

Hillsborough County Public Schools

Sheehy 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
0051	Sheehy Elementary School			Y	\$164,225.00	

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.

Evidence supports the need to strengthen community and parent partnerships in order to increase student achievement at Sheehy Elementary. In order to bolster its provision of wrap-around services for students and families, Sheehy Elementary has worked diligently to build partnerships with community agencies and businesses. These partners (The Links, Inc, Triumph and Deliverance Cathedral, Zeta Sorority, Tampa Diamond Div'Az) provide valuable services for the students and families; their contributions begin to address barriers families may be facing so that students can better focus on learning. For instance, the majority of existing partners assisted in the creation of both a food pantry and clothing bank, and they continue to make donations to sustain both wrap-around services.

Academic and Character Standards

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

Increasing the opportunities to engage in meaningful standards-based experiences will continue to be a focus at Sheehy. The school will maintain a full-time RtI Resource Teacher who will help facilitate the implementation of the Multi-Tiered Systems of Support-Response to Interventions (MTSS- RtI) process for both academics and behavior (1.0 FTE RTI @ \$81,900, which includes fringe). The primary intent of this position is to offer support and remediation for students who are below academic proficiency or have Tier 2 or 3 behavioral concerns. Using the MTSS framework, this person will work with the school's Instructional Leadership Team and student services personnel to assess each student's needs. Individual student-level formative data will be analyzed to determine the academic needs of the students and plan for supports which could occur through small group instruction, pull-out lessons, as well as strategic lesson planning with teachers.

A comprehensive plan for identifying and strengthening high academic standards begins with the knowledge-building of teachers. Thus, to assist teachers in planning and delivering rigorous, standards-based lessons across all content areas, the school has assembled a robust team of instructional Coaches and Resource Teachers - Reading Coach, two Reading Resource Teachers, a Math Resource Teacher, a STEM Resource Teacher, and the RtI Resource Teacher. This cadre of content experts is intended to build the capacity of Sheehy staff to ensure students benefit from rigorous, relevant instruction. The cadre will assist Sheehy in meeting this aim by engaging in weekly collaborative planning time with teachers to focus on standards-based lesson planning. In addition to engaging heavily in collaborative planning, they will assist teachers in supporting classroom structures to deliver small group instruction

to students whose data indicate the need for more intensive intervention or for enrichment.

For behavior, the Rtl Resource Teacher will use data to identify students who will need additional behavior supports via explicit Social Emotional Learning (SEL) instruction in small groups, individual point sheet monitoring, and through the use of new resources such as Kickboard and Foundations (further described below) with fidelity. The work of the Rtl Resource teacher will be monitored by the principal through weekly schedules, student formative data, and a school-wide data wall for academics and behavior. The intent is to realize a direct impact on student achievement through proactive, timely remediation, which will help students avoid further challenges as the year progresses.

Creating a positive environment of mutual responsibility and accountability for supporting student success will continue to be a focus for Sheehy. As such, the school counselor will be using the Second Step program as a way to promote high character standards through explicit instruction social-emotional learning skills. The school counselor will work with small groups, as well as whole classes, to deliver lessons on character education and social-emotional strategies. The Second Step resources were provided at no cost to the school and will be employed in response to emerging needs.

In order to promote and reinforce positive behavior at the Tier 1 level, Sheehy will utilize the Kickboard online platform, which assists educators in the implementation of Positive Behavioral Intervention and Supports (PBIS). A kickboard is a dynamic tool that allows school-level personnel to agree upon student behavior expectations, capture and analyze both positive and negative behavior for each student, plan for incentives and the implementation of restorative practices, and communicate student behavior performance to both students and parents. This tool will provide meaningful data to the Rtl Resource Teacher and the student services team in their implementation of the MTSS-Rtl process for behavior. It will also inform scheduling for the school counselor in the use of the Second Step to promote positive character standards.

Parental Involvement

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

Creating a positive environment of mutual responsibility and accountability for supporting student success is an area of focus for Sheehy in 2019-2020. A strategy for addressing this area of focus is to keep the full-time Parent Involvement Aide who will be responsible for developing a school-to-home line of communication. The paraprofessional will create an effective link between parents and the school by:

- 1) serving as a liaison between parents and the school by working closely with school-level personnel (e.g., social worker, school counselor, psychologist, school administration) to address family and student needs;
- 2) assisting parents in navigating the educational system by providing and interpreting information about school procedures, instructional programs, names and roles of administrators, and staff members;
- 3) assisting with the facilitation of parental activities with feeder schools and the local community to generate a continuum for student success;
- 4) maintaining communication logs to document contact and outcomes for parents, student, staff, and community;
- 5) serving as a friendly and familiar point of contact for parents with questions about school services or specific activities and events;
- 6) assisting parents and students with accessing educational and wrap-around services and

resources.

Sheehy Elementary will continue the Parent Teacher Home Visit Program (PTHVP), a research-based strategy designed to increase parental involvement, improve parent/teacher relationships, and increase communication between home and school. To prepare teachers and student services staff members to implement the PTHVP protocol with fidelity, HCPS will contract with a national consultant to provide a 3-hour Introduction to Home Visits Training for approximately 40 faculty members representing all grade levels and content areas. As a result of the training, teachers will understand the model, as well as build their capacity to form meaningful relationships with families by overcoming barriers and creating cross-cultural connections, conduct home visits, and integrate learnings from the visit back into their classroom. Following training, staff will begin implementing the model, which has three components:

- (1) a fall home visit focused on relationship-building and goal-setting
- (2) a second home visit focused on how to support student's academics
- (3) ongoing communication via conferences, telephone conversations, and e-mails.

Following protocol established by PTHVP, staff members conducting home visits will be provided an honorarium as this activity will extend beyond contracted hours

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.

Continued support for a positive environment will be created through the implementation of Foundations, a program supporting PBIS. Data suggests the program leads to an array of improvements such as reductions in disciplinary actions such as referrals and suspensions; the betterment of student, parent, teacher, and community perceptions of the school safety and climate; and increased student engagement and connectedness. HCPS recognizes that significant, lasting improvements to a school's safety and climate will require a multi-year, multi-level effort. Foundations is appealing in that it is designed to build school and district capacity over time. HCPS intends for Sheehy Elementary to continue receiving Safe & Civil Schools training following the three-year 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.

In creating a cadre of instructional support personnel, Sheehy intends for those content experts to provide differentiated professional development to classroom teachers in order to improve instruction, and in turn, student achievement. Throughout the school year, coaches and resource teachers will focus on enhancing teachers' instruction through job-embedded professional development and coaching. They will engage with teachers in collaborative standards-based lesson-planning, the modeling of best practices in instruction, classroom-based demonstrations, and reflective teaching. They will assist teachers in disaggregating

data for interpretation and planning for instruction. These positions require strong communicators and leaders who will advocate for the academic development of all students through regular meetings with building administrators and stakeholders.

Resource Teachers and Coaches will support the classroom structures that enable small group instruction to occur. Coaching cycles will be conducted with all ELA teachers in the areas of guided reading and writing conferences. These will be conducted by the Reading Coach and Reading Resource Teachers

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.

Increasing the opportunities to engage in meaningful standards-based experiences will continue to be a focus. As such, Sheehy Elementary will employ a TSSSA-funded full-time Math Resource Teacher who will offer support and remediation for students who are below math proficiency (1.0 FTE Math Coach @ \$82,325, which includes fringe). The Math Resource Teacher will use formative data to determine the needs of the students in order to remediate through small group instruction, pull-out lessons, as well as strategic lesson planning with teachers. The work of the Math Resource teacher will be monitored through weekly schedules, student formative data, and a school-wide data wall. The intent is to realize a direct impact on student achievement through proactive, timely remediation which will help students avoid further challenges as the year progresses.

Sheehy will also employ a full-time Reading Resource Teacher to provide intensive support to struggling readers. Like the Math Resource Teacher, the resource teachers will utilize data to establish a roster of students who need additional, timely support to boost reading skills. They will use small group instruction, pull-out lessons, as well as strategic lesson planning with teachers to realize better student outcomes.

Continuing support for engaging in meaningful stands-based experiences, Sheehy Elementary will continue offering the Extended Learning Program before and after school in order to provide tutoring for students in need of remediation. Additionally, teachers will be offered additional compensation to provide after school supports for students who need additional assistance with both academics and behavior. The intent of these practices is to provide every student with additional opportunities to experience success in areas of need.

Additionally, Sheehy will continue to work with Leveled Literacy Intervention (LLI) Blue System Second Edition for Grade 2 - Levels C-N. Sheehy's student proficiency in ELA is currently below 41% on the FSA. In order to meet the needs of students, small group instruction is needed. The LLI program will be utilized with students during RtI time, as well as during Guided Reading. LLI is a systematic and sequential framework designed to support the accelerated progress of low achieving children; it provides more intensive work in phonics and word study

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.