

Hillsborough County Public Schools

Sulphur Springs K 8 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
4201	Sulphur Springs K 8 School	Y			\$352,185.00	

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.

Sulphur Springs K-8 Community School has a wide variety of community partners the will continue to work with this year.

Community partners include:

- A cabinet with core members who participate in the strategic planning and sustainability of the Sulphur Springs community. Cabinet members include representatives from the following agencies: Tampa YMCA, University of South Florida (USF) College of Education, Tampa Family Health Centers, Sulphur Springs Neighborhood of Promise, and the Conn Memorial Foundation.
- The Sulphur Springs Neighborhood of Promise workgroup provides community reports and is conducting a longitudinal study to increase student achievement.
- Donors who provide support and resources for various school projects and initiatives on a one-time or reoccurring basis include Idelwild Baptist Church, Citi Bank, and Hope Street One More Child. They have provided holiday gifts, student incentives, testing snacks, and t-shirts.
- Programmatic partners who provide extended learning time or mentoring for students include Tampa Metropolitan Area YMCA, Girl Scouts, Breathe One Mentoring, Inspired By Queens, Center for Girls, City of Tampa Parks and Recreation, Citi Black Heritage Committee, and Better Parents Better Health.
- Health partners who provide or develop health and wellness initiatives to serve students, their families, and the community include Tampa Family Health Centers, USF College of Nursing, and Success for Kids and Families.
- Special projects, communication/marketing, volunteers, and other miscellaneous initiatives are supported through Layla's House and Abundant Life Church.

In addition to the community partners who support parent involvement and engagement, Sulphur Springs K-8 is committed to successfully creating a partnership between the school and home to promote two-way communication and involve caregivers in decision-making (Halgunseth, 2009; Halpern, 2000; Teti et al., 2017). Sulphur Springs has a designated welcoming space for families with a variety of resources that are purposefully selected to meet the needs of the school families.

A paraprofessional hired with TSSSA funds will also support parent engagement and involvement (1.0 FTE Parent Liaison @ \$35,600, which includes fringe). The Parent Liaison will increase engagement by bridging communication between the school and home. They will effectively build rapport with students, their families, and school staff to promote progress. The paraprofessional will work with the parent engagement representative from the YMCA.

HCPS will use TSSSA carry forward funds to contract with Northside Behavioral Health Center,

a local mental health provider, to provide onsite mental health counseling to the students at Sulphur Springs and their families (a quote was provided for the 2020-2021 school year in the carry forward amendment with Northside @ \$75,000). HCSP has a pending carry forward amendment for this budget line. 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 of 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 academic, behavior, and attendance data, and ensuring alignment of the services extends beyond the counseling session and into the classroom

Academic and Character Standards

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

Teachers will work with students in the classroom on goal setting. Setting goals and self-evaluating goals help to maintain motivation (Schunk, 2003). Again this year, the administration will provide teachers with a graphic organizer to assist them, and teachers will be encouraged to create their own system for tracking goals.

A House System of Honesty, Perseverance, Compassion, Courage, Valor, Integrity, and Respect will be established. Everyone on the school campus will belong to a House. Each House has approximately 150 students. Students and staff will remain in the same House throughout all of their years of enrollment at Sulphur Springs. The House System increases students' sense of belonging, encourages healthy competition and teamwork, and sets high expectations for student success. Students will earn points for their House when they demonstrate each of the emphasized House character traits, as well as engagement in their learning. House meetings will occur weekly, and celebrations will be held monthly for the House that has the highest number of points.

In an effort to increase student leadership, Sulphur Springs will host House President and Vice President elections in early November. Students who wish to run for office will have one week to campaign throughout the school. At the end of the campaign, each candidate will deliver a speech to their respective House followed by a 10-minute question and answer session. Results will be announced at a pep rally held at the end of the month.

Teachers will hold morning meetings to discuss the targeted weekly social skill. Teachers will implement the research-based Second Step SEL curriculum. This addresses social skills for learning, empathy, emotion management, and problem-solving. The members of the Student Services Team will be available to assist teachers in planning for these lessons when needed. Teachers will have a positive behavior intervention support system in place in their classrooms.

Sulphur Springs administration recognizes that the social-emotional well-being of teachers is of utmost importance. Sulphur Springs will work with their partner, Tampa Family Health Centers, and allow them to come in on Tuesday afternoons and provide occasional wellness support activities for the teachers.

Site-based administrators, Coaches, and Resource Teachers will complete daily walkthroughs and provide ongoing feedback to instructional staff. An app is provided through the school's external operator that provides teachers with instantaneous feedback. The administrator can also upload resources for the teacher to review (e.g., articles, videos, etc.) to improve upon

their practice. The feedback provided by the administration team will focus on strategies that teachers can incorporate to immediately change their practice. Administrators will be looking for growth at the next walkthrough. Administrators will be available for questions and to support as needed. The observation tracking tool will allow for monitoring of the increased culture for learning.

The culture for teacher collaboration will improve through a daily common planning time. The teachers will also plan weekly with the Reading Coaches, Writing Resource Teacher, Math Resource Teacher, and Math Coach. These sessions will consist of standards-based lesson planning that will include small group enrichment and intervention activities to ensure the individual needs of all students are being met. The data collected from the common assessment measures will be discussed to guide decision-making. During weekly PLCs, student data discussions will allow for differentiated planning. Teachers will attend monthly Multi-Tiered System of Supports (MTSS) grade-level team meetings. Sulphur Springs recognizes that MTSS is an evidence-based model that has the potential to improve students' outcomes by focusing on incorporating tiers of instruction in general education.

Quarterly Data Reviews will occur with all grade levels. Teachers will be responsible for inputting data onto their grade-level data sheet housed in Office 365. The teachers will all have data sheets customized for the specific assessments administered at their grade levels.

In addition to the paraprofessional to support parent engagement and involvement described in Item 1, Sulphur Springs K-8 also proposes to hire two paraprofessionals, both funded through other sources, in order to provide classroom coverage and assist teachers in preparation of materials, especially materials that will be utilized for intervention based on MTSS data

Parental Involvement

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

Family engagement is likely to be maximized when tangible benefits (e.g., home education resources) and intangible benefits (e.g., environment that welcomes families) outweigh the costs of participation (e.g., time and effort) (Halgunseth, 2009). As such, Sulphur Springs will continue to offer families opportunities to attend events during school hours and after school hours. Parents and caregivers will also be encouraged to become volunteers. Sulphur Springs will continue with their Passport System. The parents will be able to collect points on their passport when they attend events on campus or volunteer. If an event has multiple components (e.g., conference night, performance, and resource tables), parents can get a stamp for everything they participate in that evening. A YMCA parent engagement representative will collect the passports at the end of each event and tabulate the data. Sulphur Springs will recognize parent volunteers that have been very involved each month. Parents will have opportunities to spend the points they have earned. There will be shopping events for the families during the holidays where they can use their points to buy items for their children. There will also be a dinner held each semester for parents with a high number of points.

Sulphur Springs will host a variety of monthly after-school parent nights. These events will continue to assist with rapport and relationship building, as well as making parents aware of student activities. They include:

- Performances
- Content Area Information Nights (ELA, Math, and Science)

- Conferences with community partner information booths set up to build awareness of available wrap-around services

The themes of many of these events will align with the calendar (e.g., Black History month program)

Incentives for Instructional Personnel

Explain the strategies the school will implement to identify, recruit, retain, and reward instructional personnel.

As referenced in the **K-12 ESEA Common Program Guidance**, Recruitment, retention and reward incentives must be based on a three-year aggregate state value-added model (VAM) score. If state VAM is not available, another student growth model may be proposed. The student growth model must be fair and reliable. The LEA must submit the model demonstrating the classification and distribution of non-state VAM teacher scores for approval. Incentives can be part of a structured pay system or a Memorandum of Understanding (MOU); however, the above criteria shall apply. Incentives for attendance and non-instructional personnel are not allowable. Recruitment incentives for teachers with less than one year of experience or for hard to staff positions will be considered on a case by case basis.

- The HCMS informs a wide range of human capital decisions in the district. Teachers designated as effective or highly effective receive recruitment letters from the Superintendent making them aware of the benefits of teaching at a high-need school, such as the availability of additional resources through Title I and the ability to develop targeted leadership skills. Human Resource (HR) Partners assist principals with identifying promising applicants and analyzing educator data to inform human capital decisions. HCPS also utilizes a web-based platform, which provides online tools such as a “teacher fit” predictive assessment to help identify and place more qualified candidates and to allow for customized, automated workflows. Throughout the year, HCPS’ Office of Personnel Services regularly monitors Transformation Network vacancies and offers specialized recruitment events to schools with the highest vacancies. Personnel Services has also updated the teacher application to signal when teachers indicate an interest in teaching in an Transformation Network School. As a result, the review process is expedited and applicants are matched with school sites quickly.
- Compensation is grounded in a performance-based salary structure that explicitly ties salary increases to sustained high-level performance. Currently, the base teacher salary schedule is designed to be competitive with neighboring districts, while performance salary structure provides substantial increases in compensation to teachers who have demonstrated student impact via state VAM. HCPS negotiates for the provision of the performance-based compensation system with the Hillsborough Classroom Teachers Association (HCTA) each year.
- Despite a robust HCMS system, the district has been continually plagued with difficulties in staffing persistently low-performing schools with effective educators. Ergo, the newly adopted Transformation Network initiative provides targeted schools with supplemental resources and benefits specific to identifying, recruiting, retaining, and rewarding instructional personnel. A School Board-approved reorganization occurred on May 12, 2020 to lend a clear structure to the Transformation Network, as well as a system of centralized support to ensure proper oversight and mobilization of resources. Key personnel support specific HCMS functions within Transformation Network, including the Chief of Transformation who is the liaison with other district divisions to ensure instructional alignment and programming; recruiting, hiring and retaining teachers, and aligning appropriate social and emotional support. Regional Superintendents and Executive Directors, who directly support principals and school administrators on-the-ground, and a team of district resource teachers and core academic coaches who will work directly with Transformation Network teachers to increase instructional

and cultural capacity to improve student achievement.

- The district's proposed rapid improvement support strategies for Transformation Network extend far beyond additional staff to support human capital functions. Preliminary talent management strategies have been proposed, such as hosting strategic recruiting events for teachers, designating funds for teacher development through Title II, offering incentives from community partners, securing additional planning time, offering HR support for movement of staff during the first year of turnaround, and revamping the hiring process for external candidates. Examples of proposed leadership strategies for the Transformation Network to include appointing proven principals and allowing principals to select a team to join them at their turnaround site.
- In the spring of 2019, HCPS' Superintendent heightened the district's high-need recruitment effort with a ground-breaking teacher incentive initiative for the Achievement Schools. The offer, Spark Teacher Incentives, was presented to all teachers in Hillsborough County and across the country, and includes the provision of substantial extra pay on top of teachers'

Professional Development

Explain the strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

Members of the instructional Leadership Team will provide ongoing professional development (PD) based on teacher areas of need identified via walkthroughs. This includes the Reading Coaches, Math Coach, Writing Resource Teacher, Math Resource Teacher, and Science Resource Teacher, along with the members from the Student Services Team (psychologist, school counselor, and social worker).

During preplanning, instructional staff will attend breakout sessions related to English Language Arts, Math, and Social-Emotional Skills.

At the beginning of the year, instructional staff will have the opportunity to deepen their understanding of the impact trauma, poverty, and lack of exposure to experiences outside their own neighborhood has on students. The importance of Restorative Practices and how to use them will be emphasized. Teachers will become familiar with the tools and resources available for explicit social-emotional instruction and mindfulness techniques. Time will be provided to allow teams to apply their new learning as they plan for how to create a culturally responsive classroom.

Sulphur Springs proposes to hire three full-time Reading Coaches. Sulphur Springs will use TSSSA funds to employ one of the three reading coaches (1.0 FTE Reading Coach @ \$85,500, which includes fringe). 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. The Reading Coaches will engage in regular meetings with building administrators and stakeholders to advocate for the literacy development of all students.

Sulphur Springs also has a Writing Resource Teacher that will maintain and monitor the implementation of the writing/language arts program, including professional development of classroom teachers in order to improve student achievement in writing. The Writing Resource Teacher will work directly with teachers to disaggregate data for interpretation and instructional planning, as well as provide small group instruction for selected students.

Sulphur Springs has a Math Resource Teacher and a full-time Math Coach. The Math Resource will be funded using TSSSA funds (1.0 FTE Math Resource @ \$94,200, which includes fringe). The role of the Math Resource Teacher and Math Coach 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, providing just-in-time, job-embedded coaching utilizing a strong knowledge base of mathematics content and pedagogy. The Math Coach will conduct PD for classroom teachers and school leadership regarding instructional strategies, best practices, use of materials, and effective teaching techniques. The Math Coach and Math Resource Teacher will support and teachers by conducting data-driven, small group instruction with students.

Sulphur Springs has a Science Resource Teacher using TSSSA funding (.50 FTE Science Coach @ \$47,200, which includes fringe). The role of the Science Resource Teacher is to 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. They may conduct data-driven, small group instruction with students as well. This teacher will also work with Response to Intervention (RtI). They will assist in providing instructional strategies and resources. They will also provide interventions to small groups of students.

Sulphur Springs proposes to hire a Success Coach using TSSSA funds (1.0 FTE Success Coach @\$85,500, which includes fringe). In HCPS, Student Success Coaches aid in the school's efforts to improve graduation rates, close achievement gaps, reduce suspensions, and improve attendance by providing targeted support for select students. They use relevant data and make personal contacts to identify, assess, and provide early intervention—including both instructional and auxiliary services—for those students at risk of failing or leaving school prematurely. They provide these students with the necessary guidance and related opportunities to enhance their abilities to improve their participation and performance in their selected course of study, as well as partner with parents to remove barriers to learning. The Student Success Coach also works with schools to plan and implement strategies specific to identified students, as well as monitor student progress on established goals. The Student Success Coach at Sulphur Springs will work with a caseload of 100-150 students who have been identified as having 2 or more high-risk indicators, to provide interventions and supports to help students reach their goals. This position will be monitored through weekly meetings with the Assistant Principal who focuses on the curriculum. In addition, the Student Success Coach will keep a log of student meetings and track the progress of each student.

Teachers will work with the resource teachers and coaches after school to review data, plan lessons, target students that are at risk, focus on strategies that enhance learning, and address the learning losses due to mandatory school closures in 2020. The dates for the after school sessions have not been determined, due to the uncertainty of school openings and COVID-19. TSSSA funds will provide 104 additional instructional hours for teachers and coaches to plan lessons to address the needs of the students as the school year progresses. 104 hours X \$40/hour = \$4,160, plus \$25 in supplies

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.

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. Sulphur Springs is following all of these recommendations as they work to support the teachers with providing focused instruction to improve student academic proficiency.

In addition to all of the strategies described in Items #2 and #5, Sulphur Springs will monitor student mastery on standards through achievement descriptors. These will also be incorporated into the daily planning time and allow student performance to be monitored daily. Common assessments will also be given weekly across all subject areas.

Sulphur Springs will begin tutoring soon after the school year begins for students in 1st-8th grades. The tutoring will be held after school and the students will receive support across all content areas: English Language Arts, Mathematics, and Science. This will provide focused instruction to improve academic proficiency beyond the school day. TSSSA carry forward funds will be used to fund the Extended Learning Program (ELP) that focuses on math and civics tutoring specifically (6 teachers will tutor for 2 hours a day, 3 days a week for 26 weeks, for a total cost of \$29,475 including fringe). HCSP has a pending amendment for this budget line.

Part V: Budget

This section will assist in generating a school TSSSA budget for submission based upon each budget item tied to a Plan Item identified in the Part III: Plan Items.

Access the budget by clicking the blue Manage Budget button. This will direct you to the Budget page. This page includes the breakdown of funds by Plan Item.