

Hillsborough County Public Schools

# Temple Terrace Elementary School



2020-21 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>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 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%)
<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, <a href="#">click here</a> .	

## 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

<b>School Type and Grades Served</b> (per MSID File)	<b>2019-20 Title I School</b>	<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	93%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

## School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	D	C

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## SIP Authority

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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, position title, and job duties/responsibilities 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	

### Demographic Information

**Principal start date**

Monday 7/1/2019, Ashley Cochol

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Total number of teacher positions allocated to the school**

51

**Demographic Data**

<b>2020-21 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>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 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%)
<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, <a href="#">click here</a> .	

**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	82	92	82	89	119	80	0	0	0	0	0	0	0	544
Attendance below 90 percent	18	35	21	27	34	25	0	0	0	0	0	0	0	160
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	19	20	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide Math assessment	0	0	0	0	16	26	0	0	0	0	0	0	0	42

**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	0	0	0	0	0	0	0	0	0	0	0	0	

**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	1	4	0	4	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Thursday 10/29/2020

**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	
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

**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
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

**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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

**Grade Level Data**

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

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%
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%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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

<b>ESSA Federal Index</b>	
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%

<b>Subgroup Data</b>	
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<b>Students With Disabilities</b>	
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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%	2

<b>English Language Learners</b>	
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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%	0

<b>Native American Students</b>	
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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%	0

<b>Asian Students</b>	
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Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

<b>Black/African American Students</b>	
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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%	0

<b>Hispanic Students</b>	
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Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0

## 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 the 2019-2020 I-Ready Winter data (no FSA data available), students performed lowest in the area of mathematics across all grades, K-5. Students performance at mid-late or above grade level is as follows:

Kindergarten: 13%  
 First grade: 4%  
 Second grade: 6%  
 Third grade: 0%  
 Fourth grade: 6%  
 Fifth grade: 7%

Many factors contribute to the lack of student success in Mathematics, with student reading proficiency and teacher content knowledge as the primary factors. Student proficiency in reading ranges from 11% in grade 4 to 50 % in grade 3. Additionally, 20 teachers were either first year

teachers or new to Hillsborough County Public schools, and as a result, there was a lack of content knowledge and pedagogy.

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

According to the 2019-2020 I-Ready Winter data compared to the 2018-2019 I-Ready Winter data (no FSA data available to make a comparison), the area of mathematics had the greatest decline in student performance. Student performance at mid-late or above grade level decline as follows:

Kindergarten: -9%

First grade: -12%

Second grade: -3%

Third grade: no change

Fourth grade: -6%

\*\*Fifth grade is the only grade level with a 2% increase in mathematics.

Many factors contribute to the decline of student success in Mathematics, with student reading proficiency and teacher content knowledge as the primary factors. Again, student proficiency in reading ranges from 11% in grade 4 to 50 % in grade 3. Additionally, 20 teachers were either first year teachers or new to Hillsborough County Public schools, and as a result, there was a lack of content knowledge and pedagogy. In addition, due to only having one Math Coach, the focus of support went to grades 3-5.

**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 I-Ready data (no FSA data available), the greatest gap in student performance as compared to the district was at the Kindergarten level in both Reading and Mathematics.

Kindergarten students performed 26% lower than the district in Reading and 28% lower than the district in Mathematics. Again, the above mentioned factors in both a and b contribute to this gap, in addition to a new reading program in Kindergarten and First grades.

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

According to the 2019-2020 I-Ready Winter data compared to the 2018-2019 I-Ready Winter data (no FSA data available to make a comparison), the area that showed the greatest improvement was second grade reading, with a 22% increase in student performance. One of the contributing factors for this increase was that teachers collaboratively planned weekly with the Reading Resource teacher and the District Resource teacher.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

According to the EWS data from Part 1 (D), the areas of greatest concern is the number of students with less than 90% attendance, followed by student suspensions.

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

1. Rigor of content to engage students
2. Culture of high expectations for student success

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Student Engagement**

**Area of Focus Description and Rationale:**

To increase rigor of content to engage students, teachers will assign assignments that encourage students to think critically, creatively, and more flexibly, rather than lessons that merely demand memorization and information recall. Rigor is connected to the concept of educational equity, the belief that all students, regardless of their race, ethnicity, gender, socioeconomic status, English proficiency, or disability, should pursue challenging coursework that will prepare them for success. Student achievement increases as a result of rigorous lessons and assignments as it teaches students how to tackle new learning and problem solve. According to the data, foundational skills and vocabulary are a primary focus across all grade levels to increase reading proficiency.

**Measurable Outcome:**

To increase ELA Proficiency from 36% to 45%, as measured by the FSA ELA in 2021. To increase ELA Bottom Quartile Gains from 35% to 45%, as measured by the FSA ELA in 2021.

**Person responsible for monitoring outcome:**

Crystal Brown (crystal.brown@hcps.net)

**Evidence-based Strategy:**

During Collaborative Planning sessions, teachers will utilize the following research based resources to plan rigorous lessons and assignments that increase student engagement: Really Great Reading, LLI, BrainSpring, I-Ready and CPALMS.

**Rationale for Evidence-based Strategy:**

Research has shown that when teachers work collaboratively, student outcomes improve. The following resources have been used to develop a culture of collaborative planning and coaching: The Collaborative Teacher by Richard and Rebecca DuFour, Instructional Coaches and Instructional Leadership Team by Dean T. Spaulding and Gail Smith, Reading Coach, Math Coach and Reading Resource Teacher support.

**Action Steps to Implement**

The Reading Coach will facilitate collaborative planning sessions that support the development of high quality lesson plans, deepen teacher's understanding around content and best practices in alignment with the Florida State Standards. The Reading Coach will work with ELA teachers in grades 4 & 5, including VE teachers that support those grades.

**Person Responsible**

Crystal Brown (crystal.brown@hcps.net)

The Reading Coach will conduct ongoing coaching and feedback sessions to specified teachers, based on support needed and assigned Tier. Teachers are tiered based on observation and student achievement data. We currently have 5 Tier 3 teachers, 13 Tier 2 teachers and 14 Tier 1 teachers. Teacher's Tiers are fluid and will change dependent upon observation and student achievement data. The Reading Coach will support all 5 Tier 3 teachers and 7 Tier 2 teachers.

**Person Responsible**

Crystal Brown (crystal.brown@hcps.net)

Data chats will be held quarterly as well as 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 be held for 24 teachers in grades K-5, including VE. There will be a total of 28 data chats across K-5. Substitutes will be needed for the data chats: 6 substitutes for 5 days total of data chats.

**Person Responsible**

Crystal Brown (crystal.brown@hcps.net)

The Reading Coach will assist in the development of Professional Development on modeling, foundational skills/phonics instruction, writing instruction and comprehension strategies. This PD will include job



embedded learning opportunities such as learning walks and deepening teachers understanding of high level instructional strategies via the Common Core Companion: Strategies Decoded by Burke, The Reading Strategies book by Jennifer Saravella, The Big Book of Details by Rozlyn Linder and Patterns of Power by Jeff Anderson. Stipend would be utilized for workshops and content development that take place beyond the school day for ELA teachers, VE teachers and Resource Teachers.

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

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.

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

Provide students with the resources needed to access digital platforms to enhance students learning during core instruction provided by the classroom teachers utilizing applications such as I-Ready, MyOn, nearpod, etc. In addition, laptop stations will also be created in every classroom to allow for students to rotate through this station to access the various platforms and receive additional Tier 3 instructional support and/or enrichment. Our current student enrollment is 620. Of that 44% are at risk for Tier 3, and 37% are Tier 2. To create stations, 250 Chromebooks are needed and additional devices will be ordered annually over the next few years for Temple Terrace to have one-to-one devices. To ensure purchased Chromebooks are charged for each day, charging stations will need to be purchased. We will need 22 charging stations.

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

To allow students to participate in grade level appropriate experiences to expand their knowledge of specific standards through hands-on experiences. Kindergarten would go to Old McMickey's Farm, standards SC.K.L.14.2 & SC.K.L.14.3. First grade would attend Lowry Park, standards SC.1.L.14.1, SC.1.L.14.3 & SC.1.L.17.1. Second grade would attend Cracker Country, standard SS.2.A.2.4. Third grade would attend Busch Gardens, standards SC.3.L.15.1, SC.3.N.1.1 & SC.3.N.1.3. Fourth grade would attend The Tampa Bay History Center, almost all Social Studies standards. Fifth grade would attend JA Biztown, standards SS.5.E.1.1, SS.5.E.1.2, SS.5.E.1.3 & SS.5.E.2.1.

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

Teachers will need access to a variety of materials in order to deliver high quality lessons and students to complete high quality work. These materials will include: binders, paper clips, staples, tape, chart paper, pencils, crayons, post-its, Expo markers, index cards, highlighters, notebook paper, scissors, card stock, copy paper- white and colored, tab divider, page protectors, folders, chart paper markers, erasers, construction paper, toner, rolls of poster paper, lamination rolls/sheets, pens, bulletin board paper/rolls, Sharpie markers, colored pencils, markers, Expo erasers, magnets for white boards, binder clips, vinyl, spiral notebooks, composition notebooks.

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

We will conduct after school ELP to instruct our Tier 3 students and Level 1 or 2 FSA students. The focus will be on reading and STEM instruction. ELP will take place 2 days per week equaling 3 hours of instruction each week, for a total of 6 months. We will need 12 ELP teachers and an administrator.

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

The Math Coach will facilitate collaborative planning sessions that support the development of high quality lesson plans, deepen teacher's understanding around content and best practices in alignment with the Florida State Standards. The Math Coach will work with Math teachers in grades 3-5, including VE teachers that support those grades.

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

The Reading Resource Teachers will facilitate collaborative planning sessions that support the development of high quality lesson plans, deepen teacher's understanding around content and best practices in alignment with the Florida State Standards. The Reading Resource will work with ELA teachers in grades Kindergarten through 3, including VE teachers that support those grades. Reading Resource 1 will work with Kindergarten and 3rd grade. Reading Resource 2 will work with 1st and 2nd grades.

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

The Math Coach will conduct ongoing coaching and feedback sessions to specified teachers, based on support needed and assigned Tier. Teachers are tiered based on observation and student achievement data. We currently have 5 Tier 3 teachers, 13 Tier 2 teachers and 14 Tier 1 teachers. Teacher's Tiers are fluid and will change dependent upon observation and student achievement data.

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

The Reading Resource Teachers will conduct ongoing coaching and feedback sessions to specified teachers, based on support needed and assigned Tier. Teachers are tiered based on observation and student achievement data. We currently have 5 Tier 3 teachers, 13 Tier 2 teachers and 14 Tier 1 teachers. Teacher's Tiers are fluid and will change dependent upon observation and student achievement data. Reading Resource 1 will support 10 Tier 1 teachers. Reading Resource 2 will support 4 Tier 1 teachers and 6 Tier 2 teachers.

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

Data chats will be held quarterly as well as 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 be held for 24 teachers in grades K-5, including VE. There will be a total of 28 data chats across K-5. Substitutes will be needed for the data chats: 6 substitutes for 5 days total of data chats.

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

Data chats will be held quarterly as well as 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 be held for 24 teachers in grades K-5, including VE. There will be a total of 28 data chats ( ) across K-5. There is no additional cost as this was captured on Line 4 above.

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

The Reading Resource Teachers will assist in the development of Professional Development on modeling, foundational skills/phonics instruction, writing instruction and comprehension strategies. This PD will include job embedded learning opportunities such as learning walks and deepening teachers understanding of high level instructional strategies via the Common Core Companion: Strategies Decoded by Burke, The Reading Strategies book by Jennifer Saravella, The Big Book of Details by Rozlyn Linder and Patterns of Power by Jeff Anderson. Stipend would be utilized for workshops and content development that take place beyond the school day for ELA teachers, VE teachers and Resource Teachers. There is no additional cost as this was captured on Line 5 above.

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

The Math Coach will assist in the development of Professional Development on modeling, questioning and discussion techniques and task analysis. This PD will include job embedded learning opportunities such as learning walks and deepening teachers understanding of high level instructional strategies via the Common Core Companion: Strategies Decoded by Burke and Five Practices for Orchestrating Productive Mathematics Discussion by Margaret Smith & Mary Kay Stein. A stipend would be utilized for workshops and content development that take place beyond the school day for Math teachers, VE teachers and the Math Coach.

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

The following materials are needed for the 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

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

NCTM Research Symposium Reflection, Impact, and Opportunity Conference in Baltimore, Maryland on February 17-19, 2021. Assistant Principal, Math Coach and 3 math teachers will attend the NCTM conference to deepen their understanding of best practices to improve teacher practices and student achievement in mathematics. Participants will also gain further knowledge of new strategies to unleash the mathematical mind of every student to bring back to school. No more than 5 attendees: hotel per night \$189.00 (3 rooms needed for 4 nights), cost of conference TBD (5 attendees), estimated airfare \$300.00 (5 flights), uber or cab fees \$100.00 (for group), daily per diem \$30 (4 days for 5 attendees). An estimated total cost is TBD, but anticipated cost is \$7,000.. Attendees will bring back new knowledge and conduct professional development with the staff.

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

ILA 2020 Conference, October 15-18. Principal, Reading Coach, Reading Resource Teachers will attend the ILA conference to deepen their understanding of best practices to improve teacher practices and student achievement in mathematics. Participants will also gain further knowledge of new strategies to meet the needs of today's literacy educators. No more than 4 attendees: hotel per night \$189.00 (2 rooms needed for 4 nights), cost of conference \$460.00 (4 attendees), estimated airfare \$300.00 (4 flights), uber or cab fees \$100.00 (for group), daily per diem \$30 (4 days for 4 attendees). An estimated total cost is \$4,772.00. Attendees will bring back new knowledge and conduct professional development with the staff.

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

In order for teachers to provide instruction, activities/tasks, and assessments, the use of the Ricoh copy machines is necessary to copy these materials.

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

The Assistant Teacher, Bachelor's Degree Level, assists teachers with the instructional program through individual/small group tutoring and/or directing classroom activities within a computer lab.

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

Essa Subgroup of Students with Disabilities will be addressed accordingly:

\*10.78% are SWD

\*VE teachers plan with the grade level they support

- \*Brainspring Phonics First
- \*Intensive small group instruction for Level 1's and 2's
- \*Provide a third level of support during the ERT time
- \*Support from the Reading Coach, Reading Resource teachers and District Resource Teachers

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

Essa Subgroup of English Language Learners will be addressed accordingly:

- \*13.25% are ELL
- \*ESOL Resource teacher supports general education teachers with lesson plans for ELL students
- \*Reading Eggs computer program is used for LYA students
- \*Intensive small group instruction for LYA and LYB students
- \*Provide a third level of support during the ERT time
- \*Support from the Reading Coach, Reading Resource teachers and District Resource Teachers

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

Essa Subgroup of Black/African American will be addressed accordingly:

- \*63% are Black/African American
- \*Professional Development provided to all teachers for instructional strategies for minority students and students in poverty: Teaching with Poverty in Mind book study, Poverty Simulation, etc.
- \*Intensive small group instruction for ELL Level 1's and 2's
- \*Provide a third level of support during the ERT time
- \*Support from the Reading Coach, Reading Resource teachers and District Resource Teachers

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

**#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports**

**Area of Focus Description and Rationale:** A positive school culture where all members of the school feel safe is of utmost priority. This includes student behavior so that all students have the ability to focus and learn, ultimately increasing student achievement. This critical need was identified from Behavior Tracker data. Although our suspension data has decreased from 18-19, we still have a large number of students with behavior trackers, and many with multiple behavior trackers. We have a total of 1,067 behavior trackers for 259 students, and 111 students have 5 or more behavior trackers.

**Measurable Outcome:** Behavior Trackers will decrease by at least 50%, totaling no more than 533. Students with multiple behavior trackers will not exceed 5 each.

**Person responsible for monitoring outcome:** Crystal Brown (crystal.brown@hcps.net)

**Evidence-based Strategy:** We have implemented a PBIS based behavior management system. Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. Tier 1 practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Schools provide these universal supports to all students, school-wide. Tier 2 practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. These supports help students develop the skills they need to benefit from core programs at the school. At Tier 3, students receive more intensive, individualized support to improve their behavioral and academic outcomes. At this level, schools rely on formal assessments to determine a student's need.

**Rationale for Evidence-based Strategy:** This strategy was chosen as it is research based to create schools with positive cultures and environments where all students succeed. We have used a variety of resources to assist us in creating our behavior management system, such as: PBIS.org, district PBIS trainings, Frameworks SEL training, and support from our Behavior Coach.

**Action Steps to Implement**

The Rtl Resource teacher will work with the staff to develop and implement a schoolwide Tier 1 behavior management plan. The Rtl Resource teacher will support teachers in implementation of the schoolwide behavior management plan with coaching and feedback sessions. The Rtl Resource teacher will support teachers and students in the MTSS process for behavior, to include developing and monitoring FBA's and individual behavior plans for specific students.

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

Innovative Schools Summit Conference in San Antonio, Texas, November 12-15th. Principal, Assistant Principal, Rtl Resource Teacher, Social Worker, and Guidance Counselor will attend the national behavior conference to deepen their understanding of best practices to improve student culture and minimize discipline rates schoolwide. Participants will also gain further knowledge of restorative practices, trauma sensitive practices, and inclusion strategies to bring back to school to improve a high achieving student culture and learning environment. No more than 5 attendees: hotel per night \$189.00 (3 rooms needed for 4 nights), cost of conference \$445.00 (5 attendees), estimated airfare \$300.00 (5 flights), uber or cab fees \$100.00 (for group), daily per diem \$30 (4 days for 5 attendees). An estimated total cost of \$6,693.00. Attendees will bring back new knowledge and conduct professional development with the staff.

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

The Parent Liaison will bridge the gap between home and school and increase involvement among all stakeholders such as, parents, business partners and the community. The Parent Liaison will conduct parent workshops, support parents with a variety of needs, such as: technology, clothing, food, employment, housing, and may other resources. The Parent Liaison will engage the community and business partners in the various activities at school, such as parent nights, Mentorships, etc.

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

### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**The school will address the number of students with less than 90% attendance in the following ways:**

- 1. Teachers will address attendance concerns with parents and being the MTSS process once a student has 5 absences.**
- 2. The Social Worker will then intervene one the MTSS process has begun, reaching out to the parent to provide resources and/or support.**
- 3. The Parent Liaison will conduct parent training on the importance of attendance in increasing student achievement.**
- 4. The Social Worker will conduct attendance groups with students with less than 93% attendance.**
- 5. The school will recognize students with perfect attendance quarterly at report card award ceremonies.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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. We will be hiring a Parent Liaison to bridge the gap between the home and school, as well as build community and business partnerships. 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.

**Parent Family and Engagement Plan (PFEP) Link**

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

**Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement				\$212,228.24
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	4281 - Temple Terrace Elem. School	UniSIG	1.0	\$68,000.01
			<i>Notes: The Reading Resource Teacher will facilitate collaborative planning sessions that support the development of high quality lesson plans, deepen teacher's understanding around content and best practices in alignment with the Florida State Standards. The Reading Resource will work with ELA teachers in grades Kindergarten through 3, including VE teachers that support those grades.</i>			
	5100	120-Classroom Teachers	4281 - Temple Terrace Elem. School	UniSIG	1.0	\$68,000.01
			<i>Notes: The Math Coach will facilitate collaborative planning sessions that support the development of high quality lesson plans, deepen teacher's understanding around content and best practices in alignment with the Florida State Standards. The Math Coach will work with Math teachers in grades 3-5, including VE teachers that support those grades.</i>			
	7800	651-Bus(es)	4281 - Temple Terrace Elem. School	UniSIG		\$8,774.03
			<i>Notes: To allow students to participate in grade level appropriate experiences to expand their knowledge of specific standards through hands-on experiences. Kindergarten would attend Old Mickey's Farm, supporting standards SC.K.L.14.2 &amp; SC.K.L.14.3. The cost is \$12.00/student, with 95 students attending, the total cost is \$1,140.00. First grade would attend Lowry Park, supporting standards SC.1.L.14.1, SC.1.L.14.3 &amp; SC.1.L.17.1. The cost is \$13.50/student, with 100 students attending, the total cost is \$1350.00. Second grade would attend Cracker Country, supporting standard SS.2.A.2.4. The cost is \$11.00 per student, with 100 students attending, the total cost is \$1100.00. Third grade would attend Busch Gardens, supporting standards SC.3.L.15.1, SC.3.N.1.1 &amp; SC.3.N.1.3. The cost is \$15.00 per student, with 100 students attending, the total cost is \$1500.00. Fourth grade would attend The Tampa Bay History Center, supporting almost all Social Studies standards. The cost of the field trip is \$11.00 per student, with 130 students attending, the total cost is \$1430.00. Fifth grade would attend JA Biztown, supporting standards SS.5.E.1.1, SS.5.E.1.2, SS.5.E.1.3 &amp; SS.5.E.2.1. The cost is \$15.00 per student, with 95 students attending, the total cost is \$1425.00.</i>			
	5100	510-Supplies	4281 - Temple Terrace Elem. School	UniSIG		\$12,590.97
			<i>Notes: Teachers will need access to a variety of materials in order to deliver high quality lessons and students to complete high quality work. These materials will include: binders, paper clips, staples, tape, chart paper, pencils, crayons, post-its, Expo markers, index cards, highlighters, notebook paper, scissors, card stock, copy paper- white and colored, tab divider, page protectors, folders, chart paper markers, erasers, construction paper, toner, rolls of poster paper, lamination rolls/sheets, pens, bulletin board paper/rolls, Sharpie markers, colored pencils, markers, Expo erasers, magnets for white boards, binder clips, vinyl, spiral notebooks, composition notebooks.</i>			
	5100	210-Retirement	4281 - Temple Terrace Elem. School	UniSIG	1.0	\$4,246.55

			<i>Notes: Reading Resource - Retirement 8.47%</i>			
5100	220-Social Security	4281 - Temple Terrace Elem. School	UniSIG	1.0	\$3,108.46	
			<i>Notes: Reading Resource - FICA 6.2%</i>			
5100	220-Social Security	4281 - Temple Terrace Elem. School	UniSIG	1.0	\$726.98	
			<i>Notes: Reading Resource - Medicare 1.45%</i>			
5100	240-Workers Compensation	4281 - Temple Terrace Elem. School	UniSIG	1.0	\$255.70	
			<i>Notes: Reading Resource - Workers Compensation .51%</i>			
5100	231-Health and Hospitalization	4281 - Temple Terrace Elem. School	UniSIG	1.0	\$9,525.92	
			<i>Notes: Reading Resource - Health Insurance 19%</i>			
5100	210-Retirement	4281 - Temple Terrace Elem. School	UniSIG	1.0	\$4,246.55	
			<i>Notes: Math Coach Retirement - 8.47%</i>			
5100	220-Social Security	4281 - Temple Terrace Elem. School	UniSIG	1.0	\$3,108.46	
			<i>Notes: Math Coach - FICA 6.2%</i>			
5100	220-Social Security	4281 - Temple Terrace Elem. School	UniSIG	1.0	\$726.98	
			<i>Notes: Math Coach - Medicare 1.45%</i>			
5100	240-Workers Compensation	4281 - Temple Terrace Elem. School	UniSIG	1.0	\$255.70	
			<i>Notes: Math Coach - Worker Compensation .51%</i>			
5100	231-Health and Hospitalization	4281 - Temple Terrace Elem. School	UniSIG	1.0	\$9,525.92	
			<i>Notes: Math Coach - Health Insurance 19%</i>			
5100	644-Computer Hardware Non-Capitalized	4281 - Temple Terrace Elem. School	UniSIG		\$19,136.00	
			<i>Notes: Chromebooks (52)Purchase student laptops to benefit our 3rd and 4th graders to have access to Iready and other on line instructional programs.</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Positive Behavior Intervention and Supports</b>				<b>\$31,567.51</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	150-Aides	4281 - Temple Terrace Elem. School	UniSIG	1.0	\$25,000.00
			<i>Notes: The Parent Liaison will bridge the gap between home and school and increase involvement among all stakeholders such as, parents, business partners and the community. The Parent Liaison will conduct parent workshops, support parents with a variety of needs, such as: technology, clothing, food, employment, housing, and may other resources. The Parent Liaison will engage the community and business partners in the various activities at school, such as parent nights, Mentorships, etc.</i>			
	5100	210-Retirement	4281 - Temple Terrace Elem. School	UniSIG	1.0	\$1,561.23



			<i>Notes: Parent Liaison Retirement 8.47%</i>			
5100	220-Social Security	4281 - Temple Terrace Elem. School	UniSIG	1.0	\$1,142.82	
			<i>Notes: Parent Liaison FICA 6.2%</i>			
5100	220-Social Security	4281 - Temple Terrace Elem. School	UniSIG	1.0	\$267.27	
			<i>Notes: Parent Liaison Medicare 1.45%</i>			
5100	240-Workers Compensation	4281 - Temple Terrace Elem. School	UniSIG	1.0	\$94.01	
			<i>Notes: Parent Liaison Workers Comp .51%</i>			
5100	231-Health and Hospitalization	4281 - Temple Terrace Elem. School	UniSIG	1.0	\$3,502.18	
			<i>Notes: Parent Liaison Health Ins 19%</i>			
				<b>Total:</b>	<b>\$250,895.00</b>	