

Hillsborough County Public Schools

Thonotosassa Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Thonotosassa Elementary School

10050 SKEWLEE RD, Thonotosassa, FL 33592

[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.

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

Provide the school's vision statement.

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

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

School Leadership Team, 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
Montoto, Anthony	Principal	Serves as instructional leader to the site; responsible for management of all aspects of the school operation, including supervision of all instruction, supervision and evaluation of employees, communication with the school community, supervision of school in-service programs; responsible for working collaboratively with the school community to develop the school's vision and goals, and for creating, coordinating and implementing plans to maintain and enhance the educational program, activities, and operation of the school according to federal, state, and district mandates and other related work as required.
Farmer, Lori	Assistant Principal	Assists Principal in administration of the school curriculum, instructional program, staff, and site facilities; assists with selection, assignment, supervision and evaluation of staff in accordance with District guidelines, assists in coordination, implementation, and development of activities, assists teachers with student discipline, as well as the development and maintenance of schedules and calendars; assists in school compliance with Board Policy and Administrative Regulations; assists in monitoring special instructional programs such as English Learner and/or Special Education; monitors plans and procedures for health and safety of students, staff, and campus, participates as a member of the District administrative team; assumes the duties of the principal in their absence
Farinas, Sara	Math Coach	The Math Coach supports all teachers and staff in the implementation of the district reading plan. The coach works directly with teachers in a school providing model lessons, collaborative and one-on-one support and professional development. The coach focuses on enhancing teachers' ability to provide instruction that builds students' sense of engagement and ownership of learning. The coach also works with administrators and teachers to collect and analyze and interpret math data to guide instructional decisions.
Bowman, Barbara	Reading Coach	The Reading Coach supports all teachers and staff in the implementation of the district reading plan. The coach works directly with teachers in a school providing model lessons, collaborative and one-on-one support and professional development. The coach focuses on enhancing teachers' ability to provide instruction that builds students' sense of engagement and ownership of learning. The coach also works with administrators and teachers to collect and analyze and interpret reading data to guide instructional decisions.

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.

The Insight Survey is used to identify trends that the stakeholders find a priority. This survey includes the input of staff, students, families and community partners. Weekly leadership meetings include student services personnel as well as content/subject area personnel that share pertinent information regarding school wide needs with administration and collaborate for possible next steps to meet those needs. Professional development is based on the instructional needs of our teachers (perceived and observed). Our school has the benefit of being allocated a FACE Ambassador to reach out to the community. Based on these resources and structures, as well as student data, the SIP Plan is developed to address the clear identified trends.

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))

The SIP will be monitored through ongoing data PLC's to ensure the highest number of students are on track to meet State academic standards; leadership team meets weekly to review performance data to monitor progress and provide guidance to teachers on changes to structures and areas of focus. An electronic data wall is maintained to monitor the progress of all Subgroups and provide guidance and support implementation to the instructional program. Data-based decisions will be made as the leadership team continues to monitor student achievement data and make improvements to action steps and areas of focus as needed.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	65%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP)

	Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: D 2018-19: D 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	1	28	33	22	24	17	0	0	0	125	
One or more suspensions	1	2	7	6	2	2	0	0	0	20	
Course failure in English Language Arts (ELA)	0	0	0	0	29	15	0	0	0	44	
Course failure in Math	0	0	0	0	15	14	0	0	0	29	
Level 1 on statewide ELA assessment	0	0	0	0	29	15	0	0	0	44	
Level 1 on statewide Math assessment	0	0	0	0	15	14	0	0	0	29	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	2	2	9	15	10	0	0	0	39

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

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

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	37	35	27	25	27	27	0	0	0	178	
One or more suspensions	0	1	1	0	1	6	0	0	0	9	
Course failure in ELA	0	0	0	19	0	0	0	0	0	19	
Course failure in Math	0	0	0	13	15	23	0	0	0	51	
Level 1 on statewide ELA assessment	0	0	0	24	16	22	0	0	0	62	
Level 1 on statewide Math assessment	0	0	0	13	15	23	0	0	0	51	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	12	11	17	31	0	0	0	76	

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	2	1	1	7	1	0	0	0	0	12

The number of students identified retained:

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

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	37	35	27	25	27	27	0	0	0	178	
One or more suspensions	0	1	1	0	1	6	0	0	0	9	
Course failure in ELA	0	0	0	19	0	0	0	0	0	19	
Course failure in Math	0	0	0	13	15	23	0	0	0	51	
Level 1 on statewide ELA assessment	0	0	0	24	16	22	0	0	0	62	
Level 1 on statewide Math assessment	0	0	0	13	15	23	0	0	0	51	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	12	11	17	31	0	0	0	76	

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	2	1	1	7	1	0	0	0	0	12

The number of students identified retained:

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

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*	36	50	53	42	53	56	28		
ELA Learning Gains				70			43		
ELA Lowest 25th Percentile				80			60		
Math Achievement*	56	56	59	61	50	50	36		
Math Learning Gains				87			68		
Math Lowest 25th Percentile				79					
Science Achievement*	57	50	54	61	59	59	41		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	68	59	59	79			44		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	252
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	559
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	1	1
ELL	40	Yes	1	
AMI				
ASN				
BLK	37	Yes	1	
HSP	50			
MUL	54			
PAC				
WHT	50			

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	49			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	53			
ELL	76			
AMI				
ASN				
BLK	45			
HSP	63			
MUL	59			
PAC				
WHT	79			
FRL	68			

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	36			56			57					68
SWD	32			40							3	
ELL	14			46			31				4	68
AMI												
ASN												
BLK	33			41			38				3	
HSP	33			55			44				5	71
MUL	31			77							2	

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
PAC												
WHT	40			58			79				4	
FRL	31			54			60				5	71

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	42	70	80	61	87	79	61					79
SWD	20	63	69	43	79		42					
ELL	36	87	91	62	87	90						79
AMI												
ASN												
BLK	34	57		44	65		27					
HSP	31	70		54	88	85	40					73
MUL	50			67								
PAC												
WHT	52	81	82	75	97		87					
FRL	40	70	79	57	85	79	56					79

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	28	43	60	36	68		41					44
SWD	22	42		17	53		27					
ELL	26			22								44
AMI												
ASN												
BLK	19			20								
HSP	23	56		27	56		43					36
MUL												
PAC												
WHT	34	24		46	71		38					
FRL	26	43	60	35	70		42					44

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	31%	53%	-22%	54%	-23%
04	2023 - Spring	48%	54%	-6%	58%	-10%
03	2023 - Spring	30%	46%	-16%	50%	-20%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	38%	55%	-17%	59%	-21%
04	2023 - Spring	61%	59%	2%	61%	0%
05	2023 - Spring	58%	53%	5%	55%	3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	47%	47%	0%	51%	-4%

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.

The 2022-2023 school year demonstrated a significant gap between ELA for grades 3, 4, and 5 compared to math grades 3, 4, and 5. ELA - 38%, proficient, Math - 59% proficient, Science - 51%. Our district overall demonstrated ELA performances lower than other subject areas in the intermediate grades. The introduction of new benchmarks, new curriculum, and a new standardized assessment were contributing factors.

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

Fifth grade science proficiency decreased from 61% in 2022 to 51% in 2023. There were no changes instructionally. The same teacher(s) taught both years. It is presumed that possible the lower performance is due to less exposure to science in the previous grade levels. As a result, science benchmarks will be addressed more consistently throughout the grade levels.

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.

ELA proficiency showed the greatest gap when compared to the state average. There will be an emphasis on ELA this year through implementation of our Instructional Priority of High-Level Instruction on Grade Level Benchmarks.

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

Data components in math were closely aligned to the state scores. Math was a strength of our school. Small group work with fidelity, strategic selection of students based on needs, and closely monitoring benchmark proficiency of each student.

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

1. Student attendance
2. Student tardiness.

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

1. Increase ELA proficiency
2. Increase ELA Learning Gains in our subgroups (close achievement gap)
3. Maintain 60 percent proficiency in math and science.

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Early Warning System**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.

Increases in student attendance are highly correlated to improvements of student achievement.

Measurable Outcome:

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

Daily attendance rates will increase to 90% or above.

Monitoring:

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

School social worker will monitor attendance rates daily and meet weekly with administration to review progress toward the identified goal of 90% or above.

Person responsible for monitoring outcome:

Anthony Montoto (anthony.montoto@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.)

Schoolwide attendance incentives will be implemented at Tier 1, tier 2 and tier 3 levels of intervention.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Attendance incentives and interventions motivate students to attend daily and increase lines of communication with students and families to identify barriers to high levels of regular attendance.

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.

Implement daily, weekly and monthly attendance incentives. Class-wide perfect attendance rewarded daily. Monthly attendance party provided for students with 2 or less unexcused absences monthly. Awards given monthly for homeroom with highest attendance rate, individual perfect attendance, and most improved attendance.

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

By When: Ongoing, August 2023 - May 2024

Checklist of actions provided to teachers to communicate with parents and documentation in Education Connection when students are absent. School Social Worker will mail home 10-day letter with psycho-educational material on attendance and place a copy in the student's cumulative file. Teachers are encouraged to consult with the Social Worker regarding students with poor attendance for possible parent-teacher conference. Students with patterns in poor attendance will be referred to MTSS.

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

By When: Ongoing, August 2023 - May 2024

Students in need of Tier 3 attendance interventions as a result of habitual absences or being unaccounted for after a period of consecutive days will receive a home visit by the School Social Worker and Principal. A referral will be made to the Child Study Team for attendance to determine if an attendance referral is appropriate. The child may be referred to the Social Worker to begin the attendance remediation process.

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

By When: Ongoing, August 2023 - May 2024

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

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

We identified a critical need to improve our practices in ELA instruction and student achievement. This is based on our review of our 2022-2023 FAST data, whereas students in grades 3, 4, and 5 demonstrated 38% overall proficiency. Therefore, an area of focus for the 2021-2022 school year is ELA overall proficiency, increasing the performance of students in the bottom quartile, as well as increasing the number of students making learning gains.

Measurable Outcome:

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

For the 23-24 school year, our goal is for 50% of our third-fifth grade students to score proficient (Level 3 or higher) on the FAST ELA assessment. In addition, 50% of our fourth and fifth grade students and 70% of our bottom quartile students will make learning gains.

Monitoring:

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

iReady, DIBELS (for students below the 20th percentile), Benchmark assessments

Person responsible for monitoring outcome:

Anthony Montoto (anthony.montoto@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.)

During weekly ELA PLC's and facilitated ELA planning sessions, teachers will analyze current student performance data to identify strengths and needs, design instruction with the appropriate level of scaffolding, and select high quality texts and instructional materials to ensure students are successfully engaging in the work of grade level standards. Teachers will collaborate the Reading Coach and administration to develop strategies to increase student performance and provide reteaching, and to support students in mastery of grade level standards. Professional growth opportunities in content knowledge and pedagogy will be provided by the Reading Coach and district PD, through coaching cycles and job-embedded professional development.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Regular collaboration the school Reading Coach, colleagues, and administration to analyze data, identify needs and design quality instruction will ensure teachers are empowered to provide students with access to grade-appropriate standards. This work in PLC's, coaching cycles, and job-embedded professional development will maximize opportunities for our students to excel as a result of engaging in standards-based lessons, quality teaching, and high expectations in every classroom.

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.

Action Step 1 - Review and Refine Structures and Expectations for ELA PLCs

- Review and adjust master schedule to ensure common planning times for all grade level
- Review and refine the structure and expectations of ELA PLCs
- Protocols will be developed to ensure teachers will be supported with effective teaching methods for standards-based instruction
- Grade level teams will collectively analyze existing structures and expectations for before, during, and after PLCs and make modifications as needed
- Progress Monitoring - Administration will attend PLCs to monitor implementation and will clearly communicate expectations through the review of PLC protocols, and lesson plans, student assessment data, formal/informal observations, and individualized feedback to teachers through Office 365 One Note

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

By When: Beginning the week of 8/21/2023

Action Step 2 – Provide Needs-Based Professional Development

- Utilize Reading Coach/Reading Resource teacher to provide ongoing needs-based job-embedded Side by Side Professional Development to increase content knowledge and develop best practices.
- Coaching cycles will be implemented by the Reading Coach and next step individualized coaching provided as needed.
- Individual feedback will be communicated to teachers by administration/Reading Coach.
- Purchase teacher resources, supplies and technology to support professional development and instruction
- Administration/leadership team will provide ongoing progress monitoring through classroom walkthrough data and student assessments that demonstrate evidence of learning, and progress of teacher coaching plans.

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

By When: Beginning the week of 8/02/2023

Action Step 3 - Build Teacher Capacity

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

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

By When: beginning the week of 8/10/2023

Action Step 4 - Provide Targeted Student Support through Reading Tutor

Close achievement gaps by providing targeted small group instruction aligned with standards

- Reading tutor will provide targeted small-group standards-based instruction with scaffolding and differentiation as needed to demonstrate proficiency in the ELA BEST Benchmarks; the reading tutor will collaborate with the Reading Coach and Administration to identify students in need of additional support and determine the most effective instructional strategies for small groups; prioritize targeted subgroups of

students (Students with Disabilities, ELL Students, Black Students, Hispanic Students, and Economically disadvantaged Students).

- Administration, in collaboration with the leadership team will provide ongoing progress monitoring through classroom walkthrough data and analyzing trends in teacher practice and student performance on assessments that demonstrate students' evidence of learning to identify changes needed in order to align small group instruction and tutoring to standards-based instruction.

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

By When: 08/29/2023

#3. Instructional Practice specifically relating to Math**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.

Rationale: Academic achievement increases when students are deeply engaged in high-quality standards aligned instruction and have the opportunity to work on grade-level assignments.

The percentage of students below proficiency (Level 3) in grades 3, 4, and 5 on the 2023 statewide, standardized math assessment was 41%. Walkthrough and observational data indicated inconsistent use of aggressive progress monitoring and a need for more scaffolded instruction responsive to student needs.

Measurable Outcome:

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

By December 2023, 70% of teachers will utilize aggressive progress monitoring to document and scaffold mastery of BEST standards and implementation of rigorous tasks. By May 2024, 80% of teachers will utilize aggressive progress monitoring to document and scaffold mastery of BEST standards and apply strategies of scaffolded instruction responsive to student needs. This will result in a goal of 60% of students in grades 3-5

scoring at or above proficiency on the FAST Mathematics Statewide Assessment in May 2024.

Through aggressive progress monitoring and scaffolded instruction, we also hope to achieve our goal of 70% of students making learning gains, and 70% of students in the bottom quartile making learning gains.

Monitoring:

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

Instructional coaches will provide ongoing feedback to teachers centered around the use of aggressive progress monitoring and scaffolded instruction. Administration will conduct formal and informal observations to provide regular written feedback through OneNote and the District teacher evaluation protocol. During PLC's, teachers will bring and discuss evidence of ongoing formative assessments, such as student work samples, skill-based checklists, anecdotal notes, Skills quizzes, exit tickets, and checks for understanding throughout daily lessons. Assessments for monitoring student achievement will also include the district mathematics Quarterly Monitoring Tool in grades 1-5. Kindergarten unit assessments will be used to monitor students' mastery of benchmarks. Instructional implications for these assessments will be discussed through data chats and PLC's. FAST #1 and #2 will be analyzed and action plans will be addressed in the same fashion as district assessments, with a focus on analyzing the assessments to determine student misconceptions with planning for reteaching and acceleration.

Person responsible for monitoring outcome:

Anthony Montoto (anthony.montoto@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.)

Instructional coaches will embed professional learning during PLC's and side-by-side coaching on explicit modeling, aggressive monitoring, and feedback to students through teacher clarity of success criteria with the goal of transfer to practice and teacher ownership. Teachers will also utilize I-Ready as an evidence-based program to close gaps unfinished learning, as well as accelerate and extend learning.

Thonotosassa will utilize STEMScopes as one of many resources provided to ensure students are receiving high quality standards-based instruction. Core instruction will be strengthened by using The Five Practices of Mathematics that encourages student discourse throughout the instructional frameworks.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Aggressive progress monitoring and scaffolded instruction allows teachers to provide meaningful feedback to students. This provides clarity for the student and reduces the uncertainty between the students' performance and the lesson goals. Hattie's research on student feedback has an effect size of .75, as it learning-oriented and guides students toward mastery of the standards.

The Five Practices of Mathematics was selected as an instructional strategy because it empowers to anticipate student responses and misconceptions during the planning process so that teachers can be more responsive to student thinking through scaffolded questioning. It enables teachers to utilize student work as exemplars and

sequencing the student work in a logical manner so that students are able to connect strategies and multiple representations of the essential learning. This allows foundational concepts to be strengthened while ensuring that the benchmark is taught with depth, complexity and rigor.

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.

Create and update an electronic math data wall for all school-based stakeholders to strategically group and monitor students.

Person Responsible: Lori Farmer (lori.farmer@sdhc.k12.fl.us)

By When: August 2023

Plan and facilitate weekly PLC's focused on unpacking new standards and analyzing the ALD's to ensure teaching for proficiency.

Person Responsible: Sara Farinas (sara.farinas@hcps.net)

By When: Ongoing August 2023 - May 2024

Provide formal and informal feedback to teachers on a weekly basis focusing our schoolwide instructional priorities of aggressive progress monitoring and student time on task. This will enable coaches to further support student achievement through coaching to positively impact student learning.

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

By When: Ongoing August 2023 - May 2024

Conduct data chats in a timely manner following district and state assessments.

Person Responsible: Sara Farinas (sara.farinas@hcps.net)

By When: Within one week of all QMT's and FAST PM 1 and 2.

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

In 2023, the following grade levels scored below the 40th percentile on STAR Early Literacy and STAR Reading: Kindergarten (56%), first grade (66%), and second grade (63%). Students had multiple gaps in their learning due to a lack of systematic and explicit phonics instruction. The testing platform was also unfamiliar to students and teachers in K-2.

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

In 2023, the following grade levels scored below a level 3 on the FAST ELA assessment: third grade (67%), fourth grade (52%), and fifth grade (68%). Students underperformed with FAST testing due to inconsistencies with rigorous tasks matching the depth of the BEST standards and appropriate scaffolded support with grade-level 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

In grades kindergarten through second, at least 50% of students will be at or above the 40th percentile in Star Early Literacy or Star Reading in Spring of 2024. Sixty percent of students will also show learning gains from Star PM1 to Star PM3.

Grades 3-5 Measurable Outcomes

In grades third through fifth, at least 50% of students will be at or above a level 3 on the FAST ELA assessment PM3. Sixty percent students will also show learning gains in FAST PM3 assessments from 2023 to 2024.

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.

The Literacy Coach will provide on-going job-embedded PD with the new district adopted curriculums, such as UFLI, Flamingo Institute, DIBELS, and the McGraw Hill platform. Through grade level PLCs, teams will create exemplar questions/responses to support the BEST benchmarks for ELA. ESE teachers will be provided training on how to use intervention material purchased by the district. In addition, the Literacy Coach will provide opportunities for coaching cycles, modeling of lessons, side-by-side coaching, and observations of other classrooms.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Bowman, Barbara, barbara.bowman@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?

In K-2, teachers will utilize the following curriculum in order to assist with teaching the BEST benchmarks: UFLI and Wonders for core instruction, UFLI, IReady Toolbox lessons, and LLI for tier 2 interventions, and SIPPS for tier 3 interventions.

In 3-5 teachers will utilize the following curriculum in order to assist with teaching the BEST benchmarks: Wonders and IReady Magnetic Reading for core instruction, UFLI, IReady Toolbox Lessons, and LLI for tier 2 interventions, and SIPPS, UFLI, and IReady Toolbox for tier 3 interventions.

All grade levels will progress monitor using DIBELS for Tier 2/3 interventions.

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?

All the programs utilized are designed to accelerate learning throughout all areas of ELA. These resources include foundational skills, reading comprehension, and written communication skills. They also address differentiated learning to close deficits for individual 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 Coach will provide on-going PD opportunities for instructional programs such as: SIPPS, Wonders, IREADY, UFLI, DIBELS, and LLI.	Bowman, Barbara, barbara.bowman@hcps.net
The Literacy Coach will provide support through coaching cycles, data chats, collaborative planning, and observation of other teachers.	Bowman, Barbara, barbara.bowman@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.

The SIP will be disseminated to parents in a variety of ways to effectively communicate school-wide goals and progress. A copy of the plan will be available in the parent resource notebook in the front office. The plan will also be shared via parent link so that parents have access to the plan online. Additionally, school-wide goals and progress will be communicated via the Annual Title 1 Meeting, weekly Friday Focus videos, and parent nights. A copy of the plan will also be accessible via the school website. Resources from the ELL will be provided to parents so that the information is accessible in a language parents can understand.

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))

The school has a school-wide communication plan to build positive relationships with parents, families, and other community stakeholders. At the start of the school year, parents receive written communication to welcome and acclimate them to the start of a new school year. Open house and conference nights allow for parents to have face-to-face meetings with teachers to receive information about what students are learning and how they are progressing toward grade-level benchmarks. Teachers use technology to provide ongoing communication through various outlets, such as Canvas, Remind, and Class Dojo.

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

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)

The academic program is strengthened in the school by focusing on our instructional priority of employing high-leverage instructional practices/structures that allow all students to master the grade-level benchmarks. Within the progression of look-fors obtained from the 4 Characteristics of Highly Effective Instruction, an area of focus will be students' responses, work, and interactions demonstrate that students are on track to achieve stated or implied learning outcomes related to grade-level benchmarks. This will be achieved through aggressive progress monitoring of students and ensuring high levels of student engagement and time on task. Master schedules are provided to teachers to ensure the allotted minutes for each subject are planned and guidance is provided to teachers on how to maximize instructional time through pacing of lessons and quick transitions to prevent the loss of instructional time.

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))

This plan is developed in coordination and integration with other Federal and State programs. The principal relies on support from Title 1 funds to achieve school-wide goals through the hiring of additional instructional coaches, a reading tutor, and paraprofessionals. Title 1 funds are also used to provide professional development related to school-wide goals and purchase instructional materials to assist students with meeting grade-level benchmarks. Coordination with ELL occurs through leadership team meetings and PAC meetings, which provide an opportunity to communicate information to parents regarding how to help their children to be successful in school. Coordination through ESE takes place through grade level PLC's with ESE teachers, as well as IEP meetings, where ESE teachers meet with parents to develop IEP goals and communicate ongoing progress toward students meeting grade-level benchmarks and IEP goals.

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))

Students in grades 1-5 are provided with weekly lessons to address character education and life skills. All students have access to mental health services during their lunch time to address personal/social and academic areas. Students in all grades are eligible to meet in small group or individual counseling sessions provided parental consent.

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))

-

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).

All student behavior is reinforced through PBiS. Prevention efforts are provided through SecondStep lessons. Students are identified for extra services from Panorama survey results, behavior tracker, and discipline referrals. Staff are also encouraged to refer students for intervention to address problem behavior. Interventions, such as behavior contracts and FBA's are implemented 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))

coaches

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))

K round up, collaboration with K team and head start

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: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Math	\$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.

No