

Hillsborough County Public Schools

# Tampa Heights Elementary Magnet



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
2401	Tampa Heights Elementary Magnet	Y			\$149,615.00	

## 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.

- Tampa Heights Elementary Magnet School of World Studies and Technology is a historic Title I Magnet School with 83 percent of students receiving free- or reduced-price lunch. Due to a fire caused by Hurricane Irma the school was destroyed. The entire student body and staff have been relocated, as a whole, to the grounds of Lockhart Elementary Magnet until the school is reconstructed on its original site. Tampa Heights Elementary is well aware of the importance of community partners and the support services they provide. For school turnaround, it is essential to develop comprehensive support services for families and students with the help of community stakeholders. Establishing comprehensive support services that develop family and community partnerships will fall under creating a culture of high expectations in Tampa Heights' School-wide Improvement Plan (SIP).
- The school's Community Resource Map is a living document; it includes current community partners and with new partners being added as commitments are garnered. Community partners and providers that will be connected to Tampa Heights Elementary School:
  - o Champions for Children's Kids on the Block - will provide grade-level presentations with puppets twice per year to empower students in the areas of anti-bullying and child abuse prevention
  - o Mendez Foundation - will provide the Too Good program to empower students with social-emotional learning (SEL) and substance abuse prevention skills
  - o High school partner (Middleton) - will provide a student from a local high school to partner with students and work on the school paper, the Lee Traveler Gazette
  - o Tampa Bay Times newspaper - will provide a tour opportunity to students working for the Lee Traveler Gazette
  - o Tampa Heights Community Garden, PTA, and USF Stampede for Service - will provide assistance with the organic vegetable and butterfly gardens
  - o Lowes and Ulele - will provide donations for the gardens, as well as other donations such as benches and storage containers as needed
  - o Glazer Children's Museum - will provide museum passes to students
  - o Phillis Busansky Senior Citizen Center - will provide volunteers to help cut Positive Behavior and Intervention Supports (PBIS) money, called Worlds

- o USF Psychology - will provide the Happiness Program
- o Lee Davis Neighborhood Service Center -will provide student/family assistance
- o SEEDS - will provide wrap-around case management for families with children, ages 3 years through 3rd grade
- o Metropolitan Ministries - will provide assistance to homeless students and families in need
- o Wilder Architecture Firm -will provide tutors/mentors for students

### **Academic and Character Standards**

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

- At Tampa Heights Elementary Magnet School, teachers will use a variety of instructional technology to infuse the authentic World Studies theme to create an environment that fosters the highest levels of social, emotional, and intellectual development. The magnet program creates a community of global learners who embrace cultural diversity and make real-world connections to their learning, all while acquiring a unique global perspective. The establishment of high academic and character standards is essential to turning around a school. Keeping with its World Studies theme, Tampa Heights will aim to foster not only intellectual development but also the social and emotional wellbeing of each and every student. The establishment of high character standards will fall under creating a culture of high expectations in the Tampa Heights SIP, as the school will continue to maintain low levels of suspensions and high attendance rates. The establishment of high academic standards will fall under creating a culture for learning in the Tampa Heights SIP, as the school will aim to increase gains in math and English Language Arts (ELA).
- Tampa Heights will continue to employ a Lead Teacher to help establish both character and academic standards. The Lead Teacher at Tampa Heights (funded by a different source) will support high academic standards by ensuring that the magnet program theme is integrated into teachers' lesson plans and by ensuring that teachers have the resources necessary to carry out the theme. To create measurable, high academic standards that coincide with the school's World Studies theme, Tampa Heights will have each grade level focus on a different continent of study throughout the school year. The Lead Teacher will help support high character standards through working with students on character development as a part of the executive green team (a school recycling club), through cultural connection clusters that meet on Fridays for an hour to participate in a cultural activity based on their grade's continent, and through helping students embrace diversity.
- The work of community partners, as mentioned in Item 1, also contributes to setting high character standards for students through their Kids on the Block, Too Good, and Happiness programs. These programs help develop SEL skills, as well as educate students on anti-bullying, substance abuse prevention, and child abuse prevention.
- Tampa Heights will continue the Multi-Tiered Systems of Support/Response to Intervention (MTSS/RtI) framework, PBIS, and Restorative Practices to continue to develop character standards. Restorative practices will be led by the principal. Additionally, students will participate in a monthly family celebration where students lead and discuss one of seven positive character traits. Each month, they will discuss a new trait. Likewise, each class will have morning and afternoon meetings to provide time for student reflection. Tampa Heights students needing Tier 2 interventions at for behavior will create a behavior contract with their teacher and their progress will be monitored, while the school counselor and school social worker will provide Tier 3 supports as needed. For PBIS, the school will continue to implement an equitable money system where students earn currency called "worlds." This currency also

fits with the school's magnet theme and includes pictures from different continents. Each student will be rewarded one world per day for being in attendance and one world per day for being on time; they may earn up to 10 words per week. Students will also have the opportunity to be awarded additional worlds for showing good character standards and kindness. Worlds will then be converted into checks that students may use at the "Bazaar" or student store to purchase items donated by local community members and the Hillsborough Education Foundation.

- In support of high academic standards, Tampa Heights Elementary will work with teachers to ensure they receive needed professional development (PD) in the areas of math and reading this year. Professional development coaching cycles will be provided by Learning Science International. The school is requesting \$57,115 in TSSSA funds to purchase Learning Sciences International® (LSI) that empowers schools to transform core instruction and leadership practices, resulting in rapid gains in student learning. See quote and supporting documents. They are a research-based organization dedicated to the development of teacher expertise and comprehensive school leadership, working closely with leading researchers and educators to reimagine school success and achieve sustainable school performance. A dedicated LSI Faculty Coach provided targeted professional development and weekly coaching for teachers in the following areas:

- Core actions to achieve the standards
- Standards-based alignment of learning targets and tasks
- Teacher variation and feedback to students on the attainment of learning targets
- Effective functioning of PLCs focused on student evidence of learning
- Student ownership of the learning process
- Cognitive engagement in rigorous tasks
- Development of new economy skills for the 21st century

### **Parental Involvement**

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

- Parental involvement and engagement, particularly in the PTA, is very strong. Tampa Heights will continue to promote a high level of parent involvement and engagement. The school will continue to offer a wide array of parent engagement events, and they will encourage more academic parent involvement through the student binder system. The binder system will not only be designed to help students but will also serve as a tool to help parents better understand the standards and skills their child will learn during each quarter with the addition of a syllabus.

- Parent engagement events that will be offered at Tampa Heights include four curriculum nights, Pastries for Parents, a Grandparent Breakfast, skate night, sweetheart dance/family game night (Valentine's Day celebration), conference nights, and quarterly awards ceremonies. Skate night is a monthly PTA event that will be held at United Skates of America. For the breakfasts, the PTA will garner food donations to help show parent appreciation. The awards ceremony will continue to be a unique event where both students and parents attend; students will be awarded pins for their accomplishments which they keep on a school lanyard as a memento for both students and parents to cherish upon graduation.

### 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.

- Tampa Heights keep their Reading Coach who provides professional development (PD) to staff during a designated Tuesday morning, once per month. Again this year, the Reading Coach will be funded through the use of TSSSA funds (1.0 FTE Reading Coach @ \$92,500, which includes fringe). This position will be employed throughout the school year. Should the principal be unable to fill this position, the duties associated with this employee will be shared by the district-level reading supervisor, the department for Professional Development, and the subject-area professional learning community. In Hillsborough County Public Schools (HCPS), Reaching Coaches maintain and monitor the implementation of the district's K-12 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, modeling of best practices in reading instruction, classroom-based demonstrations, and reflective teaching. They assist teachers in disaggregating data for interpretation and planning for instruction. The position requires a strong communicator and leader who will advocate for the literacy development of all students through regular meetings with building administrators and stakeholders. At Tampa Heights, the PD provided by the Reading Coach will focus on standards-based instruction. The Reading Coach will also participate in side-by-side coaching, weekly grade level professional learning communities (PLCs), Problem Solving Leadership Team (PSLT), and MTSS/RtI meetings. The Reading Coach will also assist teachers in learning how to analyze data from common assessments. The Reading Coach will also work with small groups of students as needed to boost academic proficiency.

- Tampa Heights will also have a Math Resource Teacher (funded through a different source). They will provide PD to staff to during a designated Tuesday morning, once per month. In HCPS, 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 and provide just-in-time, job-embedded coaching utilizing a strong knowledge base of mathematics content and pedagogy. Math Resource Teachers conduct PD 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 Tampa Heights, the PD provided by the Math Resource Teacher will focus on standards-based instruction. The Math Resource Teacher will also participate in side-by-side coaching, weekly grade level PLCs, PSLT, and MTSS/RtI meetings. The Math Resource Teacher will also assist teachers with learning how to analyze data from common assessments, as well as work with small groups of students as needed to boost academic proficiency.



- Both the Math Resource Teacher and Reading Coach will submit a weekly schedule. They will be monitored by the administration through biweekly meetings and classroom walkthroughs. The Math Resource Teacher and Reading Coach will also update the administration on PD plans. Trends in student progress as a result of teacher development will also be monitored by analyzing common assessment trends.

### **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.

- Tampa Heights will use data from common assessments, formative data from iReady, and classroom observations to identify students who require additional focused instruction to help improve academic proficiency. Students identified in the lower quartile or students who have been identified as being two grade levels below expectation using iReady data will be offered additional tutoring before school, during the normal school day, or after school based on the availability of transportation and scheduling with the students' parents. This tutoring will be funded through Extended Learning Program funds.

### **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.