

Hillsborough County Public Schools

# Town & Country Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## Table of Contents

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<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>11</b>
<b>III. Planning for Improvement</b>	<b>15</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>0</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>19</b>
<b>VI. Title I Requirements</b>	<b>22</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>0</b>

## Town & Country Elementary School

6025 HANLEY RD, Tampa, FL 33634

[ 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.**

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

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

Every student can excel.

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

**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 process will be for administration to meet with (teachers, students, and parents) on a daily basis to get input on methods that can positively impact academic success. Through this collaboration SIP goals will be discussed and monitored. Community members will be invited to engage in these discussions as well.

**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 Leadership Team will analyze the students in targeted ESSA subgroups bi-weekly to ensure that they are receiving additional support in the classroom with fidelity. Content area resource teachers will plan with grade level teams to help incorporate evidence-based teaching strategies throughout their lessons. Professional development will be provided to teachers based on current best practices and evidence-based strategies. As a result, 100% of the students in targeted subgroups (Black/African American students, ELL students, and Students with Disabilities) will make gains in proficiency and learning gains.

**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 PK-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>	95%
<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	N/A
<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) Economically Disadvantaged Students (FRL)
<b>School Grades History</b>	2021-22: B



*2022-23 school grades will serve as an informational baseline.	2019-20: B 2018-19: B 2017-18: C
<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	0	21	7	22	11	12	0	0	0	73
One or more suspensions	0	1	1	0	3	2	0	0	0	7
Course failure in English Language Arts (ELA)	0	0	0	27	24	0	0	0	0	51
Course failure in Math	0	0	0	22	20	0	0	0	0	42
Level 1 on statewide ELA assessment	0	0	0	49	50	40	0	0	0	139
Level 1 on statewide Math assessment	0	0	0	42	45	36	0	0	0	123
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	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	1	0	8	18	8	0	0	0	36

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	1	6	5	3	0	0	0	0	0	15
Students retained two or more times	0	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	1	11	26	16	16	13	0	0	0	83
One or more suspensions	0	1	1	1	2	1	0	0	0	6
Course failure in ELA	0	0	0	16	0	0	0	0	0	16
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	16	10	25	0	0	0	51
Level 1 on statewide Math assessment	0	0	0	19	17	14	0	0	0	50
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	16	16	10	0	0	0	42

**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	1	1	0	4	5	1	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	2	8	7	4	0	0	0	0	0	21
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	1	11	26	16	16	13	0	0	0	83
One or more suspensions	0	1	1	1	2	1	0	0	0	6
Course failure in ELA	0	0	0	16	0	0	0	0	0	16
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	16	10	25	0	0	0	51
Level 1 on statewide Math assessment	0	0	0	19	17	14	0	0	0	50
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	16	16	10	0	0	0	42

**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	1	1	0	4	5	1	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	2	8	7	4	0	0	0	0	0	21
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*	44	50	53	46	53	56	43		
ELA Learning Gains				63			47		
ELA Lowest 25th Percentile				58			46		
Math Achievement*	46	56	59	50	50	50	34		
Math Learning Gains				77			32		
Math Lowest 25th Percentile				84			17		
Science Achievement*	46	50	54	42	59	59	40		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	61	59	59	66			50		

\* 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	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	237
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	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	486
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	33	Yes	1	
ELL	42			
AMI				
ASN				
BLK	36	Yes	1	
HSP	48			
MUL				
PAC				
WHT	40	Yes	1	

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	46			

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	45			
ELL	62			
AMI				
ASN				
BLK	41			
HSP	63			
MUL				
PAC				
WHT				
FRL	61			

**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	44			46			46					61
SWD	26			32							4	42
ELL	31			42			36				5	61
AMI												
ASN												
BLK	50			21							2	
HSP	42			53			45				5	61
MUL												

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	50			30							2	
FRL	41			46			49				5	60

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	46	63	58	50	77	84	42					66
SWD	21	52	47	22	71	75	15					58
ELL	47	71	60	53	81	81	37					66
AMI												
ASN												
BLK	28	45		28	64							
HSP	50	65	59	54	80	86	42					69
MUL												
PAC												
WHT												
FRL	46	63	58	48	77	84	41					67

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	43	47	46	34	32	17	40					50
SWD	19	40	30	14	26		20					29
ELL	46	50		31	34		38					50
AMI												
ASN												
BLK	25			25								
HSP	46	41		34	33	20	37					50
MUL												
PAC												
WHT												
FRL	42	47	46	32	29	17	37					50

**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	48%	53%	-5%	54%	-6%
04	2023 - Spring	32%	54%	-22%	58%	-26%
03	2023 - Spring	29%	46%	-17%	50%	-21%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	36%	55%	-19%	59%	-23%
04	2023 - Spring	39%	59%	-20%	61%	-22%
05	2023 - Spring	46%	53%	-7%	55%	-9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	37%	47%	-10%	51%	-14%

**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.**

English Language Learners reading proficiency in grades 3-5 was 12% at our school. In all of Hillsborough County Public Schools, English Language Learners reading proficiency in grades 3-10 was at 9%. Town & Country Elementary typically has 30-40% of our students actively enrolled in our ELL program, the majority of them being kindergarten- second grade. During the 2022-2023 school year, we saw our population of immigrant students increase dramatically in our intermediate grades compared to what our ELL enrollment is typically. During meetings with families, we learned that many of these immigrant students were suffering gaps in their education from their home countries and were often one to two years behind academically.

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

English Language Learners reading proficiency in grades 3-5 in 2021-2022 was 47% at our school. In the 2022-2023 school year English Language Learners reading proficiency in grades 3-5 was 12%. During meetings with families, we learned that many of these immigrant students were suffering gaps in their education from their home countries and were often one to two years behind academically.

**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.**

English Language Learners reading proficiency in grades 3-5 was 12% at our school. The reading proficiency across the state was in grades 3-10 was 50%. In all of Hillsborough County Public Schools, English Language Learners reading proficiency in grades 3-10 was at 9%. During meetings with families, we learned that many of these immigrant students were suffering gaps in their education from their home countries and were often one to two years behind academically.

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

Our science proficiency increased from 42% in 2021-2022 to 44% in 2022-2023. The administration disaggregated school data throughout the year to identify performance trends and strategically planned professional development activities based on this data. Teachers met with the district science coach numerous times and participated in planning and discussion sessions around best practices. We were flexible and continued to adjust professional development plans based upon observations and feedback from district site-based walk-throughs.

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

Two potential concerns are:

1. Eighty-three students were absent 10% of the time or more.
2. Fifty-one students scored a level 1 on the state ELA assessment and fifty students scored a level 1 on the state Math assessment.

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

- Increase the number of English Language Learners that are proficient in ELA and Math.
- Increase the number of Black students that are proficient in ELA and Math.
- Increase the number of Students with Disabilities that are proficient in ELA and Math.
- Decrease the number of students that are absent 10% of the time or more.

**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.

Fifty-one students scored a level 1 on the state ELA assessment.

### Measurable Outcome:

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

100% of our students will score a level 2 or higher on the STAR Reading for grades K-2 Assessment and the FAST English Language Arts Assessment for grades 3, 4, and 5.

### Monitoring:

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

The leadership team will monitor iReady ELA Data weekly.

### Person responsible for monitoring outcome:

Otis Kitchen (otis.kitchen@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.)

Building collective teacher efficacy through professional learning communities.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

### 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.

Leadership team members will build collective teacher efficacy through professional journals in professional learning communities.

**Person Responsible:** Otis Kitchen (otis.kitchen@hcps.net)

**By When:** By the end of the 2023-2024 school year.

District ELA Resource Teacher will attend PLCs to provide opportunities for structured, sustained, and supported ELA instructional discussions and investigate the relationships between instructional practices and student work.

**Person Responsible:** Otis Kitchen (otis.kitchen@hcps.net)

**By When:** By the end of the 2023-2024 school year.

**#2. Instructional Practice specifically relating to**

**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.

**Measurable Outcome:**

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

**Monitoring:**

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

**Person responsible for monitoring outcome:**

[no one identified]

**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.)

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

**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***

### #3. Instructional Practice specifically relating to

#### 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.

#### Measurable Outcome:

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

#### Monitoring:

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

#### Person responsible for monitoring outcome:

[no one identified]

#### 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.)

#### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

#### 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***

## 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**

Fifty three percent of 1st graders and sixty four percent of 2nd graders scored below the 40% percentile on the Spring Early Literacy State Assessment. In grades 1 and 2 we will implement small group instruction utilizing scaffolding strategies to accelerate learning through on grade level content. According to John Hattie scaffolding has an effect size of .80. Implementing small group instruction utilizing scaffolding strategies to accelerate learning will provide intentional, practical, just-in time support to students.

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

Seventy one percent of 3rd graders and sixty two percent of 4th graders scored below the 50% percentile on the FAST Spring ELA State Assessment. Provide opportunities for educators to build teacher efficacy. According to John Hattie teacher efficacy has an effect size of 1.57.

**Measurable Outcomes**

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

- Each grade K -3, using the 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**

According to iReady first grade students were 29% mid or above grade level according to the 2022-2023 Spring Diagnostic. Students will be at a minimum 60% proficient in grade 1 in ELA. According to iReady second grade students were 30% mid or above grade level according to the 2022-2023 Spring Diagnostic. Students will be at a minimum 60% proficient in grade 2 in ELA.

**Grades 3-5 Measurable Outcomes**

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

## 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 leadership team will monitor iReady ELA Data weekly.

### Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Kitchen, Otis, otis.kitchen@hcps.net

## Evidence-based Practices/Programs

### 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?

Building collective teacher efficacy through professional learning communities.

### 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?

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

## Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

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

## 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.

Methods to disseminate the SIP will be through School Advisory Council meetings as well as through frequent morning parent/teacher/student/administration conferences. The SIP will be located at <https://www.hillsboroughschools.org/townandcountry>.

**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))

We will build positive relationships with parents, families, and other community stakeholders through community partnerships such as Frameworks, The Tampa Heights Junior Civic Association (THJCA), and All Pro Dads. Frameworks of Tampa Bay-Provides support to educators on our campus to empower our students with skills to express their feelings and advocate for themselves. All Pro Dads- Provides opportunities for our fathers to be involved in decision making at our school and celebrate their child's success. THJCA – School Community Garden will strengthen ties between our school and community. All of these community partnerships are highlighted on our website at <https://www.hillsboroughschools.org/townandcountry>.

**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)**

Content area resource teachers will plan with grade level teams (teacher efficacy) to help incorporate evidence-based teaching strategies throughout their lessons. Professional development will be provided to teachers based on current best practices and evidence-based strategies. Strategic collaborative planning will provide maximized instructional planning time and targeted accelerated learning opportunities of students.

**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))**

Title 1 funding will pay for substitute teachers that will provide time during the school day for content area resources teachers to plan with grade level teams (teacher efficacy) to help incorporate evidence-based teaching strategies throughout their lessons. Professional development materials will be funded through title 1. These materials will be provided and utilized by teachers to enhance current best practices and evidence-based strategies. Our head start teachers will be involved in these learning opportunities as well as have access to the materials utilized during professional development opportunities.

### **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))**

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**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))**

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**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).**

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**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))**

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**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))**

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