

Foster 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
1481	Foster Elementary School	Y			\$210,670.00	

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.

Foster Elementary will continue to focus on establishing high expectations for student achievement while meeting the needs of ALL students and families. Foster aims to do so through the continuation of its community school initiative, an evidence-based activity indicated on their SIP. According to the Coalition for Community Schools by the Institute for Educational Leadership, community schools integrate school, district, and community resources to develop a targeted plan for addressing academics, health and social services, youth and community development, and community engagement in order to improve student learning and build stronger families and healthier communities. Using public schools as hubs, community schools bring together many partners to offer a range of supports and opportunities for children, youth, families, and communities. Indeed, the wrap-around services that will be offered directly align with one of two evidence-based strategies identified on their SIP: create a culture focused on meeting student and family social-emotional needs. The community school at Foster Elementary will be based on the Sustainable Community Schools Model advanced by the National Education Association (NEA), which includes six pillars of practice: Strong and Proven Curriculum; High-Quality Teaching; Inclusive Leadership; Positive Behavior Practices; Family and Community Partnerships; and Community Support Services. Two of these pillars, Family and Community Partnerships and Community Support Services, are directly aligned with the Florida Department of Education's expectations of establishing comprehensive support services that develop family and community partnerships.

- Foster Elementary has hired a Community School Resource Teacher (funded through alternate sources) to serve as the coordinator of this initiative at their site. The Community School Resource Teacher (CSRT) will be responsible for the in-field implementation of the formalized model, including leading Foster's Community School Implementation Team (CSIT). CSIT is a governance and decision-making body consisting of, at a minimum, family, community partners, school staff, students, and administrators. The CSRT will coordinate the targeted delivery of comprehensive services and wraparound supports in concert with existing and new community partner organizations through the Multi-Tiered Systems of Support/Response to Intervention (MTSS-RtI) process.
- Foster works with community partners that include: United Way Suncoast; Tampa Family Health Centers; Suncoast Community Health Centers, Inc.; One More Child; Feeding Tampa Bay; Boys & Girls Clubs of Tampa Bay; Alliance for Public Schools, and the Hillsborough Classroom Teachers Association. In support of the grant application, HCPS Community Schools Consortium partners committed the following in-kind support services to Foster Elementary:
 - o HCPS - adult education courses held in the school's Parent Resource Center; and pre-

kindergarten classes and a JumpStart camp for incoming kindergarteners

- o Boy & Girls Club of Tampa Bay – Out-of-School-Time program
- o United Way Suncoast – summer program scholarships; direct financial assistance to families; case management services; and school supplies/materials
- o Tampa Family Health Centers – mobile health clinic (immunizations and physicals) and dental services; health systems navigation support to families; increased access to Certified Application Counselors to enroll in health care coverage; and priority linkage at nearby clinic
- o One More Child – Weekend Food Program; supplemental food pantry stock; and tangible and intangible services provided through Compassion Center that is being built adjacent to school
- o Feeding Tampa Bay – Feeding Minds School Pantry program
- o Alliance for Public Schools – host Family STEM Nights in coordination with the Tampa Bay STEM Network

- Seminal research findings from the CDC-Kaiser Permanente Adverse Childhood Experience (ACE) Study conducted during the 1990s found that while ACES –also considered traumas – are common across all populations, some populations are more vulnerable to experiencing multiple traumas because of the social and economic conditions in which they live, learn, work, and play. The study also found that as the number of ACEs a child experiences increases so does the risk for negative outcomes related to health, well-being, and academic achievement. To mitigate this risk, HCPS will use TSSSA funds to contract with Northside Behavioral Health Center, a local mental health provider, to provide onsite, full-time mental health counseling to Foster students and their families (a quote is provided for the contract with Northside @ \$73,979). HCSP has a pending amendment to carry forward this budget line. Northside Behavioral Health Center was unable to complete the services due to the late arrival of the TSSSA allocation (January 2020) and the mandatory school closures in March 2020. They will complete in the 2020-2021 school year.

- Foster Elementary has a mandatory uniform policy to support the creation of a safe and nurturing environment. Foster Elementary will use TSSSA funding to establish a uniform clothing closet as a part of their school-wide system of support and identified action step on their SIP; dollars will be used to purchase school uniforms to initially stock the closet. HCSP has a pending carry forward amendment for this budget line to purchase uniforms in the 2020-2021 school year. The CSRT, along with the Student Services staff and other key members of the faculty, will make this resource available to students/families based on identified needs.

Academic and Character Standards

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

- To establish clearly defined and measurable high academic standards, Foster Elementary will continue with two specific pillars of the NEA's Community School model, which are Strong and Proven Curriculum and High-Quality Teaching. Critical to this process will be a clear focus on instituting a comprehensive system for designing effective instruction. The strategic use of supplemental units, such as Coaches and Resource Teachers, aids schools in improving student learning. From the district perspective, Reading Coaches are expected to maintain and monitor the implementation of the district's K-12 reading program, including professional development (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, 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. Math and Science Resource Teachers, on the other hand, are expected 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 content and pedagogy. Math and Science Resource Teachers conduct PD for classroom teachers and school leadership regarding instructional strategies, best practices, use of materials, and effective teaching techniques. Math and Science Resource Teachers also conduct data-driven, small group instruction with students to ensure that students are meeting high academic standards. Foster Elementary will employ a full-time Reading Coach, Math Resource Teacher, and Science Resource Teacher again this school year. To ensure that these positions are being utilized to their fullest and in alignment with the SIP, these Coaches and Resource Teachers will attend Monday Leadership Meetings wherein they will engage in weekly data chats, problem-solving, and coaching with the principal. Additional details as to the PD these key personnel will provide are outlined in Item 5.

- Level Literacy Intervention (LLI) is a powerful, short-term intervention, that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching. LLI turns struggling readers into successful readers with engaging leveled books and fast-paced, systematically designed lessons. The books contained in this system were created and developed to address a particular level. This year, Foster requests TSSSA funds to purchase LLI books for grades K-3. See quote.
- Foster Elementary will keep their two full-time RtI Resource Teacher using TSSSA funds (1.0 FTE RTI @ \$85,500, which includes fringe; 1.0 FTE RTI @ \$85,500, which includes fringe). Serving on both the Leadership Team and PSLT, Foster's RtI Resource Teachers will facilitate the MTSS-RtI program on-site. Their time will be divided relatively equally between paperwork/compliance, providing PD through model lessons and job-embedded coaching, and small group instruction for students. They will be responsible for maintaining the school's electronic data wall that is updated after all major assessments, including unit assessments. They will assist the Leadership Team in analyzing school and grade-level data, as well as work with the PSLT to dive deep into individual student data to plan effective instruction and interventions according to student needs. The RtI Resource Teachers will also be tasked with improving Foster's RtI block of time to increase student achievement. The school envisions the RtI Resource Teachers leading a student-by-student, standard-by-standard data analysis to improve small group instruction delivered in Foster's RtI block, which they will also be tasked with providing. To ensure that this position is generating the expected return on investment, the RtI Resource Teachers will attend Monday Leadership Meetings wherein they will engage in weekly data chats, problem-solving, and coaching with the principal.
- Foster Elementary will continue to embed one hour of common planning time into their daily schedule to strategically focus on standards-based lesson planning and PD. For those teachers wishing to do additional collaborative, standards-based planning beyond the contract hours, Foster Elementary will use T-payroll funds for these added duties.
- Foster Elementary proposes to adopt a school-wide House System, which encompasses the clearly defined procedures, rules, and routines as well as positive reinforcement strategies that are a part of any Positive Behavior Intervention and Support (PBIS) system. The House System is beneficial in that it builds smaller communities within the larger community, thereby nurturing stronger bonds amongst teachers and students. The House System also promotes student leadership. Each House's Student President, Vice President, and Historian will plan and lead House meetings every Friday morning to boost spirit, set goals, address behaviors, plan service projects, etc. These student leaders – all fifth-grade students – will also serve as

student representatives on Foster's CSIT to ensure the student's voice is central to the school's decision-making process. The House System will also provide peer mediation and leadership opportunities for students that extend well-beyond these designated positions. Foster requests TSSSA funds to purchase the Ron Clark application subscription to provide real-time monitoring of points and House standings, while the school will nurture community partnerships to cover incentive costs (\$1,040 for a small school annual subscription).

- Successful school-wide positive behavior management plans, such as the House System, also incorporate explicit social and emotional learning (SEL) instruction. Quality SEL programs help students build competencies in self-awareness, self-management, social awareness, relationship skills, and responsible decision-making skills. Foster Elementary proposes to adopt a school-wide SEL program. As a participating school in a federally-funded SEL grant, Foster Elementary has access to the evidence-based Second Steps K-5 curriculum that they will leverage in support of their SIP.

Parental Involvement

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

- Federal Full-Service Community School grant funding, if awarded, will allow Foster to quickly establish a Family Resource Center on campus to provide families and community members with tangible resources, information, and a full spectrum of wrap-around services that address a wide variety of needs. Services provided through the Family Resource Center will include, but are not limited to: adult education courses, mental health counseling, case management, parenting education and support, job training and soft skill development, internet access, and tangible goods. The Family Resource Center will be a dedicated space for parent and community engagement and will operate at times conducive to parent schedules. The Family Resource Center will be outfitted with appropriate furniture and equipment that encourages multiple uses and ensures that it is a safe, inviting place to gather. Flexible seating arrangements, along with laptops and presentation equipment, will allow for individual parent sessions, small groups, and larger presentation formats. The Family Resource Center will also house a comprehensive resource library filled with English/Spanish reading materials and supplies that enhance parent involvement in their child's education. A child-friendly area with educational resources will be created to mitigate challenges associated with serving families with small children, as well as to model age-appropriate learning activities that could be replicated at home. A clothing closet and food pantry, as described in Item 1, will be created in collaboration with community partners and will round out the space. If the federal funding request is denied, Foster still intends to move forward with this SIP action step by leveraging donations, community support, and other funding streams.

- Foster Elementary will add the full-time Parent Liaison Aide to the TSSSA grant, whose job would be to staff the Family Resource Center (1.0 FTE Parent Liaison @ \$22,800, which includes fringe). Their role will be to empower parents and promote their engagement by bridging communication between the school and home. Parent Liaison Aides are in a unique position to 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.

- The Parent Liaison Aide will also play a critical role in expanding the existing Parent Ambassador program by recruiting and training new participants. Different than the Parent-

Teacher Association, Parent Ambassadors act as advocates and parent educators. They help build home-school connections through “kitchen table” conversations and others as part of their outreach efforts.

- If HCPS is awarded Full-Service Community School funding, Foster Elementary will also employ a Parent Involvement Specialist to further propel parent engagement activities forward. Much like the Parent Liaison Aide, the role of this instructional position will be to empower parents by bridging communication between schools and home thereby promoting parent engagement, providing information, and navigating the system by making linkages to wrap-around services to improve students’ academic and social success. The Parent Involvement Specialist will also be housed in the Family Resource Center and will coordinate with the Parent Liaison Aide to maintain and implement a robust calendar of events and services provided through the Center.

- In addition to the events and activities held in the Family Resource Center, Foster Elementary will host several fun, engaging, and educational family events throughout the school year. They will continue hosting their Black History and Hispanic Heritage celebrations as they have been well received in the past. This will also offer Family STEM Nights that will be planned in conjunction with the Alliance for Public Schools and the Tampa Bay STEM Network, as outlined in the Full-Service Community Schools grant. Lastly, they will also host three EAGLE (Everyone Achieving Gains to Learn Effectively) Nights over the course of the school year. Modeled after the evidence-based Academic Parent Teacher Teams, these events focus on partnering with parents around helping them assist their children in building foundational academic skills. During EAGLE Nights, parent-teacher teams will review student data and set goals, and then parents will be provided with resources to use at home with their students to promote student success.

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.

- Effective instruction requires a number of factors to be present, including student engagement, classroom management, and sound pedagogical practices. Whole Brain Teaching, based on cutting-edge scientific brain research, incorporates all of these factors. This approach recognizes that students learn best when they are engaged in lessons that involve seeing, hearing, doing, speaking, and feeling. Teachers at Foster Elementary will be equipped to implement Whole Brain Teaching strategies such as the Attention Getter, Brain Engager, Direct Instruction, and Collaborative Learning techniques to achieve high levels of student engagement. This will be accomplished through a whole-faculty training based on Chris Biffle's work that will be delivered by district staff. School leaders will monitor implementation fidelity and effectiveness through classroom observations.
- The one hour of daily common planning time will provide the Reading Coach, Math Resource

Teacher, Science Resource Teacher, and RtI Resource Teacher with sufficient opportunities to meet with grade-level teams to support collaborative standards-based planning, lesson implementation, and student progress monitoring. They will work with teachers to plan differentiated lessons based on student needs. Foster will also utilize paraprofessionals and substitutes to support PD efforts aimed at improving instruction, such as providing class coverage to allow teachers to engage in learning walks. Coaching logs, PLC notes, PSLT/Child Study Team logs, and the electronic data wall will be maintained and regularly analyzed to ensure that supports are aligned to needs.

- Foster Elementary's Technology Resource Teacher (described in Item 6) will be responsible for supporting the school's 1:1 technology device initiative, which will ultimately aid in differentiation of instruction to support all students. They will provide PD specific to technology regarding instructional strategies, best practices, and specific instructional topics. This will be provided during rolling, small-group training offered during common planning time every Friday. The Technology Resource Teacher will also develop model lesson plans and provide job-embedded coaching aimed at improving instruction and effective use of technology.
- To support the school's shift to a culture that focuses on meeting the social and emotional needs of students and families, Foster Elementary will conduct a full-day, whole-faculty training facilitated by a community partner, Metropolitan Ministries. This training will focus on Trauma-Informed Care, Self-Care, and Compassion Fatigue.
- Adopting the House System will require thoughtful planning to create the systems, structures, and expectations necessary. While Foster leadership and staff have already begun this planning process, additional professional learning will enhance their knowledge and skill further enabling high-quality implementation. As such, Principal Lazarus and two other Foster staff will visit the Ron Clark Academy in Atlanta, Georgia in July 2019 with three others going in the fall of 2019. There, they will observe classrooms, attend workshops, and experience school culture, rigor, and student engagement strategies that can be applied school-wide at Foster. In turn, Principal Lazarus and these staff will design and deliver various PD opportunities to build the school's capacity to implement the House System and high-impact strategies.
- Foster Elementary staff were previously trained to deliver the Second Step SEL curriculum through a grant-funded initiative. However, as SEL instruction will be delivered school-wide, all staff will be expected to participate in refresh training provided by district staff.
- The PD provided by the Behavior Specialist will be critical to the school's success in creating high character standards for students. During preplanning, the Behavior Specialist will deliver training on the school-wide positive behavior management plan that Foster will be adopted in the 2019-2020 school year. Likewise, they will meet with grade-level teachers in PLCs to analyze both grade-level and individual student behavioral data that is captured in Behavior Tracker, as well as plan appropriate interventions. Walkthroughs, along with behavioral data analysis, will inform coaching cycles and additional PD offerings throughout the school year. CHAMPS and Restorative Practices are possible topics that may be provided

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.

- Foster Elementary is an HCPS Project Innovate School, which is a 1:1 technology initiative. Last school year, several 5th-grade teachers leveraged this technology to differentiate instruction and personalize learning; they not only saw increased student engagement but improved academic proficiency by offering each student a “menu” of learning activities on their computers that was dictated by student data. While the technology infrastructure is in place, additional support is necessary for more Foster Elementary teachers to integrate technology into their lessons. To that end, the school will employ a full-time Technology Resource Teacher who will be tasked with providing overall technical support for the school. In addition to the professional development described above, the Technology Resource Teacher will work directly in classrooms to provide enrichment that supports academic proficiency. They will also integrate gifted strategies in these activities to ensure that all students are engaged and appropriately challenged.
- The Reading Coach, Math Resource Teacher, Science Resource Teacher, and Rtl Resource Teacher will all be expected to provide focused, small group instruction to improve student academic proficiency. Additionally, Foster will employ two paraprofessionals – teacher aides – to provide daily small group remediation and tutoring to students targeted for intervention. Data from i-Ready, district formative assessments and the Florida Standards Assessment (FSA) will determine how students will be grouped and what interventions will be planned. Efforts will focus primarily on standards mastery. The Reading Coach and Resource Teachers will all assist with the necessary grouping, progress monitoring, and intervention planning.
- Foster Elementary will leverage a local church partnership to continue their Saturday Academy and holiday camps. Between 30 to 50 students attend these engaging, yet academically focused events. The school and church partner provide students with small group reading and math instruction using scripted i-Ready lessons, as well as project-based learning opportunities. These sessions are typically scheduled prior to FSA administration in an effort to boost academic proficiency. In addition, Foster will continue to host a math-focused Saturday Academy to ensure student’s needs are met.

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.