

Highlands Middle 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
2441	Highlands Middle School	Y			\$444,630.00	

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.

Our most fragile families at Highlands Middle School will have the opportunity of full service plus options. A full service plus option in Duval County allow schools to refer families for services. For example, families may need assistance helping students with classroom conduct, mental health and academic concerns. Referrals may also assist with family issues such as divorce, grief, relationships, etc.

Community Partners:

Since the school is a full service plus school, students may also participate in wrap around services that may occur during school hours, before or after school. These services allow students to receive counseling services. They may participate in after school programs such as the Communities in Schools Team Up, and benefit from City Year in class tutoring funded via AmeriCorps. Finally, students and families benefit from social work services via the Communities in School's Achievers for Life program.

Supplemental Dean of Students:

These partnerships help strengthen the family and improve behavior and academics for participating families. In order to streamline and facilitate the aforementioned services, Highlands Middle will hire a third dean of students to coordinate services. A third dean will provide focused attention on groups of students. Each grade level will be supported by a dean of students to track tier two and three students to ensure their successful transition into middle school and into high school. The dean will also coordinate services with community partners to ensure students have access to full service plus opportunities which include after school academic and enrichment programs, mental health opportunities as well as medical services i.e. physicals and eye exams.

Supplemental Truancy Officers (2):

If students are to become successful attendance must be tracked thoroughly. An attendance plan that includes incentives for attendance and improvement in attendance is needed. Since the district provides a truancy officer for multiple schools, this plan will include utilizing truancy officers to be a conduit to improve attendance and provide Highlands Middle families with services due to the large student population and attendance zone. These officers will not work with any other school.

The impact of volunteers in the school is paramount to improving relationships between families and school. Family and community members will have opportunities to volunteer throughout the year. They may volunteer in a variety of ways, on trips, in class, or via after

school programs. Our school's partners who'd like to impact the school may also volunteer to participate on the school's advisory council or Parent teacher organization.

Academic and Character Standards

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

Information gleaned from the 5 Essentials survey shows a need to improve ambitious instruction and the support environment. Improvement in these areas will build academic and character standards for teachers and students. The strategies Highlands Middle will implement are the following:

1. Recruit and retain high quality teachers or provide support to returning teachers via coaching cycles and constructive feedback. This includes building morale and creating a culture and climate of respect and service to students. (More about recruiting and retaining high quality teachers in the Incentives for Instructional Personnel section)
2. Provide rigorous and relevant professional development that encourages autonomy, but enhances standards based instruction. (More about the professional development plan in the Professional Development section)
3. Create and communicate the academic and Positive Behavior and Intervention Plan to all stakeholders (teachers, students and families) early and often.
4. Monitor and track academic, behavioral, and early warning data to ensure students are on track to enter high school within the appropriate time.
 - a. Provide interventions and enrichment opportunities for students. Tier 2 and tier 3 students will receive reading, writing, and math interventions via intervention teachers. Students at Highlands will also benefit academically via the pre-early college, STEM, arts, and military sciences program.
5. Support teachers with all resources which include coaches, deans, school counselors, and assistant principals to support instruction, classroom management, school safety, and family engagement.
 - a. Ensure teachers have curriculum and supports to deliver a rigorous instruction and formative assessments.
6. Celebrate success!

Supplemental Assistant Principal and Dean of Students:

Fund via TSSSA a supplemental Assistant Principal and Dean of Students to ensure academic and character standards addressed to improve student engagement (academics, behavior, attendance). A supplemental assistant principal will provide structure to support parents and teachers and oversee the work of all student services. (see Family and Community Partnerships)

Supports under students services

1. Overseeing community partners who work within the school to serve students academically and behaviorally
2. Monitoring tier 1, 2, and 3 behavior and attendance
3. Direct and monitor truancy officers

The responsibilities of the dean was identified in the family and community partnerships section.

Parental Involvement

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

Refer to the TIPA Parent and Family Engagement Plan 2020-2021

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.

The strategies the school will implement to identify, recruit, retain, and reward instructional personnel at Highlands Middle are as follows:

1. Coordinate with Human Resources to:
 - a. Identify potential teachers. Potential teachers will be offered an opportunity to hear about the school and the \$15,000 and \$7,500 bonus for teachers with a 3-year aggregate VAM score of Highly Effective or Effective. Teachers understand the bonus will be paid in two installments.
 - b. Participate in a virtual recruitment fair before non-turnaround schools in June, 2020.
 - c. Allow priority transfer teachers with Highly Effective or Effective VAM scores to be placed in vacant positions prior to the official transfer period.
2. New to Highlands teachers will be provided a buddy teacher to assist with understanding the "way of work".
3. First and second year teachers will be provided a mentor to assist with daily classroom planning, instruction, and management.
4. The school will provide incentives for attendance via monetary and non-monetary means.
5. Team building exercises will occur throughout the school year to build comradery and collegial relationships.

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.

The strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards include the following:

1. Review the data: Academic, attendance for teachers and students, discipline to determine needs
2. Create a professional development plan that ensures teachers understand how to interpret standards, item specifications, and instructional delivery, and informative assessment.
3. Provide the professional development

4. Monitor instruction via walk throughs with timely feedback
5. Discuss trends in data (instruction and assessment) during professional learning communities and collaborative planning.
6. The district will provide specific professional development to provide support to teachers in turnaround schools (i.e. content specific or pedagogical related subjects needed to improve learning outcomes.
7. The district will provide professional development to teachers at turnaround schools prior to the first teacher day. Teachers will be paid their daily rate of pay during early return days.

During the 2020-2021 school year (other grant) funding has been requested to incorporate the following Professional development to ensure academic rigor, direct instruction, and creating high academic and character standards:

1. Positive Behavior and Intervention Support
2. Dr. Max Thompson's Learning Focused Teaching and Learning Framework
3. Curricula PD
 - a. Understanding curriculum and pacing guides
 - b. ACALETICS, iReady, Achieve 3000, Corrective Reading, Imagine Learning Language and Literacy
 - c. Formative Assessment: Data Analysis

Part Time Retired Teachers (Teacher Mentors)

Finally, two retired educators will be funded via TSSSA to provide ongoing mentoring/ professional development to first and second year teachers. The retired educators will be hired on a part time basis from August, 2020-April, 2021 at a rate of \$28/hour for four hours per day.

Imagine Learning Language and Literacy:

TSSSA funds are requested to provide three days of professional development to ensure ESE and Intervention teachers are able to implement the Language and Literacy program to grade 8 students with disabilities. Students will benefit from this blended learning platform that provides basic language and evolves into reading. This platform was designed to support students in the ESOL program as well as students with IEP's.

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.

The strategies Highlands Middle 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 include:

1. Ensuring high quality teachers are recruited, retained with support and professional development
2. Provide relevant professional development and a quality curriculum and supplemental curriculum that focuses on direct instruction for students at each tier, 1, 2, and 3.
 - a. Ensure teacher use the district's curriculum guides and core resources
 - b. Utilize coaches to ensure direct instruction supports student learning
 - c. Fund direct instruction and blended learning programs
 - i. iReady Math, Achieve 3000 Reading, Study Island Science and Social Studies, ACALETICS math, Top Score Writing
 - d. Provide reading and math intervention during the school day

- i. Reading and Math Interventionist, City Year AmeriCorps in class tutoring
- e. Offer tutoring before, after and on Saturdays delivered by certified teachers
- f. Include direct instruction in the school after school Team Up program by certified teachers
- 3. Conduct evaluative and non-evaluative walk throughs to determine trends in instruction and assessment
- 4. Provide parent information events that explain and support curriculum and tutoring opportunities

Imagine Learning Language and Literacy:

TSSSA funds are requested to provide three days of professional development and 44 students licenses to ensure ESE and Intervention teachers are able to implement the Language and Literacy program to grade 8 students with disabilities. Students will benefit from this blended learning platform that provides basic language and evolves into reading. This platform was designed to support students in the ESOL program as well as students with IEP's. Students will received focused instruction via intervention pullouts and tutoring (before, after, weekend).

Reading Interventionist:

An interventionist will be funded to provide direct instruction to groups of students identified as either Tier 2 or 3. The interventionist will work with identified curriculum i.e. Curriculum Associates LAFS and Top Score Writing. The interventionist will collaborate with ELA, reading teachers, and the Reading coach to track and report data which supports core instruction.

Tutoring:

TSSSA funds will provide tutoring instruction before, after, or on Saturday to identified students to improve proficiency and learning gains. Funds will pay support 240 hours of direct instruction in reading, writing, math, science, and civics.

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.