

Duval County Public Schools

Carter G. Woodson Elementary School



2020-21 TSSSA Plan

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Eligibility and Allocation

Eligibility

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

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

Allocation

School ID	School Name	Implementing	Exited Year 1	Exited Year 2	Preliminary Allocation	Updated Allocation
1661	Carter G. Woodson Elementary School	Y			\$194,650.00	

Plan Assurances

Family and Community Partnerships

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

YES

Academic and Character Standards

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

YES

Parental Involvement

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

YES

Incentives for Instructional Personnel

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

YES

Professional Development

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

YES

Focused Instruction

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

YES

Plan Items

Family and Community Partnerships

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

Truancy Officer

To ensure our school adds an additional layer of parent connectedness and support, a truancy officer will help make phone calls and home visits to ensure our students have what they need and encourage the students to come to school every day. The administration and the school counselor will collaborate with Full-Service Schools, Communities and Schools and other community partners to sustain the plan for wrap-around services that develop family and community partnerships. The partnership with Hunger Fight will continue to provide weekly meal service to our students and families. In addition, the school counselor will work closely with Full Service Schools to connect families with local agencies that offer support to families in need. Social services will be provided to empower our students to better deal with social development barriers that impact student learning. Currently a school-based therapist is housed at Carter G. Woodson. She is available to facilitate group and individual sessions. Our School Counselor will complete Full-Service referrals and work closely with the therapist to tier support for students requiring services. Carter G. Woodson will host several parent engagement activities (during the day and evening). The school will host the following events throughout the school year: Moms and Muffins (literacy event), Data Conference Nights (Fall and Spring), Parent Engagement Night, Literacy Night and Math Night. During School Advisory Council (SAC) Meetings, the school will communicate with community stakeholders and design opportunities to create and maintain partnerships that promote education and student achievement. Administration will develop business partnerships with local companies to support school various events at the school for parents and students. These types of activities can make learning more relevant and engage our families and community partners.

Academic and Character Standards

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

Supplemental Content Specialists

To ensure the teachers and students receive the academic support needed in Reading/ELA, Math, and Science, the school will utilize the supplemental content specialists to support classroom instruction, both whole-group and small group. The supplemental content specialist

will support the high academic standards set to ensure every learning experience is aligned to standard-based instruction.

Math Interventionist

The math interventionist will also keep a progress monitoring log of student progress toward standard mastery. This individual will be used to work with all grade levels in our school. Specifically, the Lowest Performing Quartile students in each grade level. Due to home learning for 2-3 months during the 2019-2020 school year, we will need to push-in and pull-out students for small group instruction. This position's qualifications are: Education - Bachelor's degree from an accredited college or university. Experience: Three years of continuous teaching experience in mathematics. Experience working with at-risk students. Salary is based on verified years of teaching experience. Certifications & Licenses: Florida Department of Education Certification in Elementary Education K-6 for Elementary interventionist; This is a content specific instructional support positions that will provide the opportunity to provide students the needed intervention on mastery of objectives. Identified students will receive assistance in reaching proficiency using Florida Ready Math Book. This position will be funded by TSSSA (100%).

Prescribed Professional Development for teachers based on observations, walk-throughs, teacher needs surveys. Monthly administration will facilitate professional development on various topics regarding standards-based instruction and discipline. As a staff we will read "Strategies that Work" to help develop school-wide strategies for reading in grades K-5. Additionally, the PBIS Team will read "Hacking School Discipline: 9 Ways to Create a Culture of Empathy and Responsibility Using Restorative Justice" to implement a culture of restorative practices. Additionally, the PBIS Team will develop School-wide guidelines for Success to strengthen school learning environment through behavior management systems.

Administration will monitor data weekly providing staff a data analysis for I-Ready (Reading and Math) and District Assigned Technology. Students will be recognized for achievement weekly and quarterly. Teachers will monitor student attendance weekly and report absences to school counselor.

PBIS Team along with school counselor, and administration will monitor student attendance monthly for Truancy Report.

Our School Counselor will utilize resources such as Sanford Harmony to teach students appropriate character skills. Teachers will conduct Morning Meetings to discuss social skills and other topics to help strengthen student to student interactions.

Parental Involvement

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

Carter G. Woodson will implement the following in an effort to increase parental involvement and engagement in the student's education:

Increase Parent Involvement and support by consistently communicating with families so they are aware of what is happening at the school and how they can be involved. Parents will receive a monthly school newsletter. In addition, we will continue to use ClassDojo school-wide to increase home-to-school communication.

The school will follow up using the school messenger automated calling system. We will

post parent involvement activities on the school's website and marquee, social media, and in the school newsletter. After each event, parents will be asked to provide feedback regarding the event and how we can better address the needs of the our families. The information will be used to make adjustments as needed.

Parent events and activities will be offered throughout the year to provide parents with opportunities to learn researched based strategies to use with their children in order to increase student achievement. We will host monthly school wide events that will allow our families to engage in activities that support increasing student academic achievement.

Volunteer opportunities will be available to our parents so that they are aware of the many ways that they can volunteer in the school.

Our school will continue to partner with Communities in Schools to develop family programs and opportunities for families to support students in the area of arts and academics.

Incentives for Instructional Personnel

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

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

Carter G. Woodson will implement the following to identify, recruit, retain and reward instructional personnel by implementing the following:

Provide teachers with the opportunity to grow professionally through giving teachers meaningful opportunities to become teacher leaders in various areas such as academics, behavior and mentoring.

On-going coaching support will be provided to all teachers in the ELA, math, and science content. School-based instructional coaches and district specialists will create a culture of learning. Administration, coaches, and interventionist will meet regularly with teachers to develop their skills and provide one-on-one coaching and modeling when needed.

The state has instituted bonuses, supplements, and other incentives to attract and retain teachers in under-performing schools.

Spotlight on Teachers will occur monthly to recognize teachers when they are going above and beyond to ensure the success of all students.

Professional Development

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

Professional Development for Staff:

As a result of a professional development survey, administration identified that the teachers need more

professional development to increase content knowledge, practice aligning curriculum and student task to Florida item specifications and Achievement Level Descriptors which will assist in increasing academic rigor, develop skills in direct instruction and deliver high academic standards. The following professional development strategies have been established for the school using the Florida Continuous Improvement Model (FCIM):

*Weekly common planning with Administration and coaches in ELA, math and science.

*Review student work using EQUIP Protocol

*Monthly training and planning data-driven lessons, small group instruction, progress monitoring using Florida Achievement Level Descriptors for grades 3rd - 5th; unpacking standards (K-2) and standard based instruction.

*Establish Teacher Professional Development -sessions to sharpen best practices and ways to engage students in the learning process.

Coaching Cycles: Based on weekly observations/walk-throughs, the Reading and Math coach will implement coaching cycles to assist teachers with developing rigorous lessons to increase student engagement, promote higher level thinking, and align instruction to Florida State Standards. The coaches plan and co-teach lessons with teachers to implement the focus agreed upon. Coaching Cycles include, but are not limited to rigorous questioning, student engagement, using student data to focus student instruction, and developing data-based small group instruction.

Teachers and leaders will complete a survey after each professional learning session to better understand their needs and revisions are made based on feedback. The survey results and revisions made are communicated to the participants at the beginning of the next session. This process ensures transparency and helps create a safe learning environment for staff.

Focused Instruction

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

General Education Paraprofessionals (2):

The general education paraprofessional will expand our support service strategies to improve student academic proficiency and access to differentiated instruction. The general education paraprofessional will work directly with students by pushing in or pulling out to work with small groups at a time.

Tutoring:

Students will have the opportunity to participate in tutoring earlier in the school year. The grade levels we are targeting are 3rd-5th. The students that would be participating are the lowest performing quartile. Certified teachers would be given the opportunity to tutor before or after school with small groups. The teacher selection would be on a first come, first serve basis. We have budgeted for 440 hours allowing up to 6 teachers to tutor during a 5 month time frame (Sept - January), for approximately 4 hours a week. Certified teachers will be paid \$24 plus benefits.

Student Laptops - This line item will be used to support all grade levels. The laptops and charging cart will be used for blended learning platforms such as iReady, Achieve 3000,

ACALETICS, Study Island, Freckle Math and ELA). The school is need of 1 cart and 23 laptops.

To support tutoring outside of the instructional day as well as supplies, we will need to purchase these items to be an added layer of support for students to master all grade level standards:

Supplemental Materials (MAFS)

*Aligning reading center activities based on the standards to ensure any standards which are not mastered will be remediated. 3rd thru 5th grade students will utilize iReady MAFS books.

*In math, teachers will use Ready Florida math books to remediate the appropriate standards below current grade levels to ensure students background knowledge deficits are met. Through this practice, students who have a grade level deficit will receive remediation of past grade level work to ensure they have the background to be successful on future standards taught.

Supplies-The line item will be used to support reading, writing, and math.The supplies are needed to support teachers and tutors in their efforts to enhance and support differentiated small group instruction; As there are many types of learners, these supplies will help teachers keep the students engaged during instruction. These supplies will also assist students with keeping organized with the subject areas. Administration will sustain teachers' abilities to provide content rich background knowledge through continuing to monitor use of Standard Focus Boards, monitoring student work, and professional development.

Part V: Budget

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

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