

Hillsborough County Public Schools

# Greco Middle Magnet School



2020-21 TSSSA Plan

---

## Table of Contents

---

<b>Eligibility and Allocation</b>	<b>0</b>
<b>Plan Assurances</b>	<b>0</b>
<b>Plan Items</b>	<b>0</b>
<b>Budget</b>	<b>11</b>

## 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
1781	Greco Middle Magnet School			Y	\$414,315.00	

## 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.

- Greco Middle School will continue creating a culture of “Opting In.” Greco, again this year, will implement the community school initiative, an evidence-based activity indicated on their School-wide Improvement Plan (SIP). According to the Coalition for Community Schools by the Institute for Educational Leadership, community schools integrate the 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 to children, youth, families, and communities. Indeed, the wrap-around services that will be offered directly align with the area of focus identified on Greco’s SIP: creating a culture of “Opting In.” This item falls under the action steps listed as culturally relevant teaching and learning. The community school at Greco Middle will be based on the Sustainable Community Schools Model advanced by the National Education Association (NEA), which includes six pillars of a 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.
- Greco Middle School recently hired a Community School Resource Teacher 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 Greco’s Community School Implementation Team (CSIT). CSIT is governance and decision-making body consisting of, at a minimum, family, community partners, school staff, students, and administrators. Other responsibilities of the CSRT include, but are not limited to: collaborating with stakeholders on an in-depth, comprehensive Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis that addresses each pillar; facilitating the development and implementation of the strategic plan in collaboration with school, parents, and community partners; leveraging community assets to address identified needs; managing the integration of wrap-around services with the academic program and schedule, and

facilitating alignment of community-based learning experiences with curriculum standards. The CSRT will also 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 process(MTSS-RtI).

- Through a selection process that assessed school, leader, and community readiness, HCPS chose Greco Middle as one of four high-poverty schools to be part of an initial cohort of newly established community school sites. The district is formalizing an effective, research-based, system-wide community schools model that will be utilized as a mechanism of school turnaround in the district's highest-need sites, along with the necessary district-level supports to ensure the model is enacted with a high degree of fidelity. As such, HCPS applied for and received a federal Full-Service Community Schools grant. In support of the grant, HCPS Community Schools Consortium partners committed the following in-kind support services to Greco Middle:

- o HCPS – adult education courses held in the school's Parent Resource Center
- o Boys & Girls Club of Tampa Bay – out-of-school time programming
- 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 a nearby clinic
- o One More Child – Weekend Food Program; and supplemental food pantry stock
- 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

- Faith-based community partners, including Grace Family Church and Faith Tampa Bay, will continue to provide supports for both teachers and students. Faith Tampa Bay will hold a quarterly brunch to recognize student improvement. Grace Family Church will provide teacher luncheons and teacher appreciation donations.

- 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 Greco students and their families (a quote is provided for the contract with Northside @ \$75,391). Greco will use carry forward funds for this item. Northside Behavioral Health Center will provide individuals and families the highest quality of comprehensive, innovative, and affordable behavioral health care services thus enabling a path for those in need of a productive recovery and an enriched quality of life. The school's CSRT and Problem Solving Leadership Team (PSLT) will be responsible for identifying students in need of this service; securing appropriate permissions; monitoring academic, behavior, and attendance data; ensuring alignment of the service to the school's SWOT analysis; and working with teachers to ensure that the system of support extends beyond the counseling session and into the classroom.

### **Academic and Character Standards**

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

- To establish clearly defined and measurable high academic standards, Greco Middle will enact 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 Professional Learning Communities (PLCs) and common planning. The strategic use of supplemental units, such as Coaches, Success Coaches, a Rtl Resource Teacher, and content-focused Resource Teachers, will assist the school in improving student learning. Greco Middle School will employ a professional learning system for comprehensive support, growth, and evaluation. Through team planning, professional learning periods, and common lunches, this supplemental personnel at Greco Middle School will be able to collaborate to develop unit planning, collect feedback from colleagues/students, participate in collaborative data analysis, collect evidence of learning, and provide feedback and make instructional adjustments. Students will be placed on academic teams served by the same five core-discipline teachers. Teaming will allow the teachers to collaborate to help address both the academic and behavioral needs of these commonly-served students. This collaboration will also result in the alignment of units and academic standards.

- In addition to collaboration, Greco will implement a proven curriculum through International Baccalaureate (IB) learning and lesson planning. Greco is in the process of an intensive three-year authorization process to become an IB Middle School. At the middle school level, the IB curriculum creates a challenging framework that encourages students to make practical connections between their studies and the real world. Every Monday after Labor Day will be dedicated to IB learning. These meetings will be led by the IB Lead Teachers, discussed more under Item 5. The initial focus at these meetings will be lesson planning from an IB perspective which embeds both academic learning and social and emotional skills into the lessons.

- To ensure that these collaborative opportunities are being utilized to their fullest and are in alignment with the SIP, monitoring will occur at multiple levels. First, an administrator is assigned as a fully active and engaged member of each collaborative group. For example, as the principal, Mr. Andrew Olson will be an active participant in the reading/language arts PLCs and the 7th-grade teams. One assistant principal will work with math/electives and 6th grade, and the third assistant principal will work with science/social studies and 8th grade. PLC facilitators keep minutes to use as a summary of conversations and to communicate with team members. Each individual teacher will maintain a professional learning portfolio capturing their collaborative work, student work samples, and professional growth throughout the year. These portfolios are used for evaluation and are monitored through regular administrator/teacher data chats, an informal fall evaluation conference, and a final official evaluation conference in May. In addition, OneNote will be used to track administration-to-teacher feedback and will also capture teacher reflections throughout the year.

- Greco will employ two Success Coaches this school year. Greco is requesting TSSSA funds the two Success Coaches (1.0 FTE Success Coach @ \$92,500, which includes fringe; 1.0 FTE Success Coach @ \$92,500, which includes fringe). The Success Coaches will work to establish both academic and character standards for a caseload of students, all of which are a part of the Student Trajectory Enhancement Program (STEP) or potentially will be eligible for STEP in the future. HCPS devised STEP as a mechanism for students who had been previously retained as an elementary school student to "catch up" with their peers in middle school. Successful completion of STEP allows students to complete two years of learning in a school year and finish middle school in time to matriculate to high school with their original cohort group. In addition to their role as Success Coach, the same teacher will teach civics, a subject that is state-tested; students in STEP must pass this state assessment. It is the goal that students will develop a positive relationship with the Success Coaches that will cross over into the civics course.

Greco will provide 75 teachers with basic classroom supplies. With the recent economic downturn due to COVID, many families will find it difficult to provide their children with supplies or contribute to supplies to classrooms. As a result, TSSSA funds will assist teachers in providing supplies for their classrooms and eliminate the need for teachers having to purchase items with their personal money. (See quote, which would be multiplied by 75 = \$18,416).

- Greco Middle will keep a RtI Resource Teacher. This year, the RTI teacher will serve as a .50 FTE, funded by TSSSA (.50 FTE RTI @ \$37,900, which includes fringe). Greco's RtI Resource Teacher will help facilitate the Greco Middle School behavior flow chart on-site, as well as work with the Success Coaches to implement PBIS. Their coordinated schedules will allow them to work with students during lunch periods to provide both corrective interventions and positive incentives during this daily thirty-minute block of time. All lunch period interventions will stem from the immediate needs of the students. The RtI Resource Teacher will have consistent collaboration with the PSLT. They will help proactively monitor student outcomes in attendance, behavior, and course performance through team meetings and administrative staff meetings. This close collaboration will allow staff to determine if real-time adjustments in the delivery of interventions need to be made to ensure student needs are met in a timely fashion.

- Greco wants to keep their paraprofessional, who helps support safety and behavior through monitoring hallways and providing behavioral interventions. Greco is requesting the TSSSA funds are used for this position (1.0 FTE Paraprofessional @ \$45,000, which includes fringe). This position will focus on restorative practices and help alleviate the schedules of assistant principals to allow them more time to focus on improving academics and standards-based instruction. Greco Middle will monitor the tardy data, behavior tracker data, and office discipline referral rates as an indicator of effectiveness for this position.

### **Parental Involvement**

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

- A thorough literature review published by the Nellie Mae Education Foundation reveals the demonstrable link between family engagement, student outcomes, and school improvement (Wood & Bauman, 2017). These findings support the construct of the Family and Community Partnership Pillar of the community school model that will be enacted at Greco Middle School. Therefore, ample time and resources will be dedicated to building the necessary social capital—those networks and relationships—that ultimately support learning. To increase the likelihood of parent and community engagement positively affecting school and student outcomes, Greco will employ multiple strategies that will all work in tandem to empower families, build leadership capacity, improve skills, foster trust, and increase access to critical supports. For example, parents of Greco students will engage in school governance and decision-making through active participation on the school's CSIT (described in Item 1). These meetings will be held monthly and will address school-wide initiatives relative to the six pillars of the community school model that will be enacted.

- Federal Full-Service Community School grant funding allows Greco 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 space. If the federal funding request is denied, Greco still intends to move forward with this SIP action step by leveraging donations, community support, and other funding streams.

- Greco Middle School would like to keep their full-time Parent Liaison Aide (paraprofessional) whose job would be to staff the Family Resource Center. This year, they are requesting TSSSA funds be used for this line item (1.0 FTE Paraprofessional @ \$35,600, 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 position will be monitored by tracking the use of the Parent Resource Center, as well as using parent survey instruments to determine strengths and areas to improve.

- If HCPS is awarded Full-Service Community School funding, Greco Middle will also employ a Parent Involvement Specialist to further propel parent engagement activities forward. Much like the Parent Liaison, 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. Specific parent engagement duties will include, but not be limited to providing and interpreting information about school procedures and programs; assisting with the facilitation of parental activities with feeder schools and local community to generate a continuum for student success; maintaining communication logs for the purpose of documenting parent contact; developing rapport with key stakeholders in the interest of promoting the proper adjustment and progress of students; assisting parents with access to educational resources; cultivating parental interest in the school; and assisting the CSRT in communicating with and stewarding stakeholders using a variety of mediums about the needs of the school community. 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.



### 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.

- This year, Greco would like to request TSSSA fund a full time Writing Resources Teacher (1.0 FTE Writing Resource Teacher @ \$92,500, which includes fringe). Writing Resource Teachers maintain and monitor the implementation of the writing/language arts program, including the professional development of classroom teachers in order to improve student achievement in writing. Throughout the school year, Writing Resource Teachers focus on enhancing teachers' writing instruction through job-embedded professional development and coaching. They assist teachers with planning and implementing standards-based lessons, as well as model best practices in writing instruction through classroom-based demonstrations. Writing Resource Teachers work directly with teachers to disaggregate data for interpretation and instructional planning. Writing Resource Teachers also provide small group instruction for selected students. At Greco, the Writing Coach will work together to provide staff development, participate in side-by-side coaching, and help staff develop lesson plans; they will pull small groups of students for remediation or enrichment, as needed. They will also help break down formative student data and help with team teaching when needed.

- Greco will also keep their Math Resource Teachers this year (funded through a different source). The Math Resource in this capacity will 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 will assist teachers in planning for and implementing standards-based instruction and assessment, providing just-in-time, job-embedded coaching utilizing a strong knowledge base of mathematics content and pedagogy. The Math Resource Teacher will conduct professional development for classroom teachers and school leadership regarding instructional strategies, best practices, use of materials, and effective teaching techniques. The Math Resource Teacher may conduct data-driven, small group instruction with students as well.

### **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.

- Greco Middle School will focus on standards-based instruction to increase student achievement. Greco teachers will work in PLCs to assess student understanding and performance of standards, and then develop a plan for improving students' understanding of the material. In addition, coaches and Resource Teachers will support this work through individual and small group student instruction. They will also support the teachers by providing side-by-side coaching and providing staff PD.
- In addition to the time scheduled with students during the school day, Greco will also offer opportunities for students to accelerate their learning and fill in gaps in their knowledge.

These include Saturday Academy, after school tutoring, and mentoring opportunities. All of these activities support their focus on improving student achievement of the Florida Standards, as well as the focus on students' well-being. The school will monitor progress through surveys, observations, and attendance counts. Greco will also review and analyze student attendance, discipline, and academic data to measure impact.

### **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.