

Hillsborough County Public Schools

Folsom 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
1471	Folsom Elementary School	Y			\$227,480.00	

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.

- Comprehensive support services are critical in removing barriers to student success through addressing academic, behavioral, social, and mental health difficulties. Fostering relationships with family and community partners is paramount in ensuring that supports are in place for all students. The supports are necessary considering over 90 percent of families at Folsom Elementary are reported as economically disadvantaged. The following community partners committed support services to Folsom Elementary:
 - o Winn-Dixie is a very supportive community partner that provides food/donations for family nights, iMom events, and All-Pro Dads' meetings. They also provide gift cards to families in need.
 - o Folsom works with a number of faith-based organizations including Thonotosassa Seventh Day Adventist, New Testament Church, and Faith Tampa that provide weekly food boxes for 15 families who were identified as needing supports. Seventh-Day Adventist Church also assists in donating funds to provide both food and clothing for families at Folsom, when needed.
 - o Cultural Exchange Lyfe-Stile Network helps provide wrap-around services for homeless families.
 - o The Supporting and Empowering Educational and Developmental Services (SEEDS) Program collaborates with HCPS elementary schools, including Folsom, to provide children and families with the help they need to overcome some of life's obstacles.

Folsom Elementary will continue to work with families and community partners to help provide support services and will develop new relationships with community assets, as new needs arise

Academic and Character Standards

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

- Folsom will hire a full-time RTI Teacher that will be funded through TSSSA in order to help establish clearly defined character standards (1.0 FTE RTI @ \$68,000, which includes fringe). HCPS 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. In HCPS, a RTI is charged with coordinating behavior management at school sites by developing individual, class, and school-wide behavior interventions, including data collection and analysis. They work with school leadership and administration to develop a school-wide discipline plan including a Positive Behavior Intervention Plan (PBIP), as well as the Problem Solving Leadership Team's implementation of the Multi-Tiered Systems of Support-Response to Intervention (MTSS-RtI)

process for Behavior. When working directly with teachers, the RTI provide job-embedding coaching and modeling of effective behavioral strategies. They also assist with the development, implementation, and monitoring of individual students' behavioral contracts, as well as conducts social skills groups as needed. At Folsom, the RTI will work with the school counselor, Social Worker, and Psychologist to monitor MTSS/RtI for Behavior. They will also monitor Tier 2 and Tier 3 interventions. Students needing Tier 2 interventions have weekly check-ins with their assigned mentor, and Tier 3 students have daily check-ins with their mentor, as well as the ability to use a "break pass" to visit the RTI when needed. The RTI will provide these students with tools and skills to properly manage behaviors. The RTI will not only work on restorative practices with students, but also with teachers. Finally, the RTI will work with Folsom's Positive Behavioral Intervention and Supports (PBIS) system that uses barcodes on student badges to award points for good behaviors and for students following school behavior guidelines. Rewards for students include weekly shopping trips at the PBIS store, monthly celebrations, and quarterly celebrations like Water Day, school dances, or game days.

- Folsom Elementary will supplement their existing English Language Arts curriculum with Expeditionary Learning (EL) curricular materials. This supplemental 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. This researched-based, highly-rated, standards-based literacy program engages teachers and students through compelling, real-world content and builds equitable and inclusive learning opportunities for all students. Central to the program is 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, Folsom Elementary will also utilize enVision, research-based instructional math materials. Item 5 describes the PD and other supports that will be provided to ensure the high-quality implementation of these supplemental instructional resources.

- Additionally, to achieve high academic standards, Folsom will use team planning and teacher coaching. Teachers will plan in teams for 1-hour sessions and a schedule will be made for teachers to plan with coaches in math, science, and ELA. Coaches will work with teachers to create a better understanding of unpacking the standards, the use of backward planning, and helping teachers create weekly mini-assessment for students. In addition, coaches will work with teachers to analyze assessment results and implement changes when necessary. Through developing the capacity of staff, Folsom will help provide high academic standards

Parental Involvement

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

- 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 Folsom, 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 @ \$22,800, 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. The Parent Liaison will serve as an ambassador for the school that focusses on celebrating the diverse background of all students and parents at Folsom. The Parent Liaison will be in charge of planning and leading Family Nights during the 2019-2020 school year. Folsom plans to hire a parent to be the Liaison who is invested in the success of the school. The position will be monitored through monthly parent surveys and the position will be overseen by the assistant principal.

- Another way Folsom will increase parent involvement is by encouraging parents to attend monthly iMom and All Pro Dad meetings held at the school. Parents will run these meetings and incentives are often provided for parents who attend by the community partner, Winn-Dixie

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.

- At Folsom, professional development focused on direct instruction, and creating high standards will be delivered through three coaches in the 2019-2020 school year. Under the UVA school turnaround initiative, building leadership helps achieve change. TSSSA funding keep their full-time Reading Coach and Math Coach (1.0 FTE Reading Coach @ \$78,000, which includes fringe; 1.0 FTE Math Coach @ \$62,800, 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.
- In HCPS, Reading Coaches maintain and monitor the implementation of the district's reading program, including the professional development of classroom teachers in order to improve reading instruction and acquisition. Throughout the school year, Reading Coaches focus on enhancing teachers' literacy instruction through job-embedded professional development and coaching. Reading Coaches 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 position requires a strong communicator and leader who will advocate for the literacy development of all students through regular meetings with building administrators and stakeholders. At Folsom, the Reading Coach will work with teachers as they model lessons to the coach (prior to delivering content to students) to help predict misconceptions, observe teachers as they deliver lessons to provide both just-in-time coaching and immediate follow-up and provide frequent fidelity checks.
- In HCPS, Math Coaches maintain and monitor the implementation of the mathematics program and work directly with classroom teachers to improve student learning in the area of

STEM. They 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. Math Coaches conduct professional development for classroom teachers and school leadership regarding instructional strategies, best practices, use of materials, and effective teaching techniques. At Folsom, math professional development through the Math Coach will focus on lesson planning and breaking down standards with teachers, fidelity checks with teachers, and helping teachers analyze and plan for follow-up instruction based on student assessment data.

- The Coaches and resource teachers will be monitored by submitting their schedules a week in advance to Principal Krystal Lofton. Schedules will entail grade-level planning, standards-based instruction, and collaborating with teachers. The principal and assistant principals will also monitor these positions by conducting walkthroughs to ensure effectiveness and fidelity.
- To ensure high-quality implementation of the supplemental ELA instructional materials, Folsom Elementary will select a literacy team consisting of the Reading Coach and grade-level representatives per grade to attend monthly professional development provided by the district's Achievement Schools Network; they will bring back the learning to grade-level Professional Learning Community (PLC) meetings. This literacy team may also set up demonstration classrooms and provide job-embedded coaching. Implementation fidelity will be monitored through classroom walkthroughs, as well as analysis of student data and lesson plans. The Math Coach will follow a similar model for training, implementation, and monitoring of the new supplemental math resources

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.

- Reading Resource Teachers in Hillsborough County assist teachers in meeting students' educational needs in order to increase English Language Arts (ELA) achievement. They collaborate with on-site English Language Arts 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. Reading Resource Teachers also provide small group instruction for selected students. Their strong working knowledge of best practices in writing and language arts instruction is leveraged to also provide professional development 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. At Folsom, the Reading Resource Teacher will help teachers with planning and professional development in collaboration with the Reading Coach. The reading resource will also help provide focused reading instruction to small groups of third, fourth, and fifth-grade students who have been identified to be in the lower quartile on state and interim assessments.
- Folsom will employ the help of two new paraprofessionals in addition to the Parent Liaison discussed in item 3. One paraprofessional will run the computer lab and have students work with i-Ready. The i-Ready program itself will help improve student academic proficiency through differentiated instruction and assessments in both math and reading. While students are in the computer lab, it will also allow teachers to have 1 hour of common planning time to focus on improving students' academic proficiency. Folsom's third new paraprofessional will offer support to first and second-grade teachers and students to help students increase academic proficiency through focused instruction. The school will continue to have a

paraprofessional to support kindergarten students and ESE supports to help the upper-grade levels.

- Additional tutoring and supports will also be provided to targeted groups of students after school and on Saturdays using TSSSA funds (6 teachers will provide 4 hours of tutoring each week for 33 weeks @ \$27 an hour for a total of \$24,940). Focused instruction will be provided beyond the normal school day specifically in the areas of ELA and math to students identified using interim and weekly assessments. TSSSA fund will also be used to purchase supplies for the afterschool tutoring sessions (a shopping cart is provided with supplies totaling \$614). HCPS has a pending carry forward 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.