

Hillsborough County Public Schools

Bryan 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
0521	Bryan Elementary School			Y	\$351,385.00	

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.

- Bryan Elementary will continue to create a culture of high expectations. As such, the school expects students to be on time and ready to learn every day. Bryan Elementary is a high-need school with 97% of students receiving free- or reduced-price meals. As a high-need school, there are often barriers to student success. One way that these barriers can be removed and the vast needs of Bryan's students and families will be met, is through building community and family partnerships. Community partnerships will be focused on meeting both the academic and non-academic needs of the students, their families, and the faculty/staff. In addition, volunteers from the Hispanic Heritage Council, Youman's Praise and Worship, the Family Resource Center, the Children's Board, and other community partners will provide resources and support services that will promote increased school attendance and improved student achievement.
- In order to provide wrap-around services to meet the various needs of students and families, Bryan's Community Resource Map will continue to be a fluid document that includes current and new community partners. School staff, particularly student services personnel, can reference this document as they assess student and family needs and make necessary referrals. Current business partners and services:
 - Salvation Army - Provide school supplies
 - State Farm - Provide car tags to identify car occupants, promoting safe and timely dismissal
 - Wawa- Provide \$10 gift cards to students and families to promote attendance and improved academic performance
 - Publix- Provide \$10 gift cards to students and families to promote attendance and improved academic performance
 - Applebee's - Provide \$10 gift cards to students and families to promote attendance and improved academic performance
 - Hispanic Heritage Council - Lead weekly meetings to provide training for parents on a myriad of topics, provide tutors to enhance school/home communication, provide bags of food for students to take home on the weekend and provide take-home backpacks with reading and math materials to provide extended practice
 - Youman's Praise and Worship Center / Pastor Rafael Acevedo - Provide food bags for families, promote well-being to faculty and staff through private counseling and team building activities, and they will provide on-site tutors
 - Prevent Blindness of Florida - Provide eyeglasses and repair at no cost, based on need
 - Metropolitan Ministries - Donate holiday dinners at Thanksgiving and Christmas to families
 - Family Resource Center and Children's Board - Work in conjunction with school leaders to determine academic needs and provide tutorial services for migrant students who have

experienced long-term absences

- Bay Area Legal Services - Help parents navigate legal paperwork to obtain proper documentation and to garner needed services for students and their families
- Community and business partnerships will be monitored by both Safenet sign-in and monthly communication and attendance logs. Resources available to parents will be disseminated via both the school website and through communication from student services personnel to students and families.

Academic and Character Standards

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

- To create a culture of high expectations as indicated on their SIP, Bryan will establish both high academic and high character standards. Bryan Elementary will continue the work with a full-time RtI Resource Teacher funded through TSSSA (1.0 FTE @ \$67,000, which includes fringe). HCSP 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. Their time will be spent overseeing the Multi-Tiered System of Supports/Response to Intervention (MTSS/RtI) implementation, monitoring K-2 retained students and working directly with Tier 2 and Tier 3 students. One of the roles of the RtI Resource Teacher will be to facilitate Professional Learning Communities (PLCs). They will work in conjunction with the leadership team to analyze student and school-level data from a myriad of sources, including i-Ready, formative assessments, and FSA. This will allow effectively, differentiated instruction to be planned and delivered according to individual student needs. Another responsibility of the RTI teacher is to create and monitor the master RtI schedule that has been embedded with fidelity checks to ensure time is allotted, and used with fidelity, for RtI within the master schedule. The RtI teacher will conduct weekly progress monitoring of K-2 retained students to ensure the appropriateness of planned interventions. Monitoring will be conducted through data collection, individualized student planning documentation, and team meeting minutes. This will ensure students receive targeted and timely interventions.
- In order to promote students of strong character, Bryan has established several avenues outside of the classroom to address character education. The Character through Fitness Club, led by the school counselor and a teacher, allows students to participate in highly engaging activities that promote health and wellness, with a particular focus on social-emotional growth. Additionally, the student services team pulls daily small groups of students to address identified social and emotional needs.
- Each teacher at Bryan Elementary will be allotted \$34.78 each to purchase basic classroom supplies to distribute to students. The current economic downturn has impacted families, making it difficult for them to purchase basic school supplies for their children. To ensure all students are set up for success, these supplies will offset the financial burden placed on families. $60 \text{ teachers} \times \$34.75 \text{ each} = \$2,085.00$

Parental Involvement

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

- Parent involvement is essential to the success of students. Not only does research show it increases student achievement, but it also enhances the social-emotional well-being of a child. Bryan will utilize two paraprofessionals, working in tandem with the leadership team and the

student services team, to provide a comprehensive approach in order to promote family involvement. One paraprofessional will be funded through TSSSA (1.0 FTE Parent Liaison @ \$23,800, which includes fringe). With the goal of increasing attendance to 96% and decreasing tardies, one role of these paraprofessionals will be weekly check-ins with students and parents. They will work with the school social worker and administration to carry out these weekly check-ins, which will be monitored through attendance and tardy logs. In addition, incentives for participation will be provided for both parents and students through community partnerships. Parent surveys will provide feedback on the effectiveness of parent involvement initiatives at Bryan.

- The decision to utilize paraprofessionals for student support, as well as parent engagement, is a strategic move to leverage the assets and skills of the individual paraprofessionals filling those roles. Namely, one is Spanish-speaking and the other is not. Given that Bryan Elementary has a large Hispanic population, this arrangement will allow the school to provide comprehensive support to non-English speaking families focusing on academic progress, student behavior, student daily attendance, and increased parent involvement. The paraprofessionals will continue to build relationships with Bryan's families during registration and back-to-school events in order to encourage each family to be an active stakeholder in their child's education. They will play a key role in identifying families in need and linking them with community partners that provide wrap-around services. Additionally, during family nights, conference nights, and school academic and social events, the Spanish-speaking paraprofessional, in particular, will act as an ambassador and translator to narrow the language barrier. This will be a high-yield strategy, as 86% of Bryan's families are Hispanic and many speak Spanish as their first language. Parent newsletters, phone/text messages to parents, and a school event bulletin board will also be translated into Spanish by the paraprofessional in order to provide streamlined communication to all families

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 in 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 a 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 the 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.

- Bryan Elementary's Assistant Principal (AP) serves as the school's Equity Liaison who will be responsible for facilitating the school's thinking and the actions required to address inequities. To build his capacity to lead this work, the AP will participate in a four-part culturally responsive professional development series provided by the district. These courses include: Assessing Personal Perspectives; Foundations of Classroom Management; Culturally Responsive Parent and Community Connections; and Culturally Responsive Teaching Practices. In turn, the AP will share content and engage in conversations about equity during monthly faculty meetings.
- Bryan Elementary will utilize TSSSA funds to employ a full-time Reading Coach, Math Resource Teacher, and Science Resource Teacher, as well as the Rtl Resource Teacher

described in Item 2. (1.0 FTE Reading Coach @ \$76,000 which includes fringe; 1.0 FTE Math Resource Teacher @ \$85,500, which includes fringe; and 1.0 FTE Science Resource Teacher @ \$97,000 , which includes fringe). Alternative funds will be utilized to employ a Reading Resource Teacher. This cadre of instructional leaders will be responsible for providing professional development (PD) that focuses on academic rigor, direct instruction, and creating high academic and character standards. These personnel work directly with staff at a minimum on a weekly basis. Evidence shows that job-embedded coaching can lead to improved instruction and, in turn, increased student achievement.

- The Math Resource Teacher and Science Resource Teacher will also support teachers in the areas of Domains 1 and 3 of the teacher evaluation rubric, as it pertains to the math and science programs, respectively. They will work directly with teachers to plan for and implement standards-based instruction and assessment, as well as provide targeted coaching utilizing a strong knowledge base of mathematics and science content and pedagogy. Both positions will conduct PD regarding instructional strategies, best practices, use of materials, and effective teaching techniques. Weekly planning sessions facilitated by these resource teachers will provide opportunities to plan for differentiation across learning levels.
- All Instructional Leadership Team positions are intended to build capacity among teachers. The role of the Coaches and Resource Teachers, as well as their impact on student achievement, will be monitored through monthly assessments and administrator observations of practice.
- To create a positive learning environment that reflects both high academic and high character standards, Bryan Elementary has established a team of eight members—including administrators and teacher leaders—to participate in Randy Sprick's Foundations: A Proactive & Positive Behavior Support System training. Data suggest this program leads to an array of improvements, including a reduction in disciplinary actions such as referrals and suspensions; improvements in student, parent, teacher, and community perceptions of the school safety and climate; and increased student engagement and connectedness. Bryan is now entering the final year of this three-year, Title IV-funded program designed to help the school create a proactive and positive school discipline plan that promotes both positive behavior and strong character standards. Training topics include: Managing Behavior in Common Areas; Managing Conflict; Reducing Bullying; and Creating an Inviting School Climate. The training also focuses on data collection methods, data analysis, and improved staff communication and coordination. After each training session, Bryan's Foundations Team will provide PD to their school staff. Consultants will further support the learning through site visits to provide Bryan staff with ongoing professional development and coaching. By the end of the school year, district and school personnel will be equipped to conduct all planning, training, and coaching independently

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.

- Bryan Elementary will utilize the services of the Rtl Resource Teacher, the Math Resource Teacher, and the Science Resource Teacher to provide focused instruction to improve student academic proficiency. The Rtl Resource Teacher will pull daily small groups of Tier 2 or Tier 3 students, including Every Student Succeeds Act (ESSA) subgroups of students who are not meeting federal proficiency thresholds. As needed, both the Math Resource Teacher and Science Resource Teacher will conduct small group, data-driven instruction with students.

- Two paraprofessionals will also be utilized to meet with small groups of both K-2 and 3-5 students. The instructional focus will be determined by quarterly formative data. Targeted students will be determined by Key Predictor Indicators (KPI) data. If a student has more than 2 indicators, they will be eligible for this small-group support. These two paraprofessionals will also provide parent engagement support as described in Item 3.
- Finally, it is the firmly held belief that all students are capable of learning. However, instruction and support must be differentiated in order to meet the needs of all students. As such, and in alignment with their SIP's evidence-based strategies, Bryan plans to utilize TSSSA funds to provide additional tutoring for students during teachers' non-contracted hours utilizing a Saturday Academy model (5 sessions x 4 hours each x 6 teachers @ \$27/hr, for a total of \$3,788 salary and fringe). HCSP has a pending carry forward allocation for this budget line. During these 5 Saturday sessions, students will receive additional instruction in ELA, Math, and Science. Bryan Elementary will hire 6 teachers for each Saturday Academy session. An administrator will be present to not only oversee the academic instruction but to also act as a parent liaison and to promote attendance through incentives. Students in grades 3, 4, and 5 will be invited to participate according to specific academic needs. Standardized assessments and summative data will determine eligibility for specific academic groupings. The ELA, Math, and Science Resource team will lead these PLC sessions. Weekly data chats at leadership meetings will also be an integral part of the monitoring system and will ensure students are being instructed at an appropriately rigorous level according to their reading, math, and science needs. Deficits will be addressed through the intentional grouping of students and differentiated instruction at each Academy session.

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.