

Hillsborough County Public Schools

Temple Terrace Elementary School



2020-21 TSSSA Plan

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Eligibility and Allocation

Eligibility

Eligibility for 2020-21 TSSSA will be based on 2019 school grades and meeting one of the following criteria: a school implementing a turnaround plan or a turnaround school that has improved to a C or higher and has exited turnaround status within the last two years.

The preliminary allocation is based on a per-FTE funding amount of \$500 or as provided by the General Appropriations Act. Districts are required to complete a district-level plan. In addition, school-level plans are also required. The district and school level plans must be submitted to your school board for approval by August 1. The school board approved plan is due to the Bureau of School Improvement no later than September 1.

Allocation

School ID	School Name	Implementing	Exited Year 1	Exited Year 2	Preliminary Allocation	Updated Allocation
4281	Temple Terrace Elementary School	Y			\$291,125.00	

Plan Assurances

Family and Community Partnerships

Assure that the school will implement strategies to establish comprehensive support services that develop family and community partnerships.

YES

Academic and Character Standards

Assure that the school will implement strategies to establish clearly defined and measurable high academic and character standards.

YES

Parental Involvement

Assure that the school will implement strategies to increase parental involvement and engagement in the child's education.

YES

Incentives for Instructional Personnel

Assure that the school will implement strategies to identify, recruit, retain, and reward instructional personnel.

YES

Professional Development

Assure that the school will implement strategies to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

YES

Focused Instruction

Assure that the school will implement strategies to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

YES

Plan Items

Family and Community Partnerships

Explain how the school will establish comprehensive support services that develop family and community partnerships.

- Temple Terrace recognizes that it is essential to develop and utilize community partners and family supports in order to provide wrap-around services for the school's students. At Temple Terrace Elementary, 89% of students qualify for free or reduced-price meals and may not have access to adequate resources to meet their daily needs. The school will serve as a resource for its students as well as a link to community resources for both families and students. Principal Brown has realized the importance of developing community partners in the Temple Terrace community and has met with numerous community organizations including the Temple Terrace Garden Club, the Rotary Club, the Temple Terrace Chamber of Commerce, the Temple Terrace Women's Club, and the Temple Terrace Rec Center. She also is aware of community resources like the Tampa Family Health Centers that can help provide medical services to families in Temple Terrace. Principal Brown will continue to foster and build relationships with community partners to help provide the necessary supports for students. Being able to provide supports for students will help Temple Terrace achieve the area of focus stated in the school's SIP—creating a culture for learning. According to Maslow's hierarchy of needs, the general physiological needs of students must be met prior to students being able to focus on achieving academic success. By establishing community partners who will help students and their families in this respect, Temple Terrace Elementary will ensure students will be free to focus on academics. This, in turn, will contribute to developing a culture for learning.

- The school's Community Resource Map is a living document that includes current community partners; new partners will be added as commitments are garnered. The following describes the community partners and providers that will be connected to Temple Terrace Elementary School

- o Temple Terrace Garden Club- Volunteers will assist with the school garden.
- o Rotary Club- will support staff by providing lunches and they will also help provide incentives for students when needed.
- o Tampa Family Health Clinics - will help provide access to health services.
- o Children's Crisis Stabilization Unit- will provide crisis/emergency assistance and prevention.
- o Oasis - will provide student/family assistance with clothes and shoes.
- o Center for Autism and Related Disabilities - will provide student and family assistance for

children with autism and related disabilities.

- o SEEDS - will provide wrap-around case management for families with children, ages 3 years through 3rd grade.

- o One Sight Vision - will provide glasses to students in need.

Academic and Character Standards

Explain the strategies the school will implement to establish clearly defined and measurable high academic and character standards.

In order to create a culture for learning, it is essential for Temple Terrace Elementary School to establish high academic and character standards.

- Through the development of character standards, Temple Terrace expects to see a reduction in behavior issues and, in turn, an increase in academic achievement. Behavior incident tracking and behavior reflection sheets were not used with fidelity in the past at Temple Terrace Elementary leaving it hard to obtain an adequate picture of student behaviors. Again this year, teachers at Temple Terrace will be expected to use behavior tracker to accurately track unacceptable behaviors and use reflection sheets, conferences with students, and peer mediation to guide students in making better choices.

- The PBIS program at Temple Terrace will encourage positive behaviors and character standards. Temple Terrace uses and the acronym TIGERS to help students understand the positive character traits held in high regard at Temple Terrace. TIGERS stands for T- timely; I- I am safe; G- grow kindness; E- engaged in learning; R- responsible; and S- show respect. When students display any of the daily expectations in TIGERS, they are rewarded with Tiger Bucs. Tiger Bucs serve as Tier 1 school-wide incentive for students. Students will be able to use Tiger Bucs daily by visiting the school store, or they can save up their Tiger Bucs to attend quarterly events called the "Tiger Turn-Up." Teachers and administration will also provide incentives to students like Lunch with your Teacher or Lunch with the Principal for a Tiger Buc fee. Two other positive behavior incentives for the 20219-2020 school year will be Pawsitive Referrals and Terrific Tiger. Each week, one student will be nominated per class to receive a Pawsitive Referral. These students will be recognized on the morning show, and they will also receive a certificate. Terrific Tiger is another award that will recognize the school's Student of the Month. Temple Terrace is requesting TSSSA fund a computer and smartboard/interactive board system to display results, use during parent and family engagement activities, school tours, and more (\$6,000, see quote).

- Administration and the Student Services Team will work with the Resource Teachers, Reading Coach, and RTI Teachers to provide Tier 2 and Tier 3 interventions to students that support both their character development and academic needs. Temple Terrace feels that it is important to try and provide common Response to Intervention time per grade level to ensure fidelity with the Multi-Tiered Systems of Support-RtI (MTSS-RtI) system.

- Temple Terrace Elementary will keep their RTI Resource Teachers, with a math focus, that will be funded through TSSSA. This position, which will be discussed more under items 5 and 6, will help both teachers and students understand the academic expectations in the area of math. The school will also have two Reading Resource Teachers, also discussed more in items 5 and 6, who will help both teachers and students understand the academic expectations in the area of reading.

- Another way that Temple Terrace Elementary will create high academic standards is by using common planning time for teachers and common assessments for students. Teachers will be expected to come prepared for collaborative planning sessions and PLCs by pre-reading texts

and familiarizing themselves with student data. By using common assessments, Temple Terrace can set measurable expectations for students and track student progress.

- To ensure all students are set up for success, the school requests that TSSSA funds be used to purchase school supplies to place their supply closet. With the recent economic downturn, families will find it even more challenging to provide their children with the school supplies. Families and students in need can access the supply closet to ensure students have adequate resources to sustain their education. See quote for \$788.14.

Parental Involvement

Explain the strategies the school will implement to increase parental involvement and engagement in the child's education.

- Temple Terrace Elementary School will work to increase parental involvement and engagement in their child's education. In the previous year, Temple Terrace Elementary school was lacking an established PTSA. Principal Brown will continue her work to create a PTSA. The school has reached out to a group of parents who have agreed to participate in the PTSA as well as school staff who will work with the parents to facilitate participation. Temple Terrace will their All-Pro Dads parent group to provide opportunities for dads to spend time with their children and benefit the school and community through strengthening the relationship between the father and child.
- Temple Terrace realizes the need to create a bond between parents, students, staff, and the community to help create a culture for learning supported by all stakeholders. One way Temple Terrace will connect with parents and families is through a Meet the Teacher and Meet the Principal introduction night. With a new principal and a large percentage of new staff members, Temple Terrace will hold this event as a way to reach out to parents and families and to encourage parent involvement.
- Temple Terrace Elementary will employ a Parent Liaison Aide to help foster parent involvement and engagement using other funds. This position will be employed throughout the school year. In order to assist Achievement Schools in fully staffing their site, typical restrictions usually imposed by the district (i.e., hiring freezes) have been lifted; this extends the timeline for hiring and increases the probability of finding a suitable candidate. Should the principal be unable to fill these positions, the duties associated with this employee will be shared by the Student Services Team at the site. In HCPS, the Parent Liaison Aide works to empower parents and promote their engagement by bridging communication between the school and home. They effectively build rapport with students, their families, and school staff to promote pupil progress. As system navigators, they provide parents with information and links to resources that support students' academic and social success. The Parent Liaison Aide cultivates parental interest in their children's school through advocacy efforts, as well as activities and events. At Temple Terrace, the Parent Liaison Aide will also help promote informational parent sessions, fun family nights, and academic family nights.

Incentives for Instructional Personnel

Explain the strategies the school will implement to identify, recruit, retain, and reward instructional personnel.

As referenced in the **K-12 ESEA Common Program Guidance**, Recruitment, retention and reward incentives must be based on a three-year aggregate state value-added model (VAM) score. If state VAM is not available, another student growth model may be proposed. The student growth model must be fair and reliable. The LEA must submit the model demonstrating the classification and distribution of non-state VAM teacher scores for approval. Incentives can be part of a structured pay system or a Memorandum of Understanding (MOU); however, the above criteria shall apply. Incentives for attendance and non-instructional personnel are not allowable. Recruitment incentives for teachers with less than one year of experience or for hard to staff positions will be considered on a case by case basis.

- The HCMS informs a wide range of human capital decisions in the district. Teachers designated as effective or highly effective receive recruitment letters from the Superintendent making them aware of the benefits of teaching at a high-need school, such as the availability of additional resources through Title I and the ability to develop targeted leadership skills. Human Resource (HR) Partners assist principals with identifying promising applicants and analyzing educator data to inform human capital decisions. HCPS also utilizes a web-based platform, which provides online tools such as a “teacher fit” predictive assessment to help identify and place more qualified candidates and to allow for customized, automated workflows. Throughout the year, HCPS’ Office of Personnel Services regularly monitors Transformation Network vacancies and offers specialized recruitment events to schools with the highest vacancies. Personnel Services has also updated the teacher application to signal when teachers indicate an interest in teaching in an Transformation Network School. As a result, the review process is expedited and applicants are matched with school sites quickly.
- Compensation is grounded in a performance-based salary structure that explicitly ties salary increases to sustained high-level performance. Currently, the base teacher salary schedule is designed to be competitive with neighboring districts, while performance salary structure provides substantial increases in compensation to teachers who have demonstrated student impact via state VAM. HCPS negotiates for the provision of the performance-based compensation system with the Hillsborough Classroom Teachers Association (HCTA) each year.
- Despite a robust HCMS system, the district has been continually plagued with difficulties in staffing persistently low-performing schools with effective educators. Ergo, the newly adopted Transformation Network initiative provides targeted schools with supplemental resources and benefits specific to identifying, recruiting, retaining, and rewarding instructional personnel. A School Board-approved reorganization occurred on May 12, 2020 to lend a clear structure to the Transformation Network, as well as a system of centralized support to ensure proper oversight and mobilization of resources. Key personnel support specific HCMS functions within Transformation Network, including the Chief of Transformation who is the liaison with other district divisions to ensure instructional alignment and programming; recruiting, hiring and retaining teachers, and aligning appropriate social and emotional support. Regional Superintendents and Executive Directors, who directly support principals and school administrators on-the-ground, and a team of district resource teachers and core academic coaches who will work directly with Transformation Network teachers to increase instructional and cultural capacity to improve student achievement.
- The district’s proposed rapid improvement support strategies for Transformation Network extend far beyond additional staff to support human capital functions. Preliminary talent management strategies have been proposed, such as hosting strategic recruiting events for teachers, designating funds for teacher development through Title II, offering incentives from community partners, securing additional planning time, offering HR support for movement of staff during the first year of turnaround, and revamping the hiring process for external

candidates. Examples of proposed leadership strategies for the Transformation Network to include appointing proven principals and allowing principals to select a team to join them at their turnaround site.

- In the spring of 2019, HCPS' Superintendent heightened the district's high-need recruitment effort with a ground-breaking teacher incentive initiative for the Achievement Schools. The offer, Spark Teacher Incentives, was presented to all teachers in Hillsborough County and across the country, and includes the provision of substantial extra pay on top of teachers'

Professional Development

Explain the strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

- To turn around a school, it is essential to provide professional development to staff in order to improve direct instruction, academic performance, and overall school culture. One way in which Temple Terrace will provide professional development is through employing a Reading Coach using TSSSA Funds (1.0 FTE Reading Coach @ \$92,500, which includes fringe). This teacher will be employed throughout the school year. In HCPS, Reading Coaches maintain and monitor the implementation of the district's reading program, including the professional development of classroom teachers in order to improve reading instruction and acquisition. Throughout the school year, Reading Coaches focus on enhancing teachers' literacy instruction through job-embedded professional development and coaching. Reading Coaches provide support through collaborative standards-based lesson-planning, the modeling of best practices in reading instruction, classroom-based demonstrations, and reflective teaching. They assist teachers in disaggregating data for interpretation and planning for instruction. The position requires a strong communicator and leader who will advocate for the literacy development of all students through regular meetings with building administrators and stakeholders. The Reading Coach at Temple Terrace will tailor professional development based on staff needs and feedback. In addition, they will help train staff on how to use the supplemental instructional materials, they will provide training in phonics, they will participate in side-by-side coaching, and they will plan learning walks. They will provide PD at least once a month to staff. To be held accountable, the Reading Coach will submit a schedule to administration, and they will report updates to the administration twice a month at ILT meetings.

- As mentioned in Item 2, Temple Terrace will have two Reading Resource Teachers again this year. Half of their time will be spent working with teachers on professional development and coaching. In addition, the RTI Resource Teachers, with a focus area in math, will spend half of their time providing coaching, professional development, and support to math teachers. The RTI Resource Teachers will be funded through TSSSA (1.0 FTE RTI @ \$92,500, which includes fringe; 1.0 FTE RTI @ \$92,500, which includes fringe). These positions will be employed throughout the school year. Should the principal be unable to fill these positions, the duties associated with this employee will be shared by the Student Services Team at the site and the subject-area professional learning community.

- This year, Temple Terrace would like to complete professional development opportunities for ELA and reading. To complete the PD planned the school requests TSSSA fund the following materials are needed for the ELA Professional Development. Course 1: Common Core Companion: Strategies Decoded (do not need to purchase) Course 2: The Reading Strategies Book (do not need to purchase). Course 3: The Big Book of Details, with 27 participants at \$33.75 per book, the total cost is \$911.25. Quote attached. Course 4: Patterns of Power with 27 participants at \$53.04 per book, the total cost is \$1,432.08.

- Temple Terrace would like to complete professional development opportunities for Math. To complete the PD planned the school requests TSSSA fund the following materials are needed for the Math Professional Development. The following materials are needed for Math Professional Development. Course 1: Common Core Companion: Strategies Decoded. These have already been purchased. Course 2: Five Practices for Orchestrating Productive Mathematics Discussion by Margaret Smith & Mary Kay Stein. We would need 24 books, costing \$698.40

Focused Instruction

Explain the strategies the school will implement to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

- At Temple Terrace, the Extended Learning Program (ELP) will be scheduled during the regular school day to be implemented during grade-level RtI time. Both Reading Resource Teachers and the RtI Resource Teacher will spend half of their time providing focused instruction to students to help improve academic achievement. They will work with small groups of students who are either identified as being in the lower quartile or “being on the bubble” (close to moving to the next level of proficiency). The school also hopes to look into adding after-school ELP tied to clubs to increase student participation and improve academic proficiency at the same time.
- Data chats will be held quarterly, after district level formative assessment data is available. The data will be used to plan instruction, to include student intervention and enrichment. Data chats will include 24 teachers in grades K-5, including VE. To ensure teachers can gain from the process, substitutes will be used to allow teachers to meet during the school days. Teachers will be divided into groups and the substitute time maximized to ensure students are not missing time with their classroom teacher. The data chats will be held throughout the year, across grades K-5, at times that will help address the needs of students and their progress. Substitutes will be needed for the data chats: In total 6 substitutes X 5 days X \$110/substitute day = \$3,300.

Part V: Budget

This section will assist in generating a school TSSSA budget for submission based upon each budget item tied to a Plan Item identified in the Part III: Plan Items.

Access the budget by clicking the blue Manage Budget button. This will direct you to the Budget page. This page includes the breakdown of funds by Plan Item.