

Hillsborough County Public Schools

# Forest Hills 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
0042	Forest Hills Elementary School			Y	\$361,535.00	

## 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.

Forest Hills Elementary School has embraced the research supporting the importance of consistent, high-quality, and developmentally appropriate learning experiences (e.g., Rodriguez & Tamis-LeMonda, 2011; Burchinal, Vandergrift, Piantac, & Mashburnc, 2010) and wants to ensure that the number of students entering kindergarten-ready significantly increases. They will continue to partner with their neighboring community preschool classrooms and invite them to campus for professional development (PD) sessions. They will also continue to work with community Pre-K providers to increase family attendance at the school's Kindergarten Round Up.

HCPS currently partners with Northside Behavioral Health Center, a local mental health provider, to provide limited student counseling services on-site. HCPS will use TSSSA carry forward funds to contract with Northside Behavioral Health Center to provide additional on-site, full-time mental health counseling to the students at Forest Hills and their families. These contracted services will be supplemental to the current services provided at the school. Northside Behavioral Health Center will aim to provide individuals and families the highest quality of comprehensive, innovative, and affordable behavioral health care services thus enabling a path for those in need to a productive recovery and an enriched quality of life. The school's Student Services Team will be responsible for identifying students in need of this service; securing appropriate permissions; monitoring participating students' academic, behavior, and attendance data; and ensuring that the alignment of services extends beyond the counseling session and into the classroom. HCPS currently has a carry forward amendment for this budget item.

Strategies for successfully creating a partnership between the school and home include promoting two-way communication and involving caregivers in decision-making (Halgunseth, 2009; Halpern, 2000; Teti et al., 2017). Forest Hills gathered input from families last year when they hosted events. Again this year, they will create surveys to distribute after events to obtain input from the caregivers and assist in planning for future activities.

Forest Hills Elementary School is planning a Back to School Bash for families and students. Forest Hills will network with community businesses and potential partners to determine if

they would be willing to assist in sponsoring the event. Forest Hills will also work towards developing community partnerships this coming school year.

They currently have established partnerships with:

- All Pro Dads – This event is held monthly and is facilitated by Forest Hill's Math Resource Teacher. The focus of these monthly sessions is to work with families on developing relationships with their children. The topics vary month-to-month.
- Northside Mental Health Counseling – This local behavioral health center provides students with counseling services on site. Members of the Student Services Team refer students. Forest Hills families are also given access to Northside's services.
- Forest Hills United Methodist – This local church provides refreshments for Forest Hill's monthly ceremonies.
- Feeding Tampa Bay – As a part of the National Feeding America network, this agency stocks Forest Hill's on-campus food pantry. The food pantry is open twice per week in the morning and afternoon for families to access.

### **Academic and Character Standards**

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

Forest Hills Elementary School plans to establish clearly defined and measurable high academic and character standards by providing equitable opportunities to engage students in rigorous learning experiences for students. Likewise, they will also create classroom cultures that are intentional in developing students' emotional intelligence, increasing students' connection to their school community through relationships, and providing constructive responses to negative behavior.

Forest Hills Elementary School will continue using Expeditionary Learning (EL) as a supplement their existing English Language Arts (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. The supplemental curriculum will be implemented for 150 minutes each day in every classroom. 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. Forest Hills Elementary School 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.

During pre-planning, Forest Hills' administration, Leadership Team (Reading Coaches, Math Resource and Student Services Team (School Psychologist, School Social Worker, School Counselors, Behavior Specialist, and Exceptional Student Education Specialist) will hold meetings with teachers to discuss students with the greatest needs and who have been part of ongoing problem-solving discussions. These students' 504 plans, behavior plans, intervention plans, and/or attendance data will be shared with their teachers. A plan for continued monitoring of student progress will also be developed.

Again this year, TSSSA will fund an RTI Teacher (1.0 FTE RTI @ \$77,200, which includes fringe).

HCPS has a carry forward amendment that has not been approved. This item will be amended at a later date. This position will be employed throughout the school year. This staff member, along with the school counselors, coordinates the behavior management plan at Forest Hills by developing the 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 (PSLT) implementation of the Multi-Tiered System of Supports-Response to Intervention (MTSS-RTI) for Behavior. When working directly with teachers, the Behavior Specialist and School Counselors provide job-embedded coaching and modeling of effective behavioral strategies. They also assist with the development, implementation, and monitoring of individual students' behavioral contracts, as well as conduct social skills groups as needed. The Behavior Specialist works to deepen teachers' ability to implement strong Tier 1 behavior management plans.

New this year, Forest Hills will request TSSSA fund a Guidance Counselor (1.0FTE Guidance Counselor @ \$74,000, which includes fringe). The Guidance Counselor will work to improve student's ability to demonstrate appropriate behavior by communicating; collaborating and peacefully resolving conflicts the guidance counselor will provide counseling services, small group support, and whole-group direct SEL lessons weekly. Whole group lessons will impact all students' grades K-5 (792), Guidance Counselor #1 will serve students in grades K, 2, and 4 and Guidance Counselor # 2 will serve students in grades 1, 3, and 5. Currently, we have 225 students receiving school-based mental health services and support, and 122 on Tier 2 and 3 plans. In addition, our school counselors will develop teachers' understanding of the impact that poverty and lack of exposure have on students. Guidance will work with teachers in need during RTI-B meetings on the second Tuesday of every month. Guidance will also be assigned to students presenting mental health challenges as reported and documented throughout the school year. Guidance will assist in the facilitation of weekly Student Services meetings held on Tuesday's in which behavior, attendance, and mental health data is reviewed to plan necessary supports, in addition, to needs in regard to RTI A and B services. Currently, 17 students have FBA's, 148 have been referred and receive mental health services at school, 35 have been referred to community based mental health services, 18 suicide assessments, and 7 threat assessments have been conducted.

Administrators are building dedicated social-emotional learning (SEL) time into teachers' daily schedules. Teachers will hold daily morning meetings. The Morning Meeting Book, Sanford Harmony, and Inner Explorer will be the resources used to provide explicit SEL instruction. The Student Services Team will be available to support teachers as they plan for these lessons, and will also occasionally deliver these lessons. Forest Hill's administrators, the Student Services Team, and teachers will adapt school-wide systems to embed restorative practices.

Forest Hills Elementary School uses a Positive Behavior Intervention Support (PBIS) framework to support good character. A PBIS committee—consisting of administrators, student services personnel, and grade-level representatives—meets to discuss the supports and resources needed at the site and plans accordingly. Forest Hills has a money system in place to incentivize positive behavior. Students have opportunities to buy items from the school-wide store, use their money to purchase tickets to an event or spend time with an adult on campus. Money is color-coded; classroom teachers have one color and school staff has other colors that can be given to students when the behavior they display is aligned with the school behavior code of conduct. Grade-level teachers can choose to nominate their Student of the Month based on the student who demonstrates the PBIS code of conduct. Some teachers allow the class to nominate the student who has displayed positive behavior choices. Teachers then write a personal note to their classroom nominee to read aloud at the monthly ceremony.

**Parental Involvement**

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

Despite substantial research indicating that parents in low-income communities value their children's education (Brown & Brandon, 2007; Mendez, 2010), many families have difficulty accessing childcare or missing work to attend parent trainings. Family engagement is likely to be maximized when tangible benefits (e.g., home education resources) and intangible benefits (e.g., environments that welcome families) outweigh the costs of participation (e.g., time and effort) (Halgunseth, 2009). Therefore, Forest Hills Elementary School will work to minimize demands and maximize potential effects of parent involvement

In addition to the wellness sessions detailed in Item 1, Forest Hills will host additional events to build family rapport and assist caregivers with learning more about the academic expectations for their children. For example, conference nights will be held three times per year instead of two, as Forest Hills wants to maximize opportunities for parents to attend and learn more about the educational performance of their child. A Title I representative will provide school staff with training on strategies for conferencing with families.

A number of events that were successfully hosted last year and continue this school year. Muffins with Moms and Doughnuts with Dads events are held once per year. Forest Hills plans to continue to host and grow their international festival by incorporating the feedback that was provided by those who attended last year. During this event, each grade level displayed information and artwork representing their chosen continent, students engaged in discussions about their country, and families shared cultural food items. Lastly, Forest Hills hosts family picnics four times per year, which increases opportunities for families to be on campus and engaged. These potluck events nurtured community-building by allowing parents to meet and greet with other families within their grade level.

**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 a 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 the 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.

Archibald, Coggshall, Croft, and Goe (2011) identified five characteristics of high-quality PD. First, they argue that there should be alignment among district or school objectives, state standards and assessment, and teacher evaluations. Second, there should be a focus on core content with modeling of strategies that should be used in the classroom during instruction. Third, the ongoing learning of new teaching strategies should occur. Fourth, opportunities for collaboration among teachers are needed. Fifth, there should be ongoing follow-up and ongoing feedback. Forest Hills is following all of these recommendations as they work to support the teachers with providing focused instruction to improve student academic proficiency.



As a mechanism to meet the needs of students, the administrators and coaching/resource staff will meet one time per week to discuss the needs of teachers and determine the types of support that can be implemented to improve teachers' instructional practices. During these meetings, the discussion around upcoming meetings or PD occurs so that planning can take place.

A number of supplemental instructional units will be added through TSSSA to build the school's capacity to increase academic rigor, improve direct instruction, and creating high academic and character standards. Forest Hills will strategically utilize the PD and support offered by academic coaches, resource teachers, and Teacher Talent Developers, as described below.

Two Reading Coaches (funded through a different source) will maintain and monitor the implementation of the district's reading program, including PD 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 PD 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.

Forest Hills will keep their Math Resource Teacher through TSSSA (1.0 FTE Math Resource @ \$77,200, which includes fringe). HCPS has a carry forward amendment that has not been approved. This item will be amended at a later date. This teacher will be employed throughout the school year. The role of the Math Resource Teacher is to 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 and provide just-in-time, job-embedded coaching utilizing a strong knowledge base of mathematics content and pedagogy. The Math Resource Teacher will conduct PD for classroom teachers and school leadership regarding instructional strategies, best practices, use of materials, and effective teaching techniques. Ongoing coaching cycles and monthly PLCs will occur. A primary focus of PD provided by the Math Resource Teacher will be on understanding the different number talk routines, with the Math Resource Teacher and classroom teachers collaborating to generate a bank of number talks. The Math Resource Teacher will follow a similar model for training, implementation, and monitoring of the new supplemental math resources. Lastly, the Math Resource Teacher will also support teachers by conducting data-driven, small group instruction with students.

Additionally, Forest Hills proposes to employ two Teacher Leaders (.50 FTE @ \$46,250, which includes fringe; .50 FTE Teacher Leader @ \$46,250). A Teacher Leader is a hybrid-coaching role that allows teachers to remain in the classroom providing direct instruction to students for half of the school day and then support site-based efforts to improve instructional practices for the other half of the day. This model not only provides more students access to highly-effective teachers but increases the Teacher Leader's relevance and skills when working with colleagues. These staff members plan, model, and co-teach standards-based lessons, as well as provide job-embedded coaching and feedback on a range of topics such as instructional strategies, pedagogy, technology integration, content curriculums, and data-driven planning.

Forest Hills Elementary School will provide PD focused on academics, behavior, and social-emotional skills to preschool through fifth grade teachers. It will be delivered by the principal, assistant principals, academic coaches, and Student Services Team. Modalities include in-

person training, online modules, and job-embedded PD. Specific examples of PD that will be offered throughout the 2019-2020 school year include:

- Teachers will be given opportunities to go on learning walks during the school day. Teachers will be nominated to demonstrate exemplary practices based on the outcomes of informal classroom walkthroughs. Forest Hills administrators will also use conversations with instructional coaches and walkthrough data to make recommendations to drive improvements. The purpose of learning walks will be made clear for instructional staff; a guide will be given to them which enables them to enter the classroom and take notes. Teachers will then discuss their observations, learning, and next steps with the administrative team.
- Coaches will also plan with teachers during the weekly common planning time that will occur throughout the entire school year. These sessions will include the creation of high-quality text-dependent questions (TDQs) for each instructional unit. Additional follow-up sessions supporting a text-first planning protocol will occur. The alignment of writing instructional approaches and student tasks in each unit will be evaluated. Lesson studies, learning walks, coaching cycles, modeling, formative feedback, and monthly PLC's will occur to: (a) deepen teachers understanding of EL framework, (b) transfer plans to practice, and (c) deliver writing instruction through the EL transdisciplinary approach.

In addition to improving teacher practice, Forest Hills will conduct data dives and quarterly reviews to provide teachers with multiple opportunities to use the data to drive instruction and continuously engage in ongoing problem-solving. The overarching goal of this strategy is to meet the needs of all students and improve their academic proficiency. During a data dive, the entire grade-level team comes together to review formative assessment data across content domains and create an action plan to guide planning. Quarterly data reviews of attendance, guided reading documentation, and writing samples are conducted, and assessment data is analyzed.

### **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.

Forest Hills will meaningfully utilize new technology, both STEMscopes and Nearpod. The school aims to improve student academic proficiency through increased student engagement in these diverse learning opportunities.

In addition to small group instruction and interventions provided by resources teachers as described in Item 5, Forest Hills 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. Forest Hills keep their Assistant Teacher and Aide using TSSSA funds to help provide additional focused instruction in order to increase academic proficiency throughout the school (1.0 FTE Assistant Teacher @ \$30,200, which includes fringe; 1.0 FTE Aide @ \$28,500, which includes fringe). HCPS has a carry forward amendment that has not been approved. The cost of the Assistant teacher will be amended at a later date. These personnel will be employed throughout the school year. The Assistant Teacher will work with kindergarten students to provide small group instruction for students needing Tier 3 interventions in reading and to provide social skills support and development with students needing more support. She will report to the Kindergarten Team Leader who will provide her feedback to help better meet students' needs. Her overall evaluation will reflect her strengths and areas of growth. The Aide will be assigned specific students in 1st-3rd grade 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.

### **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.