

Hillsborough County Public Schools

Temple Terrace Elementary School



2021-22 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

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School PK-5 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2020-21 Title I School | Yes |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2020-21 ESSA Subgroups Represented (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* |
| School Grades History | 2018-19: D (39%) 2017-18: D (36%) 2016-17: C (44%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Central |
| Regional Executive Director | Lucinda Thompson |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | |
| * 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.

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) | 2020-21 Title I School | 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Elementary School PK-5 | Yes | 89% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 87% |

School Grades History

| Year | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|-------|---------|---------|---------|---------|
| Grade | | D | D | D |

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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 | Position Title | Job Duties and Responsibilities |
|--------------------|---------------------|--|
| Brown, Crystal | Principal | 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. |
| Schaffer, Alice | Assistant Principal | The Assistant Principal's job duties and responsibilities include the following: support the Principal in overseeing the instructional program, PSLT process, Student data and Progress Monitoring, and Student Behavior management. |
| Falcone, Stephanie | Other | The Rtl Resource Teacher's job duties and responsibilities include the following: oversee the MTSS process, PSLT process, and Student data and Progress Monitoring. |

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.*

1

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.*

1

Total number of teacher positions allocated to the school

49

Total number of students enrolled at the school

550

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data**Early Warning Systems****2021-22****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 | 86 | 82 | 81 | 92 | 119 | 82 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 542 |
| Attendance below 90 percent | 36 | 35 | 24 | 28 | 32 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 175 |
| One or more suspensions | 0 | 1 | 5 | 2 | 8 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| 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 FSA ELA assessment | 0 | 0 | 0 | 0 | 17 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 39 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 14 | 27 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 41 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 48 | 89 | 53 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 190 |

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 | 2 | 2 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |

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 | 0 | 0 | 0 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| 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

Wednesday 6/9/2021

2020-21 - 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 | 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 | |

2020-21 - 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 | 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 | |

Part II: Needs Assessment/Analysis

School Data Review

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 | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 36% | 52% | 57% | 35% | 52% | 56% |
| ELA Learning Gains | | | | 46% | 55% | 58% | 47% | 52% | 55% |
| ELA Lowest 25th Percentile | | | | 35% | 50% | 53% | 52% | 46% | 48% |
| Math Achievement | | | | 38% | 54% | 63% | 30% | 55% | 62% |
| Math Learning Gains | | | | 49% | 57% | 62% | 39% | 57% | 59% |
| Math Lowest 25th Percentile | | | | 32% | 46% | 51% | 26% | 44% | 47% |
| Science Achievement | | | | 38% | 50% | 53% | 26% | 51% | 55% |

Grade Level Data Review - State Assessments

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 | 2021 | | | | | |
| | 2019 | 32% | 52% | -20% | 58% | -26% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 33% | 55% | -22% | 58% | -25% |
| Cohort Comparison | | -32% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 41% | 54% | -13% | 56% | -15% |
| Cohort Comparison | | -33% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 30% | 54% | -24% | 62% | -32% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 34% | 57% | -23% | 64% | -30% |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Cohort Comparison | | -30% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 39% | 54% | -15% | 60% | -21% |
| Cohort Comparison | | -34% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 36% | 51% | -15% | 53% | -17% |
| Cohort Comparison | | | | | | |

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring data below is iReady Diagnostic for ELA and Math in all grade levels. The science data is the district baseline and mid-year assessments.

| Grade 1 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 19 | 26 | 43 |
| | Economically Disadvantaged | 20 | 30 | 42 |
| | Students With Disabilities | 0 | 0 | 14 |
| | English Language Learners | 11 | 22 | 22 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 7 | 16 | 38 |
| | Economically Disadvantaged | 7 | 16 | 38 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 11 | 11 | 22 |
| | | | | |

| Grade 2 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 20 | 36 | 50 |
| | Economically Disadvantaged | 0 | 0 | 50 |
| | Students With Disabilities | 13 | 13 | 22 |
| | English Language Learners | 11 | 33 | 44 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 7 | 13 | 28 |
| | Economically Disadvantaged | 0 | 0 | 50 |
| | Students With Disabilities | 25 | 13 | 11 |
| | English Language Learners | 0 | 22 | 33 |
| | | | | |
| Grade 3 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 30 | 39 | 44 |
| | Economically Disadvantaged | 31 | 40 | 45 |
| | Students With Disabilities | 17 | 17 | 25 |
| | English Language Learners | 13 | 19 | 19 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 2 | 15 | 34 |
| | Economically Disadvantaged | 3 | 17 | 34 |
| | Students With Disabilities | 0 | 0 | 17 |
| | English Language Learners | 0 | 7 | 19 |
| | | | | |

| Grade 4 | | | | |
|-----------------------|----------------------------|-------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 17 | 20 | 25 |
| | Economically Disadvantaged | 16 | 18 | 25 |
| | Students With Disabilities | 0 | 5 | 5 |
| | English Language Learners | 7 | 13 | 13 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 6 | 8 | 28 |
| | Economically Disadvantaged | 5 | 7 | 27 |
| | Students With Disabilities | 0 | 0 | 5 |
| | English Language Learners | 0 | 7 | 40 |
| | | | | |
| Grade 5 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 21 | 29 | 36 |
| | Economically Disadvantaged | 23 | 28 | 34 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 13 | 13 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 10 | 14 | 35 |
| | Economically Disadvantaged | 11 | 13 | 31 |
| | Students With Disabilities | 0 | 10 | 10 |
| | English Language Learners | 0 | 0 | 25 |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | 40.05 | 46.82 | |
| | Economically Disadvantaged | 26.40 | 28.07 | |
| | Students With Disabilities | 17.10 | 35.28 | |
| | English Language Learners | 14.20 | 7.11 | |
| | | | | |

Subgroup Data Review

| 2021 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 2019-20 | C & C Accel 2019-20 |
| SWD | 3 | 18 | | 3 | | | | | | | |
| ELL | 31 | 64 | | 27 | 62 | | | | | | |
| BLK | 26 | 40 | 50 | 24 | 25 | 25 | 10 | | | | |
| HSP | 35 | 57 | | 28 | 50 | | 28 | | | | |
| MUL | 33 | | | 47 | | | | | | | |
| WHT | 38 | | | 35 | | | | | | | |
| FRL | 30 | 47 | 50 | 27 | 33 | 38 | 21 | | | | |
| 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 | | | | |

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index | |
|---|-----|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 39 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 4 |
| Progress of English Language Learners in Achieving English Language Proficiency | 60 |
| Total Points Earned for the Federal Index | 308 |

| ESSA Federal Index | |
|--|-----|
| Total Components for the Federal Index | 8 |
| Percent Tested | 99% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 6 |
| 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 | 49 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| 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 | 29 |
| 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 | 41 |
| 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 | 40 |
| Multiracial Students Subgroup Below 41% in the Current Year? | YES |

| Multiracial Students | |
|--|-----|
| 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 | 47 |
| 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 | 39 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

According to the 2021 FSA data, math across grades 3-5 had a significant decrease in both proficiency and gains. Science for grade 5 also had a significant decrease in proficiency.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

According to the 2020-2021 I-Ready Winter data, students performed lowest in the area of mathematics across all grades (with the exception of 4th grade). Students performance at mid-late or above grade level is as follows:

Kindergarten: 48%

First grade: 38%

Second grade: 28%

Third grade: 34%

Fourth grade: 28%

Fifth grade: 35%

According to the 2021 FSA Math data, student performance in math is as follows:

Grade 3 Proficiency is at 28% (2% decrease)

Grade 4 Proficiency is at 19% (15% decrease)

Grade 5 Proficiency is at 28% (11% decrease)

According to the 2021 Science data, Proficiency is at 18% (18% decrease)

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

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 25% in grade 4 to 44% in grade 3. Another contributing factor is Covid-19. With Covid-19, students and teachers were impacted with needing to be isolated and/or quarantined throughout the year. eLearning is another factor as many eLearning students were not as attentive as their brick and mortar counterparts. Additionally, 14 teachers were in their first three years of teaching or new to Hillsborough County Public schools, and as a result, there was a lack of content knowledge and pedagogy.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

According to the 2021 FSA ELA data, grade 3 ELA showed the most improvement with a 1% increase.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The grade 3 ELA teachers planned twice per week with the Reading Resource teacher. The planning focused on small group instruction and independent practice.

What strategies will need to be implemented in order to accelerate learning?

During collaborative planning with the Reading Coach/Reading Resource Teacher/Math Resource teacher, planning for acceleration will be one of the focuses. Teachers will determine areas of acceleration according to progress monitoring data (iReady, baselines, monthly assessments, etc)

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development focused on Acceleration will include Data Driven Instruction, B.E.S.T standards for K-2, and according to teacher and student data, PD will be developed with a focus on curriculum and instruction continuously throughout the year. A book study will be conducted for ELA teachers on the book, *Intentional and Targeted Teaching: A Framework for Teacher Growth and Leadership* and for math teachers on the book, *Making Sense of Mathematics for Teaching the Small Group*.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Our Instructional Leadership Team will focus on teacher walkthrough data/trends according to the Four Principles of Excellent Instruction look-fors. PLC's will focus on student data twice per month. Additional progress monitoring tools will be administered with a focus on the standards.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Instructional Coaching

| | |
|---|--|
| Area of Focus Description and Rationale: | <p>Description: Teachers will receive coaching in Mathematics and English Language Arts instruction to include modeling, co-teaching and planning, to increase the rigor of content to engage students with lessons/tasks/activities that are aligned to the standard.</p> <p>Rationale: Teacher observation data from 2020-2021 showed that although teachers were well planned, the implementation of those plans was not carried out effectively.</p> |
| Measurable Outcome: | To increase ELA Proficiency from 30% to 45%, and Math Proficiency from 28% to 45% as measured by FSA in 2022. To increase ELA Bottom Quartile Gains from 50% to 60%, and Math Bottom Quartile Gains from 38% to 45%, as measured by FSA in 2022. |
| Monitoring: | This will be measured through weekly walkthroughs, Formal and Informal observations and student data to include baseline, midyear, math and ELA monthly assessments and iReady. |
| Person responsible for monitoring outcome: | Crystal Brown (crystal.brown@hcps.net) |
| Evidence-based Strategy: | <p>Instructional Coaching and Standards Aligned Instruction</p> <p>The two evidence based articles that helped make our decision on the strategies we use are: The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Casual Evidence by Kraft, Blazar and Hogan and Coaching as a Vital Component of an Aligned, Standards-Based System.</p> |
| Rationale for Evidence-based Strategy: | Majority of our teachers are new or new to Temple Terrace. A focus on building teacher capacity is vital to improving the instructional environment. |

Action Steps to Implement

The Reading Coach and Reading Resource Teachers will facilitate ongoing coaching cycles with specific teachers according to the Tier the teacher is placed in. Teachers are tiered based on observation and student achievement data and will receive coaching cycles to include modeling, co-teaching and side-by-side coaching, specific to the teacher's individual need/area of focus. TThe goal of the coaching cycles is to ensure that lesson plans developed during collaborative planning sessions is implemented effectively and with fidelity. Teacher observation data will be collected monthly by administration to progress monitor implementation of lesson plans. The Reading coach and Reading Resource teachers will teach small groups of students who are in the following ESSA categories: Students with Disabilities, English Language Learners and Black students.

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

The Math Resource Teachers will facilitate ongoing coaching cycles with specific teachers according to the Tier the teacher is placed in. Teachers are tiered based on observation and student achievement data. Teachers will receive weekly coaching cycles to include modeling, co-teaching and side-by-side coaching, specific to the teacher's individual need/area of focus. The goal of the coaching cycles is to ensure that lesson plans developed during collaborative planning sessions is implemented effectively and with fidelity. Teacher observation data will be collected monthly by administration to progress monitor implementation of lesson plans. The Math Resource teachers will teach small groups of students who are in the following ESSA categories: Students with Disabilities, English Language Learners and Black students.

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

Professional Development will be provided monthly via a book study in both ELA and Mathematics. The goal of the book study is to provide teachers with strategies that can be implemented during coaching cycles, which will improve instruction and increase student achievement. The book 'Intentional and Targeted Teaching: A Framework for Teacher Growth and Leadership' will be used with ELA teachers and 'Making Sense of Mathematics for Teaching the Small Group' will be used with Mathematics teachers. Teacher observation data will be collected weekly by administration and coaches/resource teachers, to progress monitor implementation of strategies learned from the book study.

Person Responsible Alice Schaffer (alice.schaffer@hcps.net)

Additional teaching supplies will be used to support the coaching implementation in the classroom. These supplies will be used by teachers and students to implement the strategies during instruction based on the coaching cycles. 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. The estimated cost is \$20,000.00, which will impact 50 instructional units.

Person Responsible Alice Schaffer (alice.schaffer@hcps.net)

Implement daytime tutoring to reinforce the strategies teachers are being taught during professional development as well as the feedback from the coaching cycles in order to improve instruction in the classroom. We will conduct daytime tutoring to instruct our Tier 2 & 3 students, SWD, ELL and black students in grades 2-5. Daytime Tutoring will take place daily, Tuesday through Friday for 6 hours per day, totaling 24 hours per week. Daytime Tutoring will run from September to April. We will need 3 Daytime tutors, costing \$27 per hour, with a total cost of \$52,488.

Person Responsible Alice Schaffer (alice.schaffer@hcps.net)

Implement after school tutoring to reinforce the strategies teachers are being taught during professional development as well as the feedback from the coaching cycles in order to improve instruction in the classroom. We will conduct after school tutoring to instruct our Tier 2 & 3 students, SWD, ELL and black students in grades 2-5. After school tutoring will take place 2 days per week equaling 3 hours of instruction each week, for a total of 6 months. We will need 12 after school teachers and an administrator, costing \$27 per hour, with a total cost of \$25,272.

Person Responsible Alice Schaffer (alice.schaffer@hcps.net)

The Rtl Resource Teacher will facilitate ongoing coaching cycles with specific teachers according to the Tier the teacher is placed in. Teachers are tiered based on observation and student achievement data. Teachers identified as Tier 3 will receive weekly coaching cycles to include modeling, co-teaching and side-by-side coaching, specific to the teacher's individual need/area of focus. Tier 2 teachers will receive coaching cycles every two weeks to include modeling, co-teaching and side-by-side coaching, specific to the teacher's individual need/area of focus. Tier 1 teachers will receive coaching cycles on an as needed basis. The goal of the coaching cycles is to ensure that lesson plans developed during collaborative planning sessions is implemented effectively and with fidelity. Teacher observation data will be collected monthly by administration to progress monitor implementation of lesson plans.

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

Additional resources such as Nearpod and Flocabulary will be used to support the coaching implementation in the classroom. These resources will be used by teachers and students to implement the strategies during instruction based on the coaching cycles. Teacher observation data will be collected weekly by administration and coaches/resource teachers, to progress monitor implementation of these resources.

Person Responsible Alice Schaffer (alice.schaffer@hcps.net)

Additional reading materials and books will be used to support the coaching implementation in the classroom. These materials and books will be used by teachers and students to implement the strategies during instruction based on the coaching cycles. Teachers will need access to a variety of materials and books in order to deliver high quality lessons and students to complete high quality work. Teacher observation data will be collected weekly by administration and coaches/resource teachers, to progress monitor implementation of these materials and books.

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

As part of the coaching model, we will provide substitute teachers which will allow teachers to collaborate with the coaches/resource teachers to receive feedback and follow-up from the coaching cycles. Teacher observation data will be collected weekly by administration and coaches/resource teachers, to progress monitor implementation of instructional plans.

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

#2. Culture & Environment specifically relating to Social Emotional Learning

| | |
|---|---|
| Area of Focus Description and Rationale: | <p>Description: Social Emotional Learning advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation.</p> <p>Rationale: The Panorama Social Emotional Learning competencies self-assessment administered to students in grades 3-5, in the Spring of 2021, showed that students at Temple Terrace Elementary lack Social Awareness (57%), Emotion Regulation (43%), Self-Efficacy (52%) and Growth Mindset (56%).</p> |
| Measurable Outcome: | Students in grades 3-5 will be administered the Panorama Social Emotional Learning competencies self-assessment quarterly. The end-of year goal is to increase the following competencies to: Social Awareness (62%), Emotion Regulation (48%), Self-Efficacy (57%) and Growth Mindset (61%) as measured by the Panorama Social Emotional Competencies Assessment. |
| Monitoring: | Data collected from the quarterly SEL competencies assessment will be reviewed at the following SEL team meeting. The SEL team will analyze trends, and assist in determining next steps for SEL lessons to be implemented in the classroom. Teacher observation data will be collected monthly by administration to progress monitor implementation of SEL lesson plans. |
| Person responsible for monitoring outcome: | Stephanie Falcone (stephanie.falcone@hcps.net) |
| Evidence-based Strategy: | Social Emotional Learning, School-wide behavioral intervention plan and Parent Involvement programs will increase the Culture of High Expectations for Student Achievement. |
| Rationale for Evidence-based Strategy: | The following evidence based articles helped to make the decision on the above strategies: A quantitative Exploration of Student's Mindsets and Behaviors: A Whole Child Academic, Emotional, and Career Development; The Impact of After School Programs that Promote Personal and Social Skills; School Liaisons: Bridging the Gap Between Home and School; and Reducing Student absences at scale by targeting parents' misbeliefs. |

Action Steps to Implement

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, providing parents with Social Emotional Learning strategies to implement in the home with their student(s). The Parent Liaison will engage the community and business partners in the various activities at school, such as parent nights and Mentorships, which increases the targeted SEL competencies. Administration will monitor the effectiveness of the Parent Liaison via attendance at Family events and parent workshops.

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

After school Enrichment Programs that promote Social Emotional Learning will be implemented by teachers aligned with the targeted competencies. All students in grades K-5 will have the opportunity to participate in after school Enrichment Programs. Students in grades 3-5 will be administered the Panorama Social Emotional Learning competencies self-assessment quarterly to progress monitor the effectiveness of the implementation of delivering SEL strategies during after school enrichment programs. After school Enrichment Programs will take place 2 days per week equaling 3 hours of instruction each

week, for a total of 6 months. We will need 12 after school teachers and an administrator, costing \$27 per hour, with a total cost of \$25,272.

Person Responsible Alice Schaffer (alice.schaffer@hcps.net)

Additional teaching supplies will be used to support the after school Enrichment Programs. These supplies will be used by teachers and students to implement the SEL strategies during the enrichment program. Teachers will need access to a variety of materials in order to deliver high quality SEL lessons and students to demonstrate SEL competencies. 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. The estimated cost is \$20,000.00, which will impact 50 instructional units.

Person Responsible Alice Schaffer (alice.schaffer@hcps.net)

TV Studio Equipment will be utilized to enhance the use of technology during the instructional day via the monitors in each classroom. The TV Studio Equipment will enhance the ability to broadcast to all students Social and Emotional Learning strategies and exercises, as well as our Tier 1 Behavior Management System. Students in grades 3-5 will be administered the Panorama Social Emotional Learning competencies self-assessment quarterly to progress monitor the effectiveness of the implementation of delivering SEL strategies and exercises via the TV Student Equipment.

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

Provide opportunities to students to attend specific field trips that allow students to participate in grade level appropriate experiences to expand their ability to demonstrate the following Social Emotional Learning Strategies: trust, collaborative relationships, and increased empathy for others. Kindergarten would attend Old McMickey's Farm, supporting emotion regulation and growth mindset. The cost is \$12.00/student, with 95 students attending, the total cost is \$1,140.00. First grade would attend Lowry Park, supporting emotion regulation and growth mindset. The cost is \$13.50/student, with 100 students attending, the total cost is \$1350.00. Second grade would attend Cracker Country, supporting social awareness and growth mindset. 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 emotion regulation, growth mindset, self-efficacy and social awareness. 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 growth mindset, social awareness and self-efficacy. 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 emotion regulation, self-efficacy, growth mindset and social awareness. The cost is \$15.00 per student, with 95 students attending, the total cost is \$1425.00.

Students in grades 3-5 will be administered the Panorama Social Emotional Learning competencies self-assessment quarterly to progress monitor the effectiveness of the various field trip experiences.

Person Responsible Alice Schaffer (alice.schaffer@hcps.net)

#3. Instructional Practice specifically relating to ELA

| | |
|---|---|
| Area of Focus Description and Rationale: | <p>Description: Teachers will receive coaching in English Language Arts instruction to include modeling, co-teaching and planning, to increase the rigor of content to engage students with lessons/tasks/activities that are aligned to the standard.</p> <p>Rationale: According to the 2021 FSA ELA assessment, student proficiency was 33% in 3rd grade, 20% in 4th grade and 33% in 5th grade.</p> |
| Measurable Outcome: | To increase ELA Proficiency from 30% to 45% as measured by FSA in 2022. To increase ELA Bottom Quartile Gains from 50% to 60% as measured by FSA in 2022. |
| Monitoring: | This will be measured through weekly walkthroughs, Formal and Informal observations and student data to include baseline, midyear, ELA monthly assessments and iReady. |
| Person responsible for monitoring outcome: | Crystal Brown (crystal.brown@hcps.net) |
| Evidence-based Strategy: | <p>Instructional Coaching and Standards Aligned Instruction</p> <p>The two evidence based articles that helped make our decision on the strategies we use are: The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Casual Evidence by Kraft, Blazar and Hogan and Coaching as a Vital Component of an Aligned, Standards-Based System.</p> |
| Rationale for Evidence-based Strategy: | Majority of our teachers are new or new to Temple Terrace. A focus on building teacher capacity is vital to improving the instructional environment. |

Action Steps to Implement

The Reading Coach and Reading Resource Teachers will facilitate ongoing coaching cycles with specific teachers according to the Tier the teacher is placed in. Teachers are tiered based on observation and student achievement data. Teachers identified as Tier 3 will receive weekly coaching cycles to include modeling, co-teaching and side-by-side coaching, specific to the teacher's individual need/area of focus. Tier 2 teachers will receive coaching cycles every two weeks to include modeling, co-teaching and side-by-side coaching, specific to the teacher's individual need/area of focus. Tier 1 teachers will receive coaching cycles on an as needed basis. The goal of the coaching cycles is to ensure that lesson plans developed during collaborative planning sessions is implemented effectively and with fidelity. Teacher observation data will be collected monthly by administration to progress monitor implementation of lesson plans.

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

Professional Development will be provided monthly via a book study in ELA. The goal of the book study is to provide teachers with strategies that can be implemented during coaching cycles, which will improve instruction and increase student achievement. The book 'Intentional and Targeted Teaching: A Framework for Teacher Growth and Leadership' will be used with ELA teachers. Teacher observation data will be collected weekly by administration and coaches/resource teachers, to progress monitor implementation of strategies learned from the book study.

Person Responsible Alice Schaffer (alice.schaffer@hcps.net)

Implement daytime tutoring to reinforce the strategies teachers are being taught during professional development as well as the feedback from the coaching cycles in order to improve instruction in the classroom. We will conduct daytime tutoring to instruct our Tier 2 & 3 students in grades 2-5. Daytime Tutoring will take place daily, Tuesday through Friday for 6 hours per day, totaling 24 hours per week. Daytime Tutoring will run from September to April. We will need 3 Daytime tutors, costing \$27 per hour, with a total cost of \$52,488.

Person Responsible Alice Schaffer (alice.schaffer@hcps.net)

Additional reading materials and books will be used to support the coaching implementation in the classroom. These materials and books will be used by teachers and students to implement the strategies during instruction based on the coaching cycles. Teachers will need access to a variety of materials and books in order to deliver high quality lessons and students to complete high quality work. Teacher observation data will be collected weekly by administration and coaches/resource teachers, to progress monitor implementation of these materials and books.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to SafeSchoolsforAlex.com, Temple Terrace Elementary falls in the Very High range, ranking us at #103 out of 119 schools in the county. TTE has reported 4.5 incidents per 100 students. This rate is greater than the statewide elementary school rate of 1.0 incidents per 100 students. The category of violent incidents is the highest for TTE. This includes fighting and physical attacks.

For the 21-22 school year, we will be addressing all behaviors, including fighting and physical attacks, through our revised Tier 1 behavior management system. The Tier 1 behavior management system is comprised of 4 expectations: Together we're safe, Everyone is respectful, Always responsible, and Model kindness. The associated acronym is 'TEAM', and we will be conducting classroom, grade-level and school-wide team building lessons and activities throughout the school year to help build on these expectations. To do so, each grade level has voted on a Florida sports team that they will be for the upcoming school year. We will have a point system where students can earn up to 8 points per day for meeting the above TEAM expectations. Students will be permitted to use their points for various incentives, both weekly, monthly and quarterly. In addition, both classes and grade levels will be competing for specific incentives and celebrations by earning the most points among other classes and grades. We will be including the specials (Music, PE and Art classes) and cafeteria behavior as part of our class and grade level incentives.

We will be able to monitor individual student and class behavior data by the number of points earned. Fighting and Physical Attacks fall under the first expectation of Together we're safe. These behaviors will also result in either a behavior tracker or a referral. Depending on the severity of the incident, a suspension may or may not result as the consequence. This data will be collected daily and monitored weekly by teachers, the Rtl resource teacher and Administration. The data will be discussed at our weekly PLC's and Student Services Team meetings where interventions will be planned and put in place (including social groups and classroom guidance).

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.

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 have hired a Parent Liaison and created a Parent Resource Center (PRC). The PRC will be a central hub for parents and community member to access school and community resources, receive training on various skills, such as Parenting with Love and Logic. Those in need of technology resources will be provided access to this in the PRC. 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The following stakeholders will be responsible for promoting a positive culture and environment:

Crystal Brown, Principal
 Alice Schaffer, Assistant Principal
 Faith Smith, Parent Liaison
 Mike Segrest, PTA President
 Nina Cruz, Social Worker
 Tracy King, Guidance Counselor

Part V: Budget

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

| 1 | III.A. | Areas of Focus: Instructional Practice: Instructional Coaching | | | | \$247,523.46 |
|---|----------|--|--|----------------|-----|--------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 5100 | 120-Classroom Teachers | 4281 - Temple Terrace Elem. School | UniSIG | 1.0 | \$35,700.03 |
| | | | Notes: Reading Resource Teacher is a new position at Temple Terrace. 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 teachers will work with ELA teachers in grades K-5 weekly, including VE teachers that support those grades. Follow-up data will be collected monthly to progress monitor implementation of collaborative planning. The Reading Resource teachers will conduct small group intensive interventions for select students according to student data and needs. | | | |
| | 5100 | 210-Retirement | 4281 - Temple Terrace Elem. School | UniSIG | | \$3,862.74 |
| | | | Notes: Reading Resource Teacher-Retirement (10.82%) | | | |
| | 5100 | 220-Social Security | 4281 - Temple Terrace Elem. School | UniSIG | | \$2,213.40 |
| | | | Notes: Reading Resource Teacher-FICA (6.2%) | | | |
| | 5100 | 220-Social Security | 4281 - Temple Terrace Elem. School | UniSIG | | \$517.65 |
| | | | Notes: Reading Resource Teacher-Medicare (1.45%) | | | |

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|--|------|--------------------------|--|--------|-----|-------------|
| | 5100 | 230-Group Insurance | 4281 - Temple Terrace Elem. School | UniSIG | | \$6,783.01 |
| | | | Notes: Reading Resource Teacher-Health and Life Insurance (19%) | | | |
| | 5100 | 240-Workers Compensation | 4281 - Temple Terrace Elem. School | UniSIG | | \$182.07 |
| | | | Notes: Reading Resource Teacher-Workers Comp (1.45%) | | | |
| | 5100 | 150-Aides | 4281 - Temple Terrace Elem. School | UniSIG | 1.0 | \$39,375.00 |
| | | | Notes: Assistant Teacher BD is a new position at Temple Terrace. The Assistant Teacher will assist with small group instruction and implementing teacher-developed lesson plans, under the direct supervision of a classroom teacher for LYA & LYB, and Tier 2/3 students in grade K-2. | | | |
| | 5100 | 150-Aides | 4281 - Temple Terrace Elem. School | UniSIG | 1.0 | \$39,375.00 |
| | | | Notes: Assistant Teacher BD is a new position at Temple Terrace. The Assistant Teacher will assist in the implementation of instructional resources and appropriate accommodations to curriculum and assessment materials, under the direct supervision of a classroom teacher for students 3rd-5th. The primary focus will be on Tier 2/3 students. | | | |
| | 5100 | 210-Retirement | 4281 - Temple Terrace Elem. School | UniSIG | | \$4,260.38 |
| | | | Notes: Assistant Teacher BD Lvl-Retirement (10.82%) | | | |
| | 5100 | 210-Retirement | 4281 - Temple Terrace Elem. School | UniSIG | | \$4,260.38 |
| | | | Notes: Assistant Teacher BD Lvl 2-Retirement (10.82%) | | | |
| | 5100 | 220-Social Security | 4281 - Temple Terrace Elem. School | UniSIG | | \$2,441.25 |
| | | | Notes: Assistant Teacher BD Lvl-FICA (6.2%) | | | |
| | 5100 | 220-Social Security | 4281 - Temple Terrace Elem. School | UniSIG | | \$2,441.25 |
| | | | Notes: Assistant Teacher BD Lvl 2-FICA (6.2%) | | | |
| | 5100 | 220-Social Security | 4281 - Temple Terrace Elem. School | UniSIG | | \$570.94 |
| | | | Notes: Assistant Teacher BD Lvl-Medicare (1.45%) | | | |
| | 5100 | 220-Social Security | 4281 - Temple Terrace Elem. School | UniSIG | | \$570.94 |
| | | | Notes: Assistant Teacher BD Lvl 2-Medicare (1.45%) | | | |
| | 5100 | 230-Group Insurance | 4281 - Temple Terrace Elem. School | UniSIG | | \$7,481.25 |
| | | | Notes: Assistant Teacher BD Lvl-Health and Life Insurance (19%) | | | |
| | 5100 | 230-Group Insurance | 4281 - Temple Terrace Elem. School | UniSIG | | \$7,481.25 |
| | | | Notes: Assistant Teacher BD Lvl 2-Health and Life Insurance (19%) | | | |
| | 5100 | 240-Workers Compensation | 4281 - Temple Terrace Elem. School | UniSIG | | \$200.81 |
| | | | Notes: Assistant Teacher BD Lvl-Workers Comp (.51%) | | | |

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|--|------|--|--|--------|--|-------------|
| | 5100 | 240-Workers Compensation | 4281 - Temple Terrace Elem. School | UniSIG | | \$200.81 |
| | | | <i>Notes: Assistant Teacher BD Lvl 2-Workers Comp (.51%)</i> | | | |
| | 5100 | 120-Classroom Teachers | 4281 - Temple Terrace Elem. School | UniSIG | | \$30,375.00 |
| | | | <i>Notes: Tutorial TPay - 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 25 weeks. We will need up to 15 ELP teachers and an administrator, costing \$27 per hour.</i> | | | |
| | 5100 | 210-Retirement | 4281 - Temple Terrace Elem. School | UniSIG | | \$3,286.56 |
| | | | <i>Notes: Tutorial TPay-Retirement (10.82%)</i> | | | |
| | 5100 | 220-Social Security | 4281 - Temple Terrace Elem. School | UniSIG | | \$1,883.25 |
| | | | <i>Notes: Tutorial TPay-FICA (6.2%)</i> | | | |
| | 5100 | 220-Social Security | 4281 - Temple Terrace Elem. School | UniSIG | | \$440.44 |
| | | | <i>Notes: Tutorial TPay-Medicare (1.45%)</i> | | | |
| | 5100 | 240-Workers Compensation | 4281 - Temple Terrace Elem. School | UniSIG | | \$154.91 |
| | | | <i>Notes: Tutorial TPay-Workers Comp (.51%)</i> | | | |
| | 6300 | 120-Classroom Teachers | 4281 - Temple Terrace Elem. School | UniSIG | | \$8,594.26 |
| | | | <i>Notes: Instructional Duties Added - Planning for 35 staff members for 1 hour each week for 24 weeks at a rate of \$36.00. Staff members will plan with instructional resource teachers and coaches. During their planning time, they will plan for standards aligned lessons to be highly engaged and meet the needs of all learners.</i> | | | |
| | 6300 | 210-Retirement | 4281 - Temple Terrace Elem. School | UniSIG | | \$929.90 |
| | | | <i>Notes: Instructional Duties Added - Planning Retirement (10.82%)</i> | | | |
| | 6300 | 220-Social Security | 4281 - Temple Terrace Elem. School | UniSIG | | \$532.84 |
| | | | <i>Notes: Instructional Duties Added - Planning.-FICA (6.2%)</i> | | | |
| | 6300 | 220-Social Security | 4281 - Temple Terrace Elem. School | UniSIG | | \$124.62 |
| | | | <i>Notes: Instructional Duties Added - Planning Medicare (1.45%)</i> | | | |
| | 6300 | 240-Workers Compensation | 4281 - Temple Terrace Elem. School | UniSIG | | \$43.83 |
| | | | <i>Notes: Instructional Duties Added - Planning Workers Comp (.51%)</i> | | | |
| | 5100 | 648-Technology-Related Capitalized Furniture, Fixtures and Equipment | 4281 - Temple Terrace Elem. School | UniSIG | | \$16,752.00 |
| | | | <i>Notes: Purchase 12 Newline display boards to be placed into 12 classrooms in grades 3-5. The display boards will enhance teaching in the classrooms for teachers. It will allow opportunities for students to enhance their learning through technology.</i> | | | |

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|--------|--------|---|--|--------|--------------|------------|
| | 5100 | 649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment | 4281 - Temple Terrace Elem. School | UniSIG | | \$7,152.00 |
| | | | Notes: Purchase 12 Newline display stands to be placed into 12 classrooms in grades 3-5. | | | |
| | 5100 | 730-Dues and Fees | 4281 - Temple Terrace Elem. School | UniSIG | | \$2,490.00 |
| | | | Notes: Provide opportunities to students to attend specific field trips that allow students to participate in grade level appropriate experiences to expand their knowledge of specific standards through hands-on experiences. Kindergarten would attend Old McMickey's Farm, supporting standards SC.K.L.14.2 & 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 & SC.1.L.17.1. The cost is \$13.50/student, with 100 students attending, the total cost is \$1350.00. | | | |
| | 7800 | 390-Other Purchased Services | 4281 - Temple Terrace Elem. School | UniSIG | | \$600.00 |
| | | | Notes: Transportation for Kindergartners and First graders to attend Old McMickey's Farm and Lowry Park Zoo - 4 buses at 150 per bus. | | | |
| | 5100 | 730-Dues and Fees | 4281 - Temple Terrace Elem. School | UniSIG | | \$5,455.00 |
| | | | Notes: 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 & 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 & SS.5.E.2.1. The cost is \$15.00 per student, with 95 students attending, the total cost is \$1425.00. | | | |
| | 7800 | 390-Other Purchased Services | 4281 - Temple Terrace Elem. School | UniSIG | | \$1,200.00 |
| | | | Notes: Transportation for 2nd-5th graders to attend Cracker Country, Busch Gardens, Tampa History Museum, and JA Biz Town. They will a total of 8 buses (2 per grade level) at 150 per bus. | | | |
| | 5100 | 510-Supplies | 4281 - Temple Terrace Elem. School | UniSIG | | \$7,500.02 |
| | | | Notes: eachers 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, 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. | | | |
| | 5100 | 519-Technology-Related Supplies | 4281 - Temple Terrace Elem. School | UniSIG | | \$2,090.67 |
| | | | Notes: Purchase toner, flash drives, surge protectors, and headphones for K-5 teachers for academic usage. | | | |
| 2 | III.A. | Areas of Focus: Culture & Environment: Social Emotional Learning | | | | \$0.00 |
| 3 | III.A. | Areas of Focus: Instructional Practice: ELA | | | | \$0.00 |
| Total: | | | | | \$259,017.50 | |