

Hillsborough County Public Schools

# Temple Terrace Elementary School



## 2019-20 Schoolwide Improvement Plan

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# Temple Terrace Elementary School

124 FLOTTO AVE, Temple Terrace, FL 33617

[ no web address on file ]

## Demographics

Principal: Ashley Cochol

Start Date for this Principal: 7/1/2019

<b>2019-20 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>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: D (39%) 2017-18: D (36%) 2016-17: C (44%) 2015-16: C (46%) 2014-15: D (39%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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## Temple Terrace Elementary School

124 FLOTTO AVE, Temple Terrace, FL 33617

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

### School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	D	C	C

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

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

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

Teaching Individuals to Grow where Everyone Reaches Success.

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

To develop a positive learning community where everyone succeeds.

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Brown, Crystal	Principal	<p>The other members of the Leadership team are:  Guidance Counselor  Social Worker  School Psychologist  Reading Coach  Reading Resource  Math Coach  Behavior Specialist  VE contact</p> <p>The Principal's job duties and responsibilities include the following:  oversee the instructional program, PSLT process, Student data and Progress Monitoring, and Student Behavior management.</p>
Schaffer, Alice	Assistant Principal	

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	99	105	105	111	94	100	0	0	0	0	0	0	0	614
Attendance below 90 percent	16	18	7	13	18	18	0	0	0	0	0	0	0	90
One or more suspensions	2	6	5	4	16	8	0	0	0	0	0	0	0	41
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	4	5	23	27	15	0	0	0	0	0	0	0	79

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	4	0	12	31	1	0	0	0	0	0	0	0	50
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

**FTE units allocated to school (total number of teacher units)**

52

**Date this data was collected or last updated**

Tuesday 6/25/2019

**Prior Year - As Reported****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	32	19	18	18	16	0	0	0	0	0	0	0	104
One or more suspensions	0	5	3	2	8	7	0	0	0	0	0	0	0	25
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	11	59	50	0	0	0	0	0	0	0	120

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	2	15	14	0	0	0	0	0	0	0	32

**Prior Year - Updated****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	32	19	18	18	16	0	0	0	0	0	0	0	104
One or more suspensions	0	5	3	2	8	7	0	0	0	0	0	0	0	25
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	11	59	50	0	0	0	0	0	0	0	120

**The number of students with two or more early warning indicators:**



Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	1	0	2	15	14	0	0	0	0	0	0	0	32

## Part II: Needs Assessment/Analysis

### School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	36%	52%	57%	45%	52%	55%
ELA Learning Gains	46%	55%	58%	53%	55%	57%
ELA Lowest 25th Percentile	35%	50%	53%	50%	51%	52%
Math Achievement	38%	54%	63%	42%	53%	61%
Math Learning Gains	49%	57%	62%	42%	54%	61%
Math Lowest 25th Percentile	32%	46%	51%	32%	46%	51%
Science Achievement	38%	50%	53%	42%	48%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	99 (0)	105 (0)	105 (0)	111 (0)	94 (0)	100 (0)	614 (0)
Attendance below 90 percent	16 (1)	18 (32)	7 (19)	13 (18)	18 (18)	18 (16)	90 (104)
One or more suspensions	2 (0)	6 (5)	5 (3)	4 (2)	16 (8)	8 (7)	41 (25)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (11)	0 (59)	0 (50)	0 (120)

### Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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
03	2019	32%	52%	-20%	58%	-26%
	2018	32%	53%	-21%	57%	-25%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	33%	55%	-22%	58%	-25%
	2018	40%	55%	-15%	56%	-16%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-7%				
Cohort Comparison		1%				
05	2019	41%	54%	-13%	56%	-15%
	2018	31%	51%	-20%	55%	-24%
Same Grade Comparison		10%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	30%	54%	-24%	62%	-32%
	2018	19%	55%	-36%	62%	-43%
Same Grade Comparison		11%				
Cohort Comparison						
04	2019	34%	57%	-23%	64%	-30%
	2018	39%	57%	-18%	62%	-23%
Same Grade Comparison		-5%				
Cohort Comparison		15%				
05	2019	39%	54%	-15%	60%	-21%
	2018	31%	54%	-23%	61%	-30%
Same Grade Comparison		8%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	36%	51%	-15%	53%	-17%
	2018	26%	52%	-26%	55%	-29%
Same Grade Comparison		10%				
Cohort Comparison						

### Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	8	15	24	11	23	14					
ELL	25	35	27	28	50		23				
BLK	28	38	35	31	43	31	27				
HSP	48	54		44	51		50				
MUL	46			38							
WHT	46	59		54	76		69				
FRL	34	44	38	35	45	32	35				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	5	29	33	10	21	21	7				
ELL	19	48	64	16	37						
BLK	25	38	48	20	31	21	15				
HSP	46	56		37	53		43				
MUL	59	82		47	36						
WHT	50	50		50	54		33				
FRL	35	46	53	29	39	27	26				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	17	47	55	8	47	45					
ELL	31	42	50	34	42						
BLK	36	51	54	35	37	31	33				
HSP	55	59		48	48		57				
MUL	62			46							
WHT	50	34		54	44		50				
FRL	42	51	49	38	38	32	35				

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	73
Total Points Earned for the Federal Index	347
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	42
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

According to FSA, the Math Bottom Quartile students are the lowest performing with 32% making gains. Although this component is the lowest performing, there was an increase from the prior to of 6%. Many factors contribute to the lack of student success in math, yet the number one factor is the student's lack of proficiency in reading. Only 36% of students are proficient in reading. As a result, only 36% of students are able to read the majority of the math word problems on the FSA Math assessment.

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

According to FSA data, the ELA bottom quartile showed the greatest decline, going from 52 % making gains in 17-18 to 35% making gains in 18-19. This is a 17% decline in students making gains. Although there was daily interventions with daytime tutoring, the ELP teachers using the specified program used were not properly trained on how to teach it. In addition, teachers were not always teaching small group guided reading instruction for those students that were pulled out for daytime tutoring.

#### 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.

According to FSA data, the component that showed the greatest gap when compared to the state average was Math Bottom Quartile. Again, many factors contribute to the lack of student success in math, yet the number one factor is the student's lack of proficiency in reading. Only 36% of students are proficient in reading. As a result, only 36% of students are able to read the majority of the math word problems on the FSA Math assessment.

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

The data component that showed the most improvement was the NGSSS Science with 38% showing proficiency as compared to 26% the prior year. The factors that contributed to this gain was that it was the expectation that science instruction took place daily, as well as the integration of science text in the ELA classroom.

#### Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The area of greatest concern is in the area of behavior. In prior years there was not a school-wide Tier 1 Behavior Management system. Teachers solely used CHAMPS and Class Dojo. Neither are behavior management plans.

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

1. Behavior
2. ELA instruction, primarily the Bottom Quartile students
3. Math instruction, primarily the Bottom Quartile students
- 4.
- 5.

### **Part III: Planning for Improvement**

**Areas of Focus:**

#1	
<b>Title</b>	Create a Culture of Student Learning
<b>Rationale</b>	Based on 2018-2019 student data, the school grade is a D. In addition, student behavior is a priority according to the EWS.
<b>State the measurable outcome the school plans to achieve</b>	The goal for 2019-2020 is to increase the school grade to a B. In order to do so, we will increase the total number of points by 108 to total 378 points, or 54% of the total number of available points.
<b>Person responsible for monitoring outcome</b>	Crystal Brown (crystal.brown@hcps.net)
<b>Evidence-based Strategy</b>	<p>Teachers will use a variety of strategies to engage students in learning, creating a culture of continuous learning for students. A focus on standards based instruction is used where teachers will purposefully plan Kagan strategies within their lesson, such as, Rally Coach where students work in pairs and take turns answering the questions posed by the teacher, or Talking Chips where students each receive a chip and are posed an open-ended question. Students take turn answering the question or adding on from what the previous students said by placing their talking chip in the middle to indicate they have something to add to the discussion.</p> <p>In addition to Kagen structures, each teacher has an interactive QOMO board where they are able to engage students in the lesson by having them come up to the QOMO board and interacting with it.</p> <p>Other strategies are think-pair-share, Pick the Winner, etc.</p>
<b>Rationale for Evidence-based Strategy</b>	Approximately 55% of the instructional staff is new to Temple Terrace and/or new to teaching.
<b>Action Step</b>	
	<p>1. Weekly grade-level collaborative planning sessions for both ELA and Math, facilitated by one of the following Resource Teachers (Reading Coach, Reading Resource Teacher, Math Coach) and Administration are conducted to plan standards based instruction. Resources such as the Common Core Companion &amp; Big Book of Details assist in unpacking the standard and plan instruction. Teachers are provided 50 minutes each day for planning. Planning structures have been developed for each content area that outlines what is expected of teachers before, during and after the planning session.</p>
<b>Description</b>	<p>In these planning sessions, teachers will plan lessons that align the level of rigor between standards and tasks. Teachers will plan a variety of cooperative learning structures to engage every student in the lesson/task. When planning, teachers will focus on the following Look-for's:</p> <p>from teachers?</p> <ul style="list-style-type: none"> <li>• Task is aligned to the rigor of the standard/communicates task to students</li> <li>• Teachers have exemplar for task</li> <li>• Teachers develop questions that engage students in discussion &amp; thinking in relation to</li> </ul>

the standard/task

using a variety of cooperative learning structures

- Teachers plan checks for understanding throughout the lesson

from students?

- Students are able to articulate what they are learning and why
- Students know what the task is and what it is they are expected to do
- Students engage in discussions based on the questions the teacher has prepared
- Students know their current level of understanding based on teacher feedback and can articulate this

A walkthrough schedule has been developed to monitor the implementation of the planned lessons/Look-Fors/Kagan Strategies used. Feedback is given to each teacher at least 2 times/week. Feedback is provided by Resource Teachers & Administration. A feedback form was created so that the feedback is given in a consistent manner. This feedback is also captured in One Note where each teacher has their own "folder". This gives us a running log of what feedback/next steps were given to the teacher, so that we can plan PD, coach individual teachers and collect data of teacher practices/student engagement. Student progress data is also collected to monitor student achievement. Common assessments are planned and administered.

2. Implementation of a School-Wide Tier 1 Behavior Management system to enhance the positive culture between the staff and the students using coping mechanisms & social emotional learning strategies that help establish a rapport with peers and create a more balanced adult in our community. Teachers received training from Frameworks on Social Emotional Learning, as well as PBIS. The behavior management system is based on a token economy where students earn Tiger Bucks for following our school-wide expectations. Students may use their Tiger Bucks to spend at the school store and/or earn entrance to our quarterly "Tiger Turn-Up" party, student of the Month & weekly "PAWSitive" referrals. To monitor the implementation of the Behavior Management plan, walkthroughs are conducted with feedback (uploaded in One Note) and the entering of trackers with corrective procedures applied is collected. This data lets us monitor specific students, behaviors and corrective procedures.

**Person Responsible** Crystal Brown (crystal.brown@hcps.net)

### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

1. On-site Professional Development facilitated by one of the following Resource Teachers (Reading Coach, Reading Resource Teacher, Rtl Resource Teacher) and Administration. Professional Development will be focused on the needs of the teachers and students according to the data collected from the walkthrough feedback, Informal and Formal observations and student achievement data. Examples of Professional Developments include: The Common Core Companion: Standards Decoded, for both ELA and Math, The Big Book of Details, Number Talks, Words Their Way, Kagan Strategies, QOMO board interactive strategies, etc. Walkthroughs are conducted to check fidelity of implementation of the Professional Development provided. Feedback is given to teachers and this is collected in the One Note document.

2. Non-Negotiables for Domains 1-3 of the Instructional Rubric are in place. Teachers understand that



these will be areas of focus during classroom walkthroughs and will be addressed in planning, walkthrough and observation feedback, etc. A schedule for observations and walkthrough will be created, and each teacher will receive feedback at least twice per month. Feedback will be logged in OneNote for both administration and the teacher to view.

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

We have re-chartered our PTA (Parent Teacher Association) on July 31, 2019. A TTE PTA Facebook page was created to keep parents aware of events, etc., as well as a Twitter handle. We will be starting an All Pro Dads program to increase the involvement of male figures in the lives of our students. There will be multiple parent and family engagement events scheduled throughout the school year to increase family and community involvement, such as Winter Wonderland, Mother-Son Game Night, Daddy-Daughter Dance, etc. Each event will incorporate academic strategies families can do at home as well as support from our Social Services team.

### **PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student's performance including an assessment of how well the student masters the performance standards approved by the state board. The district's program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

The HCPS Student Progression Plan includes information on initial placement, reporting student progress, reading remediation, academic acceleration, grade promotion and retention, graduation requirements, transfer credits, student recognition, accommodations, dual enrollment, and extended learning opportunities.

For complete information, please visit our Student Progression Plan at: <http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf>

HCPS utilizes a variety of strategies for assisting students as they transition from one school to another.

HCPS employs multiple strategies for preparing children for entry into kindergarten. Over 6,000 children participate in one of several preschool programs offered by the School District (Head Start, VPK and PreK-ESE). Developmental screenings are available for all families prior to entry into kindergarten through Child Find, a service within the Florida Diagnostic and Learning Resources System (FDLRS). Additionally, the district works closely with School Readiness providers to share information.

HCPS utilizes multiple strategies for preparing students for their next school, including transitioning from elementary to middle school, middle school to high school, or simply moving to a new school mid-year. Examples include:

- Bring 6th/9th graders back early for orientation
- Train a cadre of student ambassadors to help orient other students
- Parent information and/or education opportunities
- Hold articulation meetings between 5th and 6th grade teachers
- Campus visits
- Shadow days
- Middle school students visit, tutor and or perform at elementary schools
- High school students visit, tutor, or perform at middle schools.

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

To ensure efficient and systematic allocation and use of resources, the school's PSLT/ILT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction (varying intensity levels matched to most appropriate available resources)

Analyze student outcomes and make data-driven decisions:

- What is the problem?
- Why is it occurring?
- What are we going to do about it?
- Is it working?

Assess the implementation of the SIP:

- Does the data show positive student growth?
- Are we making progress toward the SIPs intended outcomes?
- What can we do to sustain what's working?
- What barriers to implementation are we facing?
- What should be our plan of action?

Annually, schools take inventory of resource materials, staff, and funds allocated to determine necessary resource materials and personnel available to meet the needs of students. Resource maps identify gaps, ensuring resources are available and allocated for use by all.

To ensure support systems, small group, and individual needs are met, the PSLT:

- Reviews school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels;
- Supports the implementation of high quality instructional practices during core and intervention blocks;
- Reviews progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains;
- Communicates school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The PSLT meets regularly (bi-weekly/monthly). The PSLT meeting calendar is structured around the district's assessment calendar, ensuring opportunities to review assessment outcome data and engage in the problem solving process for appropriate data-driven decisions. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC liaisons, others as needed

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Fieldtrip opportunities for career awareness; Fieldtrip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

A focus on increasing student's academic success is priority in order for students to be college and career ready. In addition, we have partnered with several organizations, such as All Pro Dads, to increase student's Social Emotional Learning.

## Part V: Budget

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

1	III.A.	Areas of Focus: Create a Culture of Student Learning				\$306,146.35
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	4281 - Temple Terrace Elem. School	UniSIG	1.0	\$41,875.87
			Notes: RTI Resource Teacher			
	5100	210-Retirement	4281 - Temple Terrace Elem. School	UniSIG		\$3,546.89
			Notes: 8.47% of RTI Resource Teacher			
	5100	220-Social Security	4281 - Temple Terrace Elem. School	UniSIG		\$2,596.30
			Notes: 6.2% of RTI Resource Teacher FICA			
	5100	220-Social Security	4281 - Temple Terrace Elem. School	UniSIG		\$607.20
			Notes: 1.45% of RTI Resource Teacher Medicare			
	5100	230-Group Insurance	4281 - Temple Terrace Elem. School	UniSIG		\$7,412.03
			Notes: 17.7% of RTI Resource Teacher			
	5100	240-Workers Compensation	4281 - Temple Terrace Elem. School	UniSIG		\$213.57
			Notes: .51% of RTI Resource Teacher			
	5100	120-Classroom Teachers	4281 - Temple Terrace Elem. School	UniSIG	1.0	\$60,003.78
			Notes: RTI Resource Teacher			

	5100	210-Retirement	4281 - Temple Terrace Elem. School	UniSIG		\$5,082.32
			<i>Notes: 8.47% of RTI Resource Teacher</i>			
	5100	220-Social Security	4281 - Temple Terrace Elem. School	UniSIG		\$3,720.23
			<i>Notes: 6.2% of RTI Resource Teacher FICA</i>			
	5100	220-Social Security	4281 - Temple Terrace Elem. School	UniSIG		\$870.05
			<i>Notes: 1.45% of RTI Resource Teacher Medicare</i>			
	5100	230-Group Insurance	4281 - Temple Terrace Elem. School	UniSIG		\$10,620.67
			<i>Notes: 17.7% of RTI Resource Teacher</i>			
	5100	240-Workers Compensation	4281 - Temple Terrace Elem. School	UniSIG		\$306.02
			<i>Notes: .51% of RTI Resource Teacher</i>			
	5100	510-Supplies	4281 - Temple Terrace Elem. School	UniSIG		\$7,600.00
			<i>Notes: Per the 5% office supply cap: Classroom Supplies @ \$200 per teacher @38 teachers to support classroom instruction, collaborative groups and extended learning opportunities. Teachers will be given the opportunity to purchase items to meet the needs of their students.</i>			
	5100	644-Computer Hardware Non-Capitalized	4281 - Temple Terrace Elem. School	UniSIG		\$11,401.00
			<i>Notes: 17 desktops at \$593 each = \$10,126 17 x CASA @\$75= 1,275.00 Desktops are needed to support students on targeted interventions. Iready etc.</i>			
	5100	120-Classroom Teachers	4281 - Temple Terrace Elem. School	UniSIG		\$45,034.78
			<i>Notes: Tutorial - Saturday Academy (2000 hrs @ \$27 = \$54,000) Teachers will do a fall and spring Session of 6 Saturdays ( TBD) for students to come and get additional instruction to prepare them for the FSA. Upper level 1's and 2 students will be targeted to attend the Saturday Scholar's Academy.</i>			
	5100	644-Computer Hardware Non-Capitalized	4281 - Temple Terrace Elem. School	UniSIG		\$12,285.00
			<i>Notes: 35 laptops @ \$351 each = 12,285.00 These laptops will support implementation of Interventions as assigned by the students' tiered RTI level.</i>			
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	4281 - Temple Terrace Elem. School	UniSIG		\$627.40
			<i>Notes: 10 monitor brackets X \$62.74 = \$627.40</i>			
	5100	644-Computer Hardware Non-Capitalized	4281 - Temple Terrace Elem. School	UniSIG		\$4,050.00
			<i>Notes: 54 license agreements X \$75 each = 4050.00</i>			
	5100	644-Computer Hardware Non-Capitalized	4281 - Temple Terrace Elem. School	UniSIG		\$2,106.00
			<i>Notes: 9 HP monitors X \$234 each = \$2106.00</i>			
	6400	510-Supplies	4281 - Temple Terrace Elem. School	UniSIG		\$3,759.25

			Notes: Per the 5% office supply cap: PD Book studies: The Reading Strategies Book @43.35 @ 38 per teacher=1,647.30 Creating Social and Emotional Learning Environments \$29.99 each @ 38 per teacher=1,138.10 and PD supplies to support teacher learning.			
	5100	310-Professional and Technical Services	4281 - Temple Terrace Elem. School	UniSIG		\$45,775.00
			Notes: Catapult Learning Reading Intervention Program- Tutoring 22 Weeks- October - March 4 Teachers - 4 days a week Targeted Students Level 2 Rational; Students will be given push in support to build their fluency, comprehension and reading strategies.			
	5100	519-Technology-Related Supplies	4281 - Temple Terrace Elem. School	UniSIG		\$3,800.00
			Notes: Per 5% office supply cap: Tech supplies @ \$100 per teacher for 38 teachers to support teacher data chats, progress monitoring data, student access to additional reading materials			
	6300	120-Classroom Teachers	4281 - Temple Terrace Elem. School	UniSIG		\$20,481.67
			Notes: T-Pay Instructional Duties added PLC Planning 43 employees paid for extra planning time 43 teachers x 19 weeks (9/4-2/1) x \$hourly rate) 817 T Payroll hours = \$24559.02			
	5100	210-Retirement	4281 - Temple Terrace Elem. School	UniSIG		\$3,814.45
			Notes: Tutorial - Saturday Academy (2000 hrs @ \$27 = \$54,000) Teachers will do a fall and spring Session of 6 Saturdays ( TBD) for students to come and get additional instruction to prepare them for the FSA. Upper level 1's and 2 students will be targeted to attend the Saturday Scholar's Academy.			
	5100	220-Social Security	4281 - Temple Terrace Elem. School	UniSIG		\$2,792.16
			Notes: FICA - Tutorial - Saturday Academy (2000 hrs @ \$27 = \$54,000) Teachers will do a fall and spring Session of 6 Saturdays ( TBD) for students to come and get additional instruction to prepare them for the FSA. Upper level 1's and 2 students will be targeted to attend the Saturday Scholar's Academy.			
	5100	220-Social Security	4281 - Temple Terrace Elem. School	UniSIG		\$653.00
			Notes: Medicare - Tutorial - Saturday Academy (2000 hrs @ \$27 = \$54,000) Teachers will do a fall and spring Session of 6 Saturdays ( TBD) for students to come and get additional instruction to prepare them for the FSA. Upper level 1's and 2 students will be targeted to attend the Saturday Scholar's Academy.			
	5100	240-Workers Compensation	4281 - Temple Terrace Elem. School	UniSIG		\$229.68
			Notes: Tutorial - Saturday Academy (2000 hrs @ \$27 = \$54,000) Teachers will do a fall and spring Session of 6 Saturdays ( TBD) for students to come and get additional instruction to prepare them for the FSA. Upper level 1's and 2 students will be targeted to attend the Saturday Scholar's Academy.			
	5100	240-Workers Compensation	4281 - Temple Terrace Elem. School	UniSIG		\$1,475.93
			Notes: Tutorial - Saturday Academy (2000 hrs @ \$27 = \$54,000) Teachers will do a fall and spring Session of 6 Saturdays ( TBD) for students to come and get additional instruction to prepare them for the FSA. Upper level 1's and 2 students will be targeted to attend the Saturday Scholar's Academy.			
	6300	210-Retirement	4281 - Temple Terrace Elem. School	UniSIG		\$1,734.80
			Notes: T-Pay Instructional Duties added PLC Planning 43 employees paid for extra planning time 43 teachers x 19 weeks (9/4-2/1) x \$hourly rate) 817 T Payroll hours = \$24559.02			
	6300	220-Social Security	4281 - Temple Terrace Elem. School	UniSIG		\$1,269.86

			<i>Notes: FICA - T-Pay Instructional Duties added PLC Planning 43 employees paid for extra planning time 43 teachers x 19 weeks (9/4-2/1) x \$hourly rate) 817 T Payroll hours = \$24559.02</i>			
	6300	220-Social Security	4281 - Temple Terrace Elem. School	UniSIG		\$296.98
			<i>Notes: Medicare - T-Pay Instructional Duties added PLC Planning 43 employees paid for extra planning time 43 teachers x 19 weeks (9/4-2/1) x \$hourly rate) 817 T Payroll hours = \$24559.02</i>			
	6300	240-Workers Compensation	4281 - Temple Terrace Elem. School	UniSIG		\$104.46
			<i>Notes: T-Pay Instructional Duties added PLC Planning 43 employees paid for extra planning time 43 teachers x 19 weeks (9/4-2/1) x \$hourly rate) 817 T Payroll hours = \$24559.02</i>			
<b>Total:</b>						<b>\$311,227.13</b>