

Escambia County School District

Ensley Elementary School



2020-21 TSSSA Plan

Table of Contents

Eligibility and Allocation	0
Plan Assurances	0
Plan Items	0
Budget	8

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
0271	Ensley Elementary School			Y	\$198,080.00	

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.

Ensley Elementary School will be contracting with Children's Home Society to provide a social worker 5 days a week for Ensley Elementary School. The purpose of the social worker (which the school will call Navigators) will be to identify and assess family needs; to guide and inform families of available community resources; and to coordinate access to health and human services, educational and other family support systems (i.e. food Stamps, financial assistance, etc.). The Navigator's job functions will include, but are not limited to, focusing on family needs while conducting intake screenings and assessments to determine appropriate services, facilitate the family's ability to adequately navigate health and human services, educational, and other family support systems, and conduct outreach to community service providers. The Navigator will be on campus 5 days a week and will work with Navigators at other TSSSA and UniSIG schools to make sure families continue to receive services if they move to another TSSSA/UniSIG school that has a Navigator. Due to the high demand of needs of the family and home life, a Navigator will help decrease the non-academic issues that negatively impact student learning. Therefore, with support from a social worker, students and families will have higher success at focusing on the academic performance and increase the student's learning.

The Navigator may transport clients in personal/agency vehicle or arrange transport for clients in order to assist with securing outside services. In addition, this position will assist with the coordination of Thanksgiving/Christmas family donations from our Partners in Education.

Ensley will be creating a clothing closet for students to help support families in need. The purpose of the clothing closet will be to provide new and gently worn, clean school uniforms for students. This will include new underwear, socks, shoes and backpacks to students in need as identified by the Navigator and or school staff. The school will use TSSSA funds from the 19-20 allocation to purchase some of the clothing for the clothing closet. They will also be creating partnerships with local businesses like Walmart and Target for clothing donations. This partnership will allow the clothing closet to be sustainable beyond the TSSSA allocation.

Academic and Character Standards

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

The school will conduct bi-monthly data review meetings with the leadership team and district staff. These meetings will focus on reviewing progress monitoring data by teacher, grade, and school level. During the data review, topics of discussion will focus around trends supported by data, teacher needs, SIP strategy implementation, and next steps for support from the district.

The data that will be reviewed will include district created standard assessments, STAR 360, i-Ready, student/teacher attendance, and behavioral data.

Teachers and students will work together to set goals for STAR and i-Ready to increase student motivation and academic performance. Teachers and students will meet to discuss performance on current diagnostic tests and set a new goal for the next diagnostic.

Teachers will work with students to “unpack” the standards creating learning targets in the academic subjects in student-friendly language.

Through the use of Suite 360 and Stanford Harmony, teachers and students will work on lessons that help set behavior goals and teach students strategies to work through conflict resolution. The school guidance counselor will also work with small groups of students to set behavior goals in and out of the classroom.

Parental Involvement

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

Teachers will begin during pre-school contacting each student’s family introducing themselves and welcoming the parent and student to the school.

Classroom teachers, special area teachers and support staff will use Dojo, an approved district app, to contact parents regarding academic challenges, goals achieved, class celebrations, individualized student growth, and updates on school events.

In order to build the capacity of parents to effectively engage and become involved in their student’s education, Ensley Elementary will continue to have an annual back to school night. However, with the new TSSSA allocation, additional family involvement nights will be held at the school. The school leadership team will collaborate to provide a variety of family events focused on academics, student data, student safety, and parenting needs. Events will be advertised through flyers, call outs, and posted on the school website. The school will schedule parent workshops or activities at times which are convenient to parents/families. For example, events will be offered at multiple times within the day once every nine weeks. Parent night activities will be calendared throughout the year to provide our parents with the skills necessary to achieve academic and personal growth. Ensley Elementary will use TSSSA and Title 1 funds to pay for extra pay for teachers to plan the events and to attend, and supplies needed to run the event.

In conjunction with family nights scheduled during the fall, the school will provide each student and family the opportunity to pick out a book at the Scholastic Book Fair at no cost to the family. This will help encourage families to participate in the events, promote at home reading, and increase the desire to read as a result of students and families being able to choose a high interest book.

Ensley Elementary will also be supporting parents in preparing to take the GED by offering ABE/GED classes. TSSSA funds will be utilized to pay for the tuition for the parents and for the TABE test that prepares the parents for the actual GED test. These classes will be conducted on campus and will be held twice a week at night.

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.

To help retain teachers, Ensley Elementary will provide instructional support for new and veteran teachers. All new teachers will receive the collaboration and support from a START teacher funded partially by Title II funds. This START teacher will develop and build the teacher capacity regarding content and pedagogy. START teachers focus on all areas of the Danielson Framework used to evaluate teacher performance.

New and veteran teachers in ELA, math and science will also receive the support of content area specialists and an administrator on special assignment funded with Title I funds and a half time school based literacy coach funded with TSSSA funds. They will help build capacity in teachers around the instructional standards and classroom implementation. They will follow the coaching cycle to meet with identified teachers, help determine needs, model/co-teach, and give feedback on instruction. The coach, district specialists, and administrator on special assignment will also guide teachers on the process of planning standards-based lessons and aligning resources and assignments to match the rigor and DOK of the content standards. Newer and struggling teachers will also have mentoring support from a veteran teacher within the content area. This will provide additional support in deepening their knowledge of standards and content. Teachers will be paid for additional planning time outside the classroom for collaboration with teachers and the district content specialists. Through the use of the START teachers, instructional coaches, district content support, paying teachers to plan, and developing PLC's, the school is building the capacity of teachers to be successful in instructional implementation, therefore leading to increased student success. This will result in teachers wanting to remain at the school and continue to help students achieve increased academic performance.

Teachers will be rewarded through the hospitality committee, Teacher Appreciation Week, and rewards donated by school partners.

The District Recruiting Team will continue to travel to colleges and universities across the country to recruit excellent teaching candidates. Although there are still vacant positions, especially in math and special education, these efforts have been successful in not only securing promising teacher candidates for Ensley Elementary School but also other struggling schools in the ECSD. Ensley Elementary and other struggling schools were given priority in hiring for the 2019-2020 school year. The district will continue to hold teacher recruitment fairs during the year and recruit teachers from both in and out of Florida to help fill vacancies.

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.

Ensley Elementary will provide instructional support for new and veteran teachers. New teachers will receive the collaboration and support from a START teacher, instructional coaches, and district content specialists. Teachers will be involved in weekly planning with the principal, assistant principal, curriculum coordinator, and the school leadership team to identify school goals, improve curriculum and instruction, reduce teachers' isolation, assess student progress, and increase the effectiveness of school programs.

Ensley Elementary will implement professional planning time outside of the classroom. This additional planning will allow teachers to work collaboratively outside normal contracted hours with START teachers, administrator on special assignment, and district content area specialists. The focus will be on creating standard-based lessons that focus on differentiation for student needs. The planning will enhance the teacher's individual content knowledge and promote collaboration within the core content areas.

Ensley Elementary will use Title I funds to pay for the i-Ready licenses in math and ELA. These funds will also pay for teachers to receive continuing professional development for i-Ready implementation. The goal of this professional development is to help teachers deepen their understanding of how to use the i-Ready reports, instructional tools, and student goals to guide their standard-based instruction.

Ensley Elementary teachers will receive professional development from the ELA specialist, math specialist, and science specialist that will be funded through Title I. This professional development will include planning time with each specialist to understand how to use data from unit assessments, STAR, i-Ready, and FSA to develop standards-based lessons that incorporate questioning strategies, DOK appropriate level tasks, and high quality assignments that align to the standards.

As an ESOL center, Ensley Elementary teachers will receive professional development from an ESOL trainer to learn strategies for working with identified students across content areas.

Ensley saw a drop in mathematics proficiency, learning gains, and lower quartile learning gains last year through our district progress monitoring. The school also has a novice staff with the majority of teachers teaching less than 5 years. To improve the school will contract with the Southern Regional Education Board (SREB). The goal of bringing SREB to Ensley Elementary School is to combine math practices, content enrichment, and instructional strategies that support a balanced approach of teaching mathematics for K-5 teachers, which will in turn deepen the mathematics instruction on the campus. To begin services, SREB will conduct a needs analysis with the administration and district personal. Upon completion, a plan will be developed for support. Next, SREB will conduct a full day training with the staff to outline the year's work and goals. SREB will be on the school campus for 3 days each month. The first day will include professional development during common planning time for grades K-5, focused on content knowledge and best practices/strategies for mathematics instruction. The second day will focus around a lesson study model where teachers go into a classroom and put the PD into practice, along with watching modeling of the PD by the SREB consultant, followed up with feedback during common planning times and after school. The teachers will establish next steps to implement until SREB returns the following month. The next steps will be the principals look-fors during the month. SREB will be working with Ensley Elementary School through June, 2021.

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.

Ensley Elementary will hire a resource teacher will work with admin, teachers, and students. The resource teacher will focus on a Response to Intervention (RTI) plan for individual students, gather resources for teachers to utilize in the classroom, monitor the implementation of RTI plans, and track student data and outcomes. TSSSA funds from the 2019-2020 and new 2020-2021 TSSSA allocation will be utilized to pay for this position. The requirement for this position will be an experienced teacher who has in depth experience with the Response to Intervention process and inclusion model. The teacher hired will need to have an effective or highly effective state VAM score or equivalent if they have worked outside of Florida.

Ensley Elementary will use TSSSA funds to purchase SRA materials to help support students in the K-5 classroom who are reading significantly below grade level and who have demonstrated phonological and phonemic deficiencies.

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.