and resilience. We believe a positive school culture and environment also increases teacher job satisfaction and teacher retention. Teachers actively and purposefully greet their students as they enter the classroom each day. We encourage parents and families to reach out for support as much as they would like. We seek to involve our parents and families in decision making through our SAC and numerous activities and surveys throughout the year. We hold each other accountable and seek to challenge our students with high expectations. We are consistent in our expectations for behavior and discipline through PBIS practices, CHAMPS and progressive discipline. We practice restorative discipline and often find our students develop the skills they need to improve by talking through alternative behavioral choices.

**Measurable Outcome:**

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

The monthly and quarterly events that are planned will require students to earn points towards the behavioral celebrations. Data will be analyzed monthly in PBIS meeting

**Monitoring:**

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

There will be monthly walkthroughs to collect data on the PBIS systems in place. The state will also conduct walkthroughs to qualify Thompson to be a state recognized PBIS School of Excellence.

**Person responsible for monitoring outcome:**

AngelaC Smith (angelac.smith@hcps.net)

**Evidence-based Intervention:**

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

PBIS is instilling core values of PRIDE. Perseverance, Responsibility, Integrity, Diversity and Empathy. This will allow students to focus on instruction and increasing student achievement.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

This strategy was selected because it promotes a learning centered culture where diverse cultures come together to embrace a Thompson culture of understanding and learning. Students will embrace and practice the PRIDE traits throughout the entire year.

**Tier of Evidence-based Intervention**

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

*No action steps were entered for this area of focus*

**CSI, TSI and ATSI Resource Review**

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

The leadership team analyzed the data for each subgroup and determined that the SWD is a priority need. This subgroup has persistently performed under the 40 percent threshold for the past three years. Therefore, additional resources as well as personnel will require funding to support this subgroup. Personnel will be used for additional small group instructional support. Funding will be set aside in t-payroll, to assist with planning for ESSA groups and student's individual needs.

**Reading Achievement Initiative for Scholastic Excellence (RAISE)****Area of Focus Description and Rationale**

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

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

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

There are currently 60% of our K-2 students are below the 40th percentile in reading. Teachers will explicitly model strategies and think alouds aligned to the lesson during whole and small group instruction. Teachers will create questions and tasks that require students to demonstrate understanding and support their ideas of the text.

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

There are currently 53% of our 3-5 students are below the 40th percentile in reading. Teachers will explicitly model strategies and think alouds aligned to the lesson during whole and small group instruction. Teachers will create questions and tasks that require students to demonstrate understanding and support their ideas of 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 coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

### Grades K-2 Measurable Outcomes

English Language Arts proficiency and gains will increase by 5 percentage points, while English Language Arts bottom quartile will increase by 10 percentage points during the 2023-2024 school year.

### Grades 3-5 Measurable Outcomes

The current third graders will increase proficiency by 5 percentage points. The current fourth graders will increase to 57 percentage points and the current fifth grade will increase to 60 percentage points by the 2023 -2024 school year.

## Monitoring

### Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

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.

O'Brienswope, Casey, casey.obrienswope@hcps.net

## Evidence-based Practices/Programs



**Description:**

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

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

We will actively participating in weekly grade-level professional learning communities and planning with instructional coaches and administrators focused on small group instruction and direct modeling.

**Rationale:**

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

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

Our professional learning communities will provide opportunities for teachers to increase their capacity in creating small group 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 walkthroughs that will focus on explicit modeling and small group instruction.	O'Brienswope, Casey, casey.obrienswope@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 PLCs to analyze diagnostic data as well as FAST and STAR assessment data.	O'Brienswope, Casey, casey.obrienswope@hcps.net

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

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

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

List the school's webpage\* where the SIP is made publicly available.

Disseminating a schools improvement plan effectively is crucial for its successful implementation. We do this through staff meetings where we present the plan during facility meeting to ensure that are teachers and staff are informed about the goals and strategies. We also use parent meetings where we explain the plan, answer questions and garner support. Further, we use the school website to post the plan, making it accessible to the entire school community.

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

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

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

Thompson will be encouraging parents to volunteer in the classrooms and on campus. We host family engagement nights to garner additional support from families and community members. We will use progress alerts, conference nights, and PBIS Reward App. This transparency helps parents feel more engaged and connected to the school's mission.

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

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

We are doing specific academic parent night events, breakfast in the classroom increases time for learning, and Title I funds are being used to supplement the curriculum and accelerate learning.

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

Head Start helps develop relationships with the community and prepares the students for school. We are Fresh Fruit and Vegetable program (FFVP) this helps with nutrition programs. Concerning violence programs, we offer group and individual counseling.

#### **Optional Component(s) of the Schoolwide Program Plan**

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

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

Thompson utilized group and individual counseling to address students' emotional and mental wellbeing. We provide in class lesson on character traits. In addition, we also help students manage stress, build coping skills, and navigate personal challenges enhancing their overall emotional resilience and social skills. We have additional programs like Girls on the Run to foster a sense of belonging and improve self-esteem. Further, we partner with community stakeholders that offer extra-curriculars that foster sportsmanship and self-control. Lastly, we are providing schoolwide PBIS character lessons and ongoing training for our students and teachers.

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

Our school counselor provides career specific lessons and goal setting lessons to all students. All students also participate in the Great American Teach In, which is another way to expose them to career professionals.

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

We use Positive Behavior Intervention System to model, prevent, and address behavior problems. We have a solid RtI process to address tier 2 and 3 problem behavior. We also offer group and individual counseling and community mental health referrals as needed.

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

Our professional development is aligned to specific needs of the instructional staff. We have a robust coaching staff that is funded by Title I that plans, coaches, analyze data, and support instructional staff as needed.

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

We provide orientation sessions, collaboration between preschool and elementary school educators, and they plan activities that gradually introduce preschoolers to elements of the elementary school routine.

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Small Group Instruction	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
Total:			\$0.00

### Budget Approval

**Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.**

Yes