Temple Terrace Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Temple Terrace Elementary School

124 FLOTTO AVE, Temple Terrace, FL 33617

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Cochol, Ashley	Principal	
Schaffer, Alice	Assistant Principal	
Latson, Sally	SAC Member	
Haley, Courtney	Instructional Coach	
Latta, Colleen	Instructional Coach	

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

We involve stakeholders during regular faculty meetings, data action planning, problem solving leadership team, SAC committee, and our Parent Liason holds regular parent meetings.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

We will monitor attendance, behavior, and curriculum on a weekly and monthly basis to ensure that our action steps are effective. We utilize PLCs to do data action planning in all three areas to make plans to improve.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	85%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP)* Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D 2018-19: D 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	27	24	17	17	11	0	0	0	96
One or more suspensions	0	2	2	6	6	10	0	0	0	26
Course failure in ELA	0	0	0	35	0	0	0	0	0	35
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	11	24	22	0	0	0	57
Level 1 on statewide Math assessment	0	0	0	10	16	25	0	0	0	51
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	5	10	2	0	0	0	19

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	5	2	11	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	27	24	17	17	11	0	0	0	96
One or more suspensions	0	2	2	6	6	10	0	0	0	26
Course failure in ELA	0	0	0	35	0	0	0	0	0	35
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	11	24	22	0	0	0	57
Level 1 on statewide Math assessment	0	0	0	10	16	25	0	0	0	51
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	5	10	2	0	0	0	19

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	5	2	11	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	27	50	53	31	53	56	30		
ELA Learning Gains				59			48		
ELA Lowest 25th Percentile				54			52		
Math Achievement*	46	56	59	35	50	50	28		
Math Learning Gains				61			33		
Math Lowest 25th Percentile				60			38		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	36	50	54	29	59	59	19		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	57	59	59	60			60		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	190
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	389
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

	2022-23 ESSA SUBGROUP DATA SUMMARY			
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
SWD	12	Yes	4	4
ELL	35	Yes	3	
AMI				
ASN				
BLK	33	Yes	1	
HSP	34	Yes	2	
MUL				
PAC				
WHT	41			
FRL	35	Yes	1	

	2021-22 ESSA SUBGROUP DATA SUMMARY			
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
SWD	31	Yes	3	3
ELL	36	Yes	2	
AMI				
ASN				
BLK	49			
HSP	39	Yes	1	
MUL	60			
PAC				
WHT	50			
FRL	49			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	27			46			36					57
SWD	11			17							3	
ELL	20			47							4	57
AMI												
ASN												
BLK	26			43			42				4	
HSP	17			46							4	50
MUL												
PAC												
WHT	39			43							2	
FRL	25			44			35				5	56

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	31	59	54	35	61	60	29					60
SWD	8	56	53	10	37	50	0					
ELL	18	47	42	29	48		7					60
AMI												
ASN												
BLK	32	61	55	33	67	62	34					
HSP	25	54		33	48		21					50
MUL	50			70								
PAC												
WHT	30	59		32	50							80
FRL	29	61	57	34	61	61	27					61

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	30	48	52	28	33	38	19					60
SWD	3	18		3	0							
ELL	31	64		27	62							60

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK	26	40	50	24	25	25	10					
HSP	35	57		28	50		28					50
MUL	33			47								
PAC												
WHT	38			35								69
FRL	30	47	50	27	33	38	21					63

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	34%	53%	-19%	54%	-20%
04	2023 - Spring	26%	54%	-28%	58%	-32%
03	2023 - Spring	20%	46%	-26%	50%	-30%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	41%	55%	-14%	59%	-18%
04	2023 - Spring	49%	59%	-10%	61%	-12%
05	2023 - Spring	34%	53%	-19%	55%	-21%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	32%	47%	-15%	51%	-19%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

On the last official school grade, in terms of proficiency we saw slight gains to bring ELA, Math and Science all to 30% proficiency. Then, on FAST, ELA maintained 30% and we saw increases in Math and Science. The stagnancy in reading stems from a lack of foundational skills.

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

No data declined.

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.

Reading proficiency saw the greatest gap between the state. The factors to this are a need for systemized phonics instruction and small group intervention.

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

Our greatest increase was math. We implemented core planning, coaching and data action planning. We are continuing to improve by implementing small group instruction.

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

Attendance continues to be a large area of concern at Temple Terrace Elementary. Currently at this time of the school year, less that 85% of our students attend 90% of the time. Another large area of concern is the number of students who are not proficient in reading.

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

1. Reading Proficiency
2. Reading Gains
3. Math Gains
4. Bottom Quartile Gains
5. Math proficiency

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Teachers and staff will implement a Schoolwide Positive Behavior System to improve attendance and decrease disruptive behavior.

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

By May of 2024, the percent of students who attend school at least 90% of the time will increase to 85%. In addition, the percent of students with more than one suspensions will decrease to 5%.

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

At weekly PSLT meetings, student services staff and administrators will review attendance and behavior data and plan for improvement.

Person responsible for monitoring outcome:

Ashley Cochol (ashley.cochol@hcps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

-

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

-

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Purchase LiveSchool subscription

Person Responsible: Ashley Cochol (ashley.cochol@hcps.net)

By When: August 2023

Conduct professional development to teach teachers and staff how to use LiveSchool to implement SchoolWide Behavior plan.

Person Responsible: Ashley Cochol (ashley.cochol@hcps.net)

By When: August 2024

Monitor teacher usage of LiveSchool to ensure that all students have access to earn points.

Person Responsible: Ashley Cochol (ashley.cochol@hcps.net)

By When: On going throughout the school year.

Meet with parents and introduce them to the LiveSchool platform. Print out documents with instructions, so that all parents can access the platform to communicate with teachers about student behavior and attendance.

Person Responsible: Ashley Cochol (ashley.cochol@hcps.net)

By When: August and ongoing throughout the school year.

Purchase items for the ROAR Store, so that students are able to use points to purchase rewards.

Person Responsible: Ashley Cochol (ashley.cochol@hcps.net)

By When: Weekly starting in August.

Plan events quarterly to reward students for positive behavior.

Person Responsible: Ashley Cochol (ashley.cochol@hcps.net)

By When: October, December, March and May

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Teachers will employ high leverage instructional practices and structures that allow all students, including ELL, students with disabilities, and hispanic students, to master grade level benchmarks.

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

On the May 2024 administration of FAST 45% of students will be proficient in ELA and Science, and 50% of students will be proficient in Math. In addition, on the May 2024 administration of the FAST, 80% of students will demonstrate learning gains in ELA and Math. This will result in an increase from a school grade of "C" to a school grade of "A."

By December 2023, at least 80% of all K-5 teachers and by May 2024, at least 95% of teachers will implement high leverage instructional practices as measured by the school's look-for document.

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

Student achievement will be monitored through multiple state, district and curriculum based assessments such as FAST, iReady, Math QMT, and Unit assessments. Fata will be reviewed by the instructional leadership team to mo9nitor school progress toward goal. ESSA subgroup data for Students will Disabilities, ELL students, and Hispanic students will be specifically monitored and planned for during our weekly Student Services Team Meeting (PSLT).

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Coaches and teachers will use student achievement data and student work samples in order to determine effective scaffolding strategies.
1. Use of data to plan for and provide small group instruction in reading, math and science.

2. Use of data to provide scaffolded strategies during core and small group learning for accelerated learning.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Based on Hattie's research, small group instruction has an effect size on student achievement of .47 and scaffolding grade level content has an effect size of .82. These strategies will support the development of high-quality small and whole group instruction and deepen teachers' understanding grade level content and standards. This will ensure students receive instruction aligned to expectations of the grade level standards while scaffolded to meet individual needs.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administrators and coaches will meet weekly to review data and plan for teacher planning sessions and coaching cycles. Data will be specifically related to the ESSA SWD, ELL and Hispanic subgroups.

Person Responsible: Ashley Cochol (ashley.cochol@hcps.net)

By When: Started first week of August, continuing throughout the school year.

Coaches will facilitate weekly grade level PLCs to build teacher knowledge of grade level content in reading, math and science. Teachers will learn strategies for and plan for scaffolding of grade level content during small group instruction so that they can meet the needs of all students, including the students in the under performing ESSA subgroups (ELL, SWD, and Hispanic). This will require additional Federal Funding, as these planning sessions will happen outside the work day.

Person Responsible: Ashley Cochol (ashley.cochol@hcps.net)

By When: Started first week of August, continuing throughout the school year.

Targeted classroom walkthroughs by administration and coaches will be conducted weekly to provide in-the-moment feedback and collect data to plan professional development.

Person Responsible: Ashley Cochol (ashley.cochol@hcps.net)

By When: Started mid-August, continuing throughout the school year.

Weekly, coaches and administrators will meet to review data from walkthroughs to determine and plan for professional development that is needed.

Person Responsible: Ashley Cochol (ashley.cochol@hcps.net)

By When: Started in September, on going throughout the school year.

Coaches will conduct coaching cycles and deliver Professional Development to teachers to improve practice and ensure that students with disabilities, ELL students and Hispanic students are being scaffolded and instructed.

Person Responsible: Ashley Cochol (ashley.cochol@hcps.net)

By When: Started in September and continuing throughout the school year.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

In March of 2023 administration began planning for the use of Federal Funds with district support team. In April, administrator presented to the faculty the plan for use of funds, professional development, and plans for improvement in instruction of Hispanic students, Students with Disabilities and ELL students. Administration will hire instructional coaches and resource teachers to help plan for and implement coaching cycles, professional development, and planning meetings to design and implement high-quality instruction in a small group setting for students with disabilities, Hispanic students and ELL students.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

In grades K-2, teachers will implement UFLI foundational phonics instruction through both whole group and small group instruction.

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

In grades 3-5, teachers will implement UFLI foundational phonics instruction in a whole group setting to fill in gaps in their foundational understanding.

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

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

In May 2024, 45% of students will score at or above the 50th percentile on the STAR Reading Assessment.

Grades 3-5 Measurable Outcomes

In May 2024, 35% of third grade students, and 50% of fourth and fifth grade students will score a level 3 on the FAST.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

All students will be screened using the DIBELS screener at the beginning of the year. Progress for tier 2, 3, and ESSA subgroup students will be monitored on a bi-weekly basis using the DIBELS progress monitoring system. All students will be screened using the DIBELS screener again in December, as well as the STAR and FAST PM2 assessments. Bi-weekly progress monitoring will continue for tiered students and ESSA small group students throughout the school year until the final administration of the STAR and FAST PM3 assessments.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Haley, Courtney, courtney.haley@hcps.net

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

To achieve our goals, we are implementing a program that both supports teachers in their development of the knowledge and skills necessary to teach reading effectively and support developing readers, especially those who struggle with early literacy skills. The program we are using is UFLI Foundations. It is an explicit and systematic phonics program consisting of a carefully designed scope and sequence , a collection of fully developed lesson plans, and a host of supplemental materials to support lesson implementation. It is both research and evidence based. This program is part of the district plan and aligns to the BEST ELA standards.

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

UFLI Foundations provides teachers with essential background knowledge for teaching foundational skills, implementation guidance, instructional materials, and resources for instruction. It was piloted by the University of Florida Literacy Institute and was successful in instruction and remediation.

Action Steps to Implement

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

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Hire a literacy coach to design and implement coaching cycles, professional development, and planning PLCs.	Cochol, Ashley, ashley.cochol@hcps.net
Provide teachers with professional development in lesson structure and sequence.	Cochol, Ashley, ashley.cochol@hcps.net
Purchase materials for teachers to use with students (whisper phones, letter tiles, white boards, markers, trays etc).	Cochol, Ashley, ashley.cochol@hcps.net
Provide teachers with time to plan lessons and practice with coaching.	Cochol, Ashley, ashley.cochol@hcps.net
Walkthrough classrooms to provide feedback and collect data for professional development needs.	Cochol, Ashley, ashley.cochol@hcps.net
Provide teachers with the next steps in professional development as determined by walkthroughs.	Haley, Courtney, courtney.haley@hcps.net
Monitor student progress with DIBELS, STAR and FAST.	Cochol, Ashley, ashley.cochol@hcps.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Administration and teachers meet with parents at quarterly Title One informational meetings and conferences. Monthly, administration, teaches, community partners, and parents come together on SAC

to review the SIP and progress toward the goals. SIP is also posted on the school website and social media accounts. https://www.hillsboroughschools.org/templeterrace

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We welcome families on our campus monthly through events such as meet the teacher, open house, conference night, winter festival, Temple Terrace Reads, STEAM Night, Grandparents Breakfast, Spring Fling, Award Ceremonies, Trunk or Treat, and more. We also operate a food pantry and have a Parent Liaison who bridges the gap between teachers and families. https://www.hillsboroughschools.org/templeterrace

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

We will work with teachers to develop a tiered plan for both attendance and behavior. As mentioned previously, students in tier 2 and 3 will recieve interventions, support and incentive to improve.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

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Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

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Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

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Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

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Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

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Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

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