

Hillsborough County Public Schools

Miles Elementary School



2020-21 TSSSA Plan

Table of Contents

Eligibility and Allocation	0
Plan Assurances	0
Plan Items	0
Budget	9

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
3041	Miles Elementary School	Y			\$416,950.00	

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.

- At Miles Elementary, the majority of students come from a low socioeconomic background, as shown by the fact that 98% of students receive free- or reduced-price meals. As such, students at Miles need adequate support services that many times families are unable to afford on their own. In addition, many students at Miles are transient and have a history of trauma. Educators at Miles cannot work in isolation to meet the needs of families struggling to ensure the basic needs of their children are met. Therefore, Miles plans to continue to develop long-lasting relationships with community partners to help meet the needs of all of their students and families. Developing and sustaining community partnerships will help Miles Elementary create a safe and positive school-wide culture amongst all stakeholders, an area of focus in their SIP. Community partnerships have been shown to help connect students and families with available services.
- The school's Social Worker will work with community partners and families to update the school's Community Resource Map and provide teachers, students, and families with connections to available resources. When teachers are more aware of support services available, they can better assist students and families in crisis. Community partners and the services: Chrysalis and Success for Kids and Families Will provide student and family assistance with mental health needs, SEEDS will provide wrap-around case management for families with children, ages 3 years through 3rd grade, GracePoint will provide crisis/emergency assistance, University of Tampa will provide tutors/mentors that meet with students weekly, Hispanic Services Council, Gulf Coast Jewish Family and Community Services, and Tampa Bay Buccaneers will provide community outreach and volunteers when needed, Alex's Bikes, Lutz-Land O'Lakes Woman's Club, and Ladies Auxiliary Post 9 will provide donations to the school/students when needed, Oasis will provide clothing assistance for students in need, Bucs Academy will provide assistance with a school garden, promote healthy eating and exercise, and help provide school supplies to students in need, Community Faith-Based Organizations will provide teacher incentive donations and volunteers, Brooks DeBartolo Collegiate High School will partner with the school in a Valentine's Day card writing event to ensure every student at Miles feels appreciated on Valentine's Day by receiving a card made by a Brooks DeBartolo Collegiate High School student

Academic and Character Standards

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

- It is essential for students to be exposed to school-based character education programs to help improve the social and emotional well-being of students at Miles, in addition to helping

improve behavioral outcomes. Miles plans to continue addressing character education under their area of focus: creating a safe and positive school-wide culture amongst stakeholders. Miles Elementary will utilize a combination of CHAMPS, Positive Behavioral Interventions and Supports (PBIS), Social and Emotional Learning (SEL) education activities, and Multi-Tiered Systems of Support-Response to Intervention (MTSS-RtI) to ensure students feel safe and supported. It is important to ensure not only the academic needs of each child are met, but also the overall needs to support healthy and well-rounded students.

- Miles will continue to implement a PBIS system with fidelity. Students will be rewarded with Mustang Money for following the guidelines for success that are set forth at Miles. Mustang Money can be used toward events and prizes. A school store will be open every morning where students can purchase prizes using their reward money. Miles Elementary will also hold events every six weeks to serve as rewards for positive behaviors. In the past, examples of reward events have been mystery shows, popcorn, and a movie, magic shows, dances, and field days.
- For students who need extra supports as identified through the school's MTSS-RtI process, the PSLT and behavior team will work together to review student data and personalize plans for individual students. These plans will be assessed regularly to ensure they are meeting the students' needs.
- Miles will continue with its peer mediation and conflict resolution program. A group of 5th graders, who will be trained in conflict resolution between other students, will assist in the mediation of conflicts with the hopes that students will learn positive peer interactions. These interactions will be monitored by the behavior team.
- Miles will continue monitoring behavior with a full-time RTI Teacher (1.0 FTE RTI Teacher @ \$75,000, which includes fringe). In the district, RTI Teacher coordinates behavior management at school sites 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 PSLT implementation of the MTSS-RtI process for behavior. When working directly with teachers, the RTI provides 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 Miles specifically, the RTI will focus on PBIS interventions, professional development for staff, and they will work with students one-on-one and in small groups to ensure students receive the help and supports needed to develop high character standards.
- In addition to meeting the basic needs of students and developing high character standards, Miles will continue to focus on creating high academic standards. The emphasis on academic standards will be addressed through the other area of focus in Miles' school SIP: creating a culture of student engagement and learning.
- One way that the school plans to set high academic standards is by providing professional development to teachers in the areas of math, reading, and writing, further described in Item 5. Miles will use coaches to provide professional development to teachers to educate them on holding students accountable during independent and peer group work; they will hold coaching cycles with teacher walk-throughs and feedback; they will provide instructional supports and content area training, and they will assist with lesson planning based on standards and student accountability. An example of a subject-area specific training is on Jan Richardson's Guided Reading training.

- At Miles, staff will continue to use a student portfolio folder system to help hold students accountable for tracking their own growth and monitoring their academic progress. Folders will be available to discuss with parents, mentors, and other academic and behavioral support personnel. The coaches, described in more detail in Item 5, will help monitor this system

Parental Involvement

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

- The Parent Liaison Aide (funded by a different source) will focus on increasing parent engagement and involvement in the child's education. From the district perspective, Parent Liaison Aides work to empower parents and promote their engagement by bridging communication between the school and home. They effectively build rapport with students, their families, and school staff to promote pupil progress. As system navigators, they provide parents with information and links to resources that support students' academic and social success. The Parent Liaison Aide cultivates parental interest in their children's school through advocacy efforts, as well as activities and events. Specifically at Miles Elementary, the Parent Liaison Aide will assist with planning Parent Nights such as conference nights, open house, creepy content night, STEM night, and fine arts night. Miles' bilingual Parent Liaison Aide will help open better lines of communication with the school's predominately Spanish-speaking parents in order to increase engagement with the Hispanic parent population. In addition, the Parent Liaison Aide will be in charge of creating and maintaining a parent resource board.

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.

Miles Elementary will continue the work of the coaches/resource teachers—two math, one science, and one writing—to provide professional development that focuses on academic standards and direct instruction. The two full-time math resource teachers, one full-time science resource teacher, and one full-time writing resource teacher will be funded through TSSSA. 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.

- 1.0 FTE Math Resource Teacher @ \$85,500 annual salary, which includes fringe
- 1.0 FTE Math Resource Teacher @ \$85,500 annual salary, which includes fringe
- 1.0 FTE Science Resource Teacher @ \$85,500 annual salary, which includes fringe
- 1.0 FTE Writing Resource Teacher @ \$85,500 annual salary, which includes fringe

- Math Resource Teachers 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 Resource Teachers conduct professional development for classroom teachers and school leadership regarding instructional strategies, best practices, use of materials, and effective teaching techniques. Math Resource Teachers may conduct data-driven, small group instruction with students as well. At Miles, the two TSSSA-funded Math Resource Teachers will provide side-by-side coaching, coaching cycles, and staff professional development in the areas of lesson planning, standards, and data analysis.

- Science Resource Teachers maintain and monitor the implementation of the science program and work directly with classroom teachers to improve student learning in the area of STEM. Using their strong knowledge base of science content and pedagogy, Science Resource Teachers strive to enhance teachers' science instruction through job-embedded coaching. The professional development they provide focuses heavily on instructional strategies and best practices, classroom organization and management, and effective implementation of district-provided resources. Science Resource Teachers also assist teachers in developing assessments, interpreting data, and planning for instruction. Science Resource Teachers may conduct data-driven, small group instruction with students as well. At Miles, the TSSSA-funded Science Resource Teachers will provide side-by-side coaching, coaching cycles, and staff professional development in the areas of lesson planning, standards, and data analysis.

- Writing Resources Teachers maintain and monitor the implementation of the writing/ language arts program, including the professional development of classroom teachers in order to improve student achievement in writing. Throughout the school year, Writing Resource Teachers focus on enhancing teachers' writing instruction through job-embedded professional development and coaching. They assist teachers with planning and implementing standards-based lessons, as well as model best practices in writing instruction through classroom-based demonstrations. Writing Resource Teachers work directly with teachers to disaggregate data for interpretation and instructional planning. Writing Resource Teachers also provide small group instruction for selected students. At Miles, the Reading and Writing Coaches will work together to provide staff development, participate in side-by-side coaching, and help staff develops lesson plans; they will pull small groups of students for remediation or enrichment, as needed.

- Miles will have the support of a Reading Coach from an alternate funding source. 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. 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.

- All personnel who hold supplemental positions, such as the resource teachers, will submit a weekly schedule to administration, and they will meet with the administration at least twice a month or as needed. The success and impact of these employees will be monitored through student common assessment data.

In addition to PD provided by coaches and resource teachers during normal school hours, Miles will use TSSSA carry forward funds from 2019-2020 to pay teachers stipends to attend training developed by HCPS district staff and coaches. These PD opportunities were not provided due to the late arrival of the TSSSA funds (January 2020) and the mandatory school closures in March 2020. HCSP has a pending amendment for this budget line.

- HOT Talk Cool Moves at Miles- This training will pump up problem-solving with five research-based practices to make the problem-solving process efficient, along with five key teacher talk

moves to engage students in meaningful discourse. This course is for anyone who has not taken it or simply needs a refresher.

- Find Your Inner Love for Fractions: Addition and Subtraction- This training will break down the wall between yourself and fractions through this standards-aligned, research-based workshop on understanding addition and subtraction with fractions.
- Find Your Inner Love for Fractions: Multiplication and Division- This training will break down the wall between yourself and fractions through this standards-aligned, research-based workshop on understanding multiplication and division with fractions. It is designed for 5th-grade MAFS standards
- Understanding Fraction Equivalence and Comparing- Any second, third, or fourth-grade teacher will benefit from this workshop focusing on understanding fraction equivalence and comparing fractions. We will explore the trajectory from 2nd through 4th grade with a deeper focus on 3rd-grade MAFS fractions standards.
- STEM Mindset for 3-5 Standards-Based Lessons- Teachers will engage in lesson excerpts that emphasize a true integration of math and science while using engineering and technology.
- STEM Mindset for K-2 Standards-Based Lessons- Teachers will engage in lesson excerpts that emphasize a true integration of math and science while using engineering and technology. Teachers will use a template to design a STEM lesson to implement.
- ELA-VOCAB and ELL support- Teachers are needing support in creating lessons with ELL students in mind. Support is needed with academic vocabulary as well. These two areas will be addressed in training created by the reading coaches. It will support teachers in grades K-5. This is a three-hour training for 30 participants.

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.

- One way Miles will improve student academic proficiency is by holding an intervention lab before school for students who are identified as performing below level. Students will use iReady which will personalize instruction to each individual student as well as to monitor student progress. Another way Miles plans to provide focused instruction will be by using an Extended Learning Program during the regular school day to pull small groups of students, also identified as below level through common assessment and district data. If underperforming students stay after school as a part of the after-school program, they will also pull the same group of students to provide additional focused instruction. As mentioned in Item 1, community partners like the University of Tampa and faith-based organizations also provide mentors and tutors to help work to improve student proficiency.

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.