

Hillsborough County Public Schools

Dover 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 |
|-----------|-------------------------|--------------|---------------|---------------|------------------------|--------------------|
| 1201 | Dover Elementary School | | | Y | \$308,635.00 | |

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.

Dover will continue to focus on designing and implementing an instructional infrastructure, comprehensive support services with families and community partners have been established and will continue to evolve this school year. Dover hosts seasonal events for families to educate families on how to access social services, increase their knowledge of the educational expectations of students, and provide strategies for how the family can support their students at home.

Community partnerships have been established with the following organizations:

- Holy Innocence Episcopal Church supports the Kids Pack program, which is a weekend feeding program for up to 120 students who are nominated by their teacher. Each Friday, students will receive a backpack of non-perishable food items. Holy Innocence also occasionally funds food for parent events (e.g., Doughnuts for Dads), provides teachers with classroom supplies, and mentors students. They support the school during Teacher Appreciation Week, as well as field trip transportation. They provide gift cards for Thanksgiving, and church volunteers teach 5th-grade students lessons on the character trait of focus.
- St. Andrews United Methodist Church provides mentoring for students. St. Andrews' volunteers assist teachers with making copies, preparing student materials, helping out during field trips, and making classroom furniture. St. Andrews provides after-school tutoring for students. Representatives from the church are members of the School Advisory Council. The church also sponsors families over the holidays, as well as supports Teacher Appreciation Week.

Both of these churches assist with maintaining the school grounds (e.g., planting, mulching, etc.).

Other organizations also provide services and support to Dover students and their families. Examples include:

- Tampa Bay Housing Authority comes on to the campus to provide counseling for students.
- Feeding Tampa Bay provides items for the school-based food pantry that is open twice per week.
- A Veggie Van is sponsored by Publix and the YMCA. Through the program, families may purchase a bag of produce for \$1 once per month. This is to promote healthy eating in the

community. Dover sends a Parent Link as a reminder.

- Kiwanis Club sponsors Dover's Character of the Month recognition where students are selected for embodying that month's character trait.

Academic and Character Standards

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

Again this year, Dover's instructional infrastructure will be two Academic Intervention Specialists (AIS) who will serve students in Kindergarten through second grade. Dover will use TSSSA funds for these positions (1.0 FTE AIS @ \$97,000, which includes fringe; 1.0 FTE AIS @ \$84,000, which includes fringe). HCSP has a pending amendment for this budget line. If that amendment is approved, HCPS will amend the 2020-2021 budget line at a later date. Each AIS will be responsible for providing intensive reading instruction to prevent the cycle of academic failure and reduce the over-identification of students with disabilities. The responsibility of an AIS is to provide daily reading intervention on a short-term basis to a group of at-risk students. Their caseload is between 27 and 35 students. The reading instruction will have its roots in evidence-based materials and strategies. Each AIS will collaborate with general education classroom teachers to best support the at-risk students on their caseload. An additional role of an AIS is to collect and submit quarterly data measures, as well as evaluate the success of their caseload of at-risk students. Each AIS will be part of the ongoing data reviews that occur with Dover's classroom teachers and Leadership Team that includes the Reading Coach, Reading Resource Teacher, Math Coach, STEM Resource Teacher, ESE Contact, and ESOL Resource Teacher. They will work on the development and interpretation of common assessment measures for response to intervention.

An additional component of the instructional infrastructure will be the school-wide electronic data wall. All teachers will be responsible for inputting student data on the data wall. Then, Dover's coaches and resource teachers will meet with classroom teachers in the school's Data Den to review student data and plan for standards-aligned, differentiated instruction that will meet the needs of all learners. Dover's Reading Coach, Math Coach, STEM Resource Teacher, and Reading Resource Teacher will be tasked with tracking and monitoring data specific to ESSA subgroups. All of these team members will work in collaboration with classroom teachers to design the common assessments used to measure student standards mastery. Teachers will plan for instruction with the coaches and resource teachers every week during standards-based instructional design sessions.

Students will also be responsible for self-assessing their work and graphing their own data in ELA, mathematics, and science. They will use their data to set goals for their learning. Setting goals and self-evaluating goals help maintain motivation (Schunk, 2003). Students also have opportunities to have their work placed on the Principal's Wall of Excellence. This is where exemplar work produced by students is displayed to serve as models. Teachers will use this to display the work of their entire classroom along with the criteria for success.

Lastly, as a member of the UVA cohort, Dover Elementary will pilot Expeditionary Learning (EL) as a supplement to their existing ELA curriculum. This resource will increase student engagement and achievement in reading and writing by focusing on student excellence in three core areas: mastery of knowledge and skills, character, and high-quality student work. Central to the program are the hour-long module lessons, which will span the full school year. The four modules allow students to build important content knowledge based on a compelling topic related to science, social studies, or literature. Each module uses rich, authentic texts. The last unit of each module culminates with a performance task wherein students

successfully bring together what they know about the topic. Foundational skills, word work, and small group instruction are also included in the program thereby allowing students to gain greater meaning of the texts they are reading. Likewise, Dover Elementary will also utilize enVision, which are research-based instructional math materials. Item 5 describes the professional development and other supports that will be provided to ensure high-quality implementation of these supplemental instructional resources.

Foundational to any school improvement effort is positive school culture. As such, Dover Elementary will continue to focus on implementing Positive Behavior Intervention and Supports (PBIS). Dover's school Leadership Team—including administrators, teacher leaders, and instructional resource teachers and coaches—received ongoing PD and coaching from Safe & Civil Schools on their Foundations program, which supports PBIS. PBIS is a set of research-based strategies designed to decrease problem behavior by teaching new skills and making changes to a person's environment. This PD was designed to increase knowledge and application of efficient data collection methods, data analysis, uniform referral systems, improved staff communication and coordination, effective supervision and positive behavior support, and the Foundations improvement cycle. By the end of the third year, district and school personnel will be equipped to conduct all planning, training, and coaching for PBIS independently.

As part of their PBIS system, Dover Elementary will establish a House System that will focus on building respect, responsibility, perseverance, integrity, courage, and kindness. The House System increases students' sense of belonging, encourages healthy competition and teamwork, and sets high expectations for student success. All school staff and students will be members of a House. Students will earn points when they demonstrate each of these character traits. House meetings and celebrations will be held.

As part of their school-wide behavior management plan, Dover's Student Services Team—including the School Psychologist, School Counselor, and School Social Worker—will provide students with explicit social emotional learning (SEL) instruction using the Second Step SEL curriculum. This evidence-based curriculum addresses social skills for learning, empathy, emotion management, and problem solving. The Student Services Team will also offer support for students (e.g., small groups for grief and divorce) needing more intensive intervention.

Dover's school-wide behavior management plan and associated strategies will be monitored by their Behavior Team. This team will meet monthly to analyze behavioral data and plan interventions as part of the school's Multi-Tiered Systems of Support-Response to Intervention program (MTSS-Rtl).

Dover plans to continue their National Honor Society (NHS) chapter to recognize outstanding fourth and fifth grade students. Through NHS, Dover's students will develop their leadership skills and receive accolades for academic excellence.

Parental Involvement

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

Family engagement is likely to be maximized when tangible benefits (e.g., home education resources) and intangible benefits (e.g., environment that welcomes families) outweigh the costs of participation (e.g., time and effort) (Halgunseth, 2009). Dover is committed to successfully creating a partnership between the school and home to promote two-way

communication and involve caregivers in decision-making (Halgunseth, 2009; Halpern, 2000; Teti et al., 2017).

For example, families requested that the school's media center be open after school hours. Dover is working to allow families to use the media center once per week to check out books, as well as use computers and access the internet. This will provide families with opportunities to build their English language skills and support their children's education.

Dover hosts a series of Family events that will continue in the 2019-2020 school year. Examples include:

- Fall Festival
- Themed academic nights across content areas, including reading, math, and science
- Concerts
- Cultural Arts Show

Given their large migrant population, a Migrant Advocate is assigned to work with Dover families to provide support and make linkages to critical services. The Migrant Advocate invites parents to an advocacy group sponsored by the Mexican American Legal Defense and Education Fund (MALDEF).

Parental involvement and engagement in a child's education have shown to be extremely effective in increasing student achievement. According to a 2002 National Education Services study, parent involvement leads to increased success for students regardless of their background or socioeconomic status. With a very diverse group of parents and students at Dover, the school will increase parent involvement using the help of paraprofessional Parent Liaison who will attempt to bridge the gap between parents of different backgrounds in order to create an environment where parents participate and support the diverse student base. The full-time Parent Liaison will be funded under TSSSA (1.0 FTE Parent Liaison @ \$35,600, which includes fringe).

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 HCMS informs a wide range of human capital decisions in the district. Teachers designated as effective or highly effective receive recruitment letters from the Superintendent making them aware of the benefits of teaching at a high-need school, such as the availability of additional resources through Title I and the ability to develop targeted leadership skills. Human Resource (HR) Partners assist principals with identifying promising applicants and analyzing educator data to inform human capital decisions. HCPS also utilizes a web-based platform, which provides online tools such as a "teacher fit" predictive assessment to help identify and place more qualified candidates and to allow for customized, automated workflows. Throughout the year, HCPS' Office of Personnel Services regularly monitors

Transformation Network vacancies and offers specialized recruitment events to schools with the highest vacancies. Personnel Services has also updated the teacher application to signal when teachers indicate an interest in teaching in an Transformation Network School. As a result, the review process is expedited and applicants are matched with school sites quickly.

- Compensation is grounded in a performance-based salary structure that explicitly ties salary increases to sustained high-level performance. Currently, the base teacher salary schedule is designed to be competitive with neighboring districts, while performance salary structure provides substantial increases in compensation to teachers who have demonstrated student impact via state VAM. HCPS negotiates for the provision of the performance-based compensation system with the Hillsborough Classroom Teachers Association (HCTA) each year.
- Despite a robust HCMS system, the district has been continually plagued with difficulties in staffing persistently low-performing schools with effective educators. Ergo, the newly adopted Transformation Network initiative provides targeted schools with supplemental resources and benefits specific to identifying, recruiting, retaining, and rewarding instructional personnel. A School Board-approved reorganization occurred on May 12, 2020 to lend a clear structure to the Transformation Network, as well as a system of centralized support to ensure proper oversight and mobilization of resources. Key personnel support specific HCMS functions within Transformation Network, including the Chief of Transformation who is the liaison with other district divisions to ensure instructional alignment and programming; recruiting, hiring and retaining teachers, and aligning appropriate social and emotional support. Regional Superintendents and Executive Directors, who directly support principals and school administrators on-the-ground, and a team of district resource teachers and core academic coaches who will work directly with Transformation Network teachers to increase instructional and cultural capacity to improve student achievement.
- The district's proposed rapid improvement support strategies for Transformation Network extend far beyond additional staff to support human capital functions. Preliminary talent management strategies have been proposed, such as hosting strategic recruiting events for teachers, designating funds for teacher development through Title II, offering incentives from community partners, securing additional planning time, offering HR support for movement of staff during the first year of turnaround, and revamping the hiring process for external candidates. Examples of proposed leadership strategies for the Transformation Network to include appointing proven principals and allowing principals to select a team to join them at their turnaround site.
- In the spring of 2019, HCPS' Superintendent heightened the district's high-need recruitment effort with a ground-breaking teacher incentive initiative for the Achievement Schools. The offer, Spark Teacher Incentives, was presented to all teachers in Hillsborough County and across the country, and includes the provision of substantial extra pay on top of teachers'

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.

Members of the instructional Leadership Team will provide ongoing PD using a variety of modalities with the aim of increasing academic rigor, improving direct instruction, and creating high academic and character standards. This team will include the Reading Coach, Reading Resource Teacher, Math Coach, and Science Resource Teacher along with the members from the Student Services Team. In addition to facilitating instruction design sessions and PLCs as described in Item 2, these staff members will conduct coaching cycles based on areas of teacher need. Additional details as to the roles and responsibilities of these team members, relative to PD, are listed below.

Dover currently has a Reading Coach who will continue to maintain and monitor the implementation of the district's K-12 reading program, including PD of classroom teachers in order to improve reading instruction and acquisition. Throughout the school year, the Reading Coach will focus on enhancing teachers' literacy instruction through job-embedded PD and coaching. They will provide support through collaborative standards-based lesson-planning, the modeling of best practices in reading instruction, classroom-based demonstrations, and reflective teaching. They assist teachers in disaggregating data for interpretation and planning for instruction. The Reading Coach will also engage in regular meetings with building administrators and stakeholders to advocate for the literacy development of all students.

Dover will use TSSSA funds to keep their Reading Resource Teacher who will assist teachers in meeting students' educational needs to increase ELA achievement (1.0 FTE Reading Resource @ \$92,500, which includes fringe). The Reading Resource Teacher will collaborate with on-site ELA leaders to provide support for ELA instruction, including planning and implementation of standards-based lessons, creating assessments, and interpreting data to further drive interventions for targeted students. Their strong working knowledge of best practices in writing and language arts instruction is leveraged to also provide PD to teachers; they not only provide ELA content training regarding instructional strategies, use of materials, and specific instructional topics, they also model effective teaching techniques within the classroom. Dover's Reading Resource Teacher will also support teachers as they implement interventions as part of the school's MTSS-Rtl program; they will work with the teachers to analyze data and plan interventions.

Dover will also employ a Math Coach who will be responsible for maintaining and monitoring the implementation of the mathematics program and work directly with classroom teachers to improve student learning in the area of mathematics. They will assist teachers in planning for and implementing standards-based instruction and assessment, providing just-in-time, job-embedded coaching utilizing a strong knowledge base of mathematics content and pedagogy. The Math Coach will conduct PD for classroom teachers and school leadership regarding instructional strategies, best practices, use of materials, and effective teaching techniques.

These academic coaches will be tasked with providing PD around the implementation of Expeditionary Learning for ELA, and enVision for Mathematics. Dover's AISs will also provide PD to faculty on the foundations for Response to Intervention, as well as strategies for intensive reading interventions and foundational reading skills. Dover intends that ongoing, job-embedded PD for teachers will occur during the weekly planning sessions around instruction and response to data. Instructional resource teachers will also support teachers and students as they prepare for district-level content events (e.g., Math Bowl, STEM Fair, etc.).

As indicated in Item 2, Dover's faculty are being trained in Foundations: A Proactive and Positive Behavior Support System by Randy Sprick's Safe and Civil Schools. Through this training, Dover has identified that school cafeteria as an area to focus on for the beginning of the 2019-2020 school year. There will be common rules, structures, and systems in place. Once mastery has been demonstrated in the cafeteria, they will move on to other areas around the school site.

Lastly, the administration will complete classroom walkthroughs using look-fors that are clearly communicated with staff at the beginning of the school year. Look-fors include clarity and engagement. Walkthroughs allow administrators to answer questions and further support teacher development, while teachers receive immediate feedback that may further hone their practice. Dover will use TSSSA funds to pay instructional staff stipends for 4 hours of PD beyond the workday based upon the needs identified during these walkthroughs (38 staff

members will be paid \$15 an hour for 4 hours each for a total cost of \$2,470 including fringe). HCSP has a pending amendment for this budget line to complete this activity in the 2020-2021 school year since they were unable to complete in 2019-2020 due to mandatory school closures.

Targeted student instruction is identified as a key action step in Dover's School-wide Improvement Plan. With over half of Dover's students currently receiving English Language Learner (ELL) services, reaching this special population is an area of concern for the school. This training was scheduled for February 2020, with only 30 teachers. The teachers were to receive a stipend. Due to bad weather, the Kagan trainers were unable to fly out of Atlanta that day and the training was canceled. Now, Dover proposes to have 70 staff members participate in a two-day teacher professional development course on using Kagan Structures to meet the needs of ELL students. The training will occur on August 3 and 4, 2020. Each training day complies with the \$3,000 guidelines provided by BSI. This ended up being positive because it has been rescheduled during pre-planning week. This eliminates the need to pay stipends and increases the number of teachers that can attend. HCSP has a pending amendment for this budget line.

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.

Dover will continue to provide tutoring opportunities for students to improve student academic proficiency. This will occur during Saturday Academy sessions for students in grades 3, 4, and 5 and will address ELA, math, and science content areas. This is in addition to the data-driven, small group instruction that will be provided by resource teachers.

In addition to small group instruction and interventions provided by resources teachers Dover will provide extended learning opportunities during the school day for primary students falling below grade level, as well as for intermediate students performing in the bottom quartile. Dover will add an Aide using TSSSA funds to help provide additional focused instruction in order to increase academic proficiency throughout the school (1.0 FTE Aide @ \$23,000, which includes fringe). The Aide will be assigned specific students to provide additional reading support through small group lessons. This Aide will also be assigned to students with FBA plans who need additional support in the classroom to learn their replacement behaviors and strategies. The Aide will report to the Reading Coach, ESE Specialist, and Principal.

Dover will continue Saturday Academy sessions during which students in 1st through 5th grade will receive additional instruction to improve their academic achievement. A maximum of 165 students (10-15 per teacher) will attend these 3-hour sessions on Saturdays. Sessions will run from 8am to 11am; dates are to be determined depending on schools reopening. Students will be targeted for attendance at the Saturday Academy based on their performance on formative assessments. Tutoring for 1st through 4th-grade students will focus on math and reading achievement while tutoring for 5th-grade students will focus on math, reading, and science. HCSP has a pending amendment for this budget line.

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.