

Thompson Elementary



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
0125	Thompson Elementary			Y	\$363,730.00	

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.

- Thompson Elementary will continue to focus school efforts on engaging all learners at the individual level and encouraging students to own their own education. Known as the Trailblazers, this focus embodies the spirit of the school mascot. Principal Milady Astacio has led Thompson Elementary since it opened. The school will use the research-based Multi-Tiered System of Supports-Response to Intervention (MTSS-RtI) framework to help identify areas of need and provide individualized supports for students. This includes subgroups of students who may need additional support. For example, there is a large Hispanic (57%) and English Language Learner (ELL) (36%) population at the school. The majority of enrolled students (86%) qualify for free- or reduced-price meals. Thompson's School Social Worker has developed a strong community resource map that may be used to link families to comprehensive support services specific to their individualized needs.
- With such a large portion of the school's student population living at or below the poverty level, mandatory uniforms are often challenging for many families. Thompson Elementary will continue to utilize community partnerships to meet the essential needs of students and their families. Local community groups, including a church, a women's group led by the school's namesake, and the Parent-Teacher Association (PTA), maintain a school-wide uniform closet. Periodically through the school year, Thompson Elementary will also leverage a partnership with Amazon to provide classroom supplies, as well as food and home goods, to students and families in need.
- Thompson Elementary is in a rural area of the district. Most students are provided district bus transportation to the school; however, students walk significant distances through dew-covered yards and fields to get to their assigned bus stops in the morning. The staff often must provide dry clothing items for students so that fundamental needs are met; all educators understand the importance of meeting basic needs as illustrated in Maslow's hierarchy of needs. While the school's partnerships provide access to school uniforms, items such as socks and underwear are limited in the uniform clothes closet. Thompson Elementary will use carry forward funds from the 2019-2020 school year to continue supplying these items to students.
- Due to their rural location, Thompson Elementary serves as a hub of knowledge—for students and their families. The school will provide opportunities for parents to develop their own personal growth through their Parent Lending Library. Again year, they plan to partner with Hillsborough Technical Colleges to offer postsecondary vocational training, as well as access to General Education Diploma (GED) and English Language Learner (ELL) courses at the local high school's adult education program.

Academic and Character Standards

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

- ROPE—which stands for Respect, On-task, Positive Attitude, and Excellence—clearly articulates the school’s expectations for high character standards school-wide. The ROPE program identifies targeted behaviors for areas around the school, including hallways, restrooms, the playground, cafeteria, library, classrooms, and on buses. Thompson’s ROPE program is built on the premise that setting high expectations for behavior will yield a decrease in off-task student behaviors, thereby leading to more opportunities for academic success.
- ROPE, along with the use of currency to reward positive behavior, form the foundation of Thompson Elementary School’s school-wide Positive Behavior and Intervention and Support (PBIS) plan. As part of their plan, school staff communicates high expectations, consistently rewards those who meet expectations, and provide guidance on improvement strategies for students missing proficiency in their behavior skills. The school’s PBIS committee will meet monthly to analyze data, as well as to provide updates to school faculty. They will also be responsible for planning and implementing quarterly behavior celebrations to include character-focused field trip experiences.
- For those students who struggle to meet behavioral expectations, Thompson Elementary will collect data and implement individualized Functional Behavior Assessments (FBA) and Positive Behavior Intervention Plans (PBIP). Administrators, the school counselor, and teachers will communicate effectively with peers and parents to develop individual student behavior contracts and facilitate social skills groups.
- High academic standards will be set at Thompson through the use of Academic Coaches, discussed more in Item 5, who view the big picture in teaching and learning. The school continues to strive to make significant changes in the actions of teachers and key staff members, such as coaches, to positively move forward the academic needle of their students. Thompson Elementary will employ a Reading Coach, Reading Resource, and RTI teacher, and two Math Resource Teachers. As discussed in Items 5 and 6, these academic coaches and resource staff will provide professional development to teachers to help ensure instructional and student success, as well as direct instruction designed to improve academic proficiency.
- Thompson Elementary will utilize TSSSA funds to hire 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 @ \$73,200, 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.
- Thompson Elementary has identified additional evidence-based activities on their School-wide Improvement Plan (SIP) to improve the areas of reading, English Language Arts (ELA), and math instruction. Weekly grade-level Professional Learning Community (PLC) sessions with the above personnel and school administrators will focus on building teacher capacity to differentiate activities based on student needs. The intent is for all learners to be engaged and receive tailored instruction around standards.

- To further support its effort to attend to the needs of all learners, Thompson Elementary will utilize the MTSS-RtI framework to provide tiered interventions to students based on student data. The school's RtI Resource Teacher will be tasked with leading this work. An interactive data wall located in the principal's conference room will be continuously maintained and monitored by the RtI Resource Teacher, school administrators, and Problem Solving Leadership Team (PSLT). The RtI Resource Teacher will assist teachers in analyzing student data and planning appropriate Tier 2 and 3 interventions.

Parental Involvement

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

- Positive relationships with parents and community partners are essential to a school's success. In lieu of designating a singular person to build these relationships, these duties will be assigned to members of the school's Student Services Team and a parent volunteer. The Parent Engagement team will work to empower parents and promote their engagement by bridging communication between the school and home. They will also cultivate a parental interest in their children's education through advocacy efforts, as well as a range of special activities and events. For example, the school will host Trailblazer Academy Nights, family nights that focus on deepening content knowledge and expanding social-emotional learning opportunities.
- Thompson Elementary will develop a parent information board to support parent involvement in the school's culture, as well as provide strategies that aid parents in supporting classroom-learning activities. The Parent Engagement team will share community resources and post school-wide flyers for family nights. In addition to the parent information board, the school will communicate with stakeholders through a variety of methods such as their monthly newsletter, Peachjar (an electronic flyer system), phone and email broadcast system, and school website.

The school will work with the district's Hispanic and Multicultural Outreach Coordinator to provide a Parent Support Program (PSP) from the Mexican American Legal Defense and Educational Fund (MALDEF) organization. Through this PSP, parents will gain an in-depth understanding of their rights, their children's rights, and their responsibilities as parents in the American public education system.

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.

- TSSSA funds will keep the Reading Coach and hire a Reading Resource teacher who will be expected to maintain and monitor the implementation of the district's K-12 reading program, including developing classroom teachers in order to improve reading instruction and acquisition (1.0 FTE Reading Coach @ \$71,200, which includes fringe; 1.0 FTE Reading Resource @ \$73,200, which includes fringe). 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. Throughout the school year, the Reading Coach will focus on enhancing teachers' literacy instruction through job-embedded professional development (PD) and coaching. Reading Coach will 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. Reading Resource Teachers assist teachers in meeting students' educational needs in order to increase English Language Arts (ELA) achievement. They collaborate with on-site English Language Arts leaders to provide support for ELA instruction, including planning and implementation of standards-based lessons, creating assessments and interpreting data to further drive interventions for targeted students. Reading Resource Teachers also provide small group instruction for selected students. Their strong working knowledge of best practices in writing and language arts instruction is leveraged to also provide professional development to teachers; they not only provide ELA content training regarding instructional strategies, use of materials, and specific instructional topics, they also model effective teaching techniques within the classroom.

- Thompson will keep their two Math Resource Teachers 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 (1.0 FTE Math Resource @ \$88,500, which include fringe; 1.0 FTE Math Resource @ \$68,400, which includes fringe). 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 PD for classroom teachers and school leadership regarding instructional strategies, best practices, use of materials, and effective teaching techniques.

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.

- Thompson Elementary's resource staff will be responsible for providing data-driven, small group instruction to targeted students to improve their academic proficiency as needed.
- To address potential summer learning loss and aid in the critical transition to intermediate grades for students, Thompson Elementary will implement an after school tutoring program that will focus on reading and math skill retention and new skill acquisition. This summer program will allow students, through small group instruction, to push their academics forward to meet grade-level benchmarks. TSSSA carry forward funds will be used to cover associated t-payroll expenses for teachers to staff the summer program

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.