

Hillsborough County Public Schools

Jackson 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
2041	Jackson Elementary School			Y	\$262,115.00	

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.

The vast needs of Jackson's students and their families have been at the forefront as key stakeholders developed the SIP. Jackson is a high-need school and 96% of its students qualify for free or reduced-price meals. It is essential to build community partnerships that will help provide both students and their families with resources and support services. Comprehensive, yet individualized services will be offered, with the understanding that the interplay of a myriad of academic and non-academic issues influences student achievement.

Jackson Elementary school will continue to develop family and community partnerships. The Parent Liaison and the RTI will work closely with community members and organizations to participate in the stakeholder team to bridge the community and the school. Jackson will continue to work with Plant City Baptist, Plant City First Baptist Church, United Methodist, Hopewell Baptist, Plant City Garden Club, and the Plant City Garden Association as business partners to support students, faculty, and staff. Jackson's School Social Worker will continue to update and maintain a thorough Community Resource Map to be used for information and referral purposes. The Social Workers will disseminate information to parents about the scope of services available in the community to meet the wide array of student needs. The Community Resource Map will be made available on the school website, for easy access by parents.

Academic and Character Standards

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

The establishment of high academic and character standards is essential to turning around a school. Developing high standards will be a priority in the 2020-2021 school year at Jackson because of the high number of students with suspensions during the school year, the number of students that struggled with online learning, and overall attendance issues. High academic standards will be developed under the area of focus in Jackson's SIP entitled, "meeting the needs of all levels of learners." High character standards will be developed under the area of focus in Jackson's SIP entitled, "school culture." The predicted outcomes of establishing high academic and character standards will be increased academic proficiency, increased attendance rates, and decreased suspension rates.

To accomplish these goals, Jackson will:

With fidelity implement a Positive Behavior Interventions and Supports (PBIS) system. Jackson will schedule monthly school-wide positive behavior events with classroom-based positive incentives as a part of their PBIS

The Multi-Tiered Systems of Support-Response to Intervention (MTSS-RtI) process will be

facilitated by the administration, the Social Worker, School Counselor, and Behavior Specialist. Grade-level teams will meet once every 3 weeks in order to discuss scholars in need of Tier 3 interventions

The Behavior Specialist will work closely with administration and classroom teachers with scholar behavior interventions. They will help to set up new teacher classrooms with specific behavior supports in place. They will help all teachers identify behavior management techniques that lead to greater academic achievement

Jackson's leadership team will address meeting the needs of all levels of learners through standards-based planning. The instructional Leadership Team will guide teachers in creating assessments and criteria that match the standards, as well as planning rigorous lessons that match the standards

Two Reading Coaches, one for primary and one for intermediate, will meet with grade-level teacher teams for standards-based lesson planning on a weekly basis. Modeling of lessons and coaching will be part of this area of focus as well. Modeling of lessons and coaching will be part of this area of focus as well. There will also be bi-weekly scheduled planning sessions facilitated by resource teachers and academic coaches. During bi-weekly planning and/or PLC time, grade level teams will utilize monthly standard-based assessments and quarterly i-Ready assessments to determine student needs and match the rigor of instruction to needed interventions. This will also serve as the tool for purposeful instructional grouping of students for in-class and after school tutoring in ELA, math, and science

With the recent economic impact of COVID-19, many families will be unable to purchase school supplies for their children. The school will distribute supplies to teachers and students in the first week of school, to ensure all students have the basics and to set high expectations for the school year. The school is requesting \$5,205.76 for these supplies. See quote.

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 and research has shown that it can greatly improve, not only grade point averages and test scores, but also the social and emotional development of students. Parent involvement and engagement will be directly increased through with a Parent Liaison (funded through a different source). In HCPS, the Parent Liaison Aide works to empower parents and promote their engagement by bridging communication between the school and home. They 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 at Jackson will focus on increasing parent engagement, specifically in the Hispanic population. This employee will be bilingual.

The student population at Jackson is 32% English Language Learners and 5% of students are classified as migrants. With a school population that is 52% Hispanic, it will be essential to be able to engage parents and provide an open line of communication. The Parent Liaison Aide will help organize school-wide events and help to foster more participation in Jackson's Hispanic community. To create a level of comfort, the Parent Liaison Aide will attend parent events to translate. Jackson hopes this will also increase involvement in future events. This position relates to the SIP area of focus "improving school culture" and is represented in Jackson's action steps. Jackson will monitor the success of the Parent Liaison Aide by utilizing monthly reports provided by the district. The principal will direct the work of this employee. The Parent Liaison Aide will be expected to plan and implement a minimum of three-parent engagement events with the goal of increasing the number of parents participating. This will

be measured by sign-in sheets at each parent event.

To improve communication between the school and the home, Jackson will mail information when necessary (\$400.00 in postage).

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.

Jackson will continue the work of the two Reading Coaches (2- 1.0 FTE @ \$85,000, which includes fringe = \$170,000) and a Math Coach (1.0 FTE @ \$85,500 which includes fringe) in the 2020-2021 school year. These three positions will be funded through TSSSA. The coaches will provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards. Coaches will work directly with staff needing tiered levels of support. Evidence shows that coaching leads not only to improved instruction but it also, in turn, increases student achievement. 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.

In HCPS, Reading Coaches maintain and monitor the implementation of the district's reading program, including the professional development 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 professional development 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. The position requires a strong communicator and leader who will advocate for the literacy development of all students through regular meetings with building administrators and stakeholders. At Jackson, the responsibilities of each Reading Coach will be: to implement bi-weekly planning sessions to assist teachers to differentiate instruction across learning levels; to help teachers create rigorous tasks that meet the level of the standards; to assist in creating ELA assessments; and to provide professional development for cross-curricular instruction.

Math Coaches 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 mathematics content and pedagogy. Math Coaches conduct professional development for classroom teachers and school leadership regarding instructional strategies, best practices, use of materials, and effective teaching techniques. Math Coaches may conduct data-driven, small group instruction with students as well. At Jackson, the Math Coach will be responsible for the following: to implement bi-weekly planning sessions to assist teachers to differentiate

instruction across learning levels; to help teachers create rigorous tasks that meet the level of the standards; to assist in creating math assessments; to provide professional development for cross-curricular instruction, and to assist teachers in the effective use of supplemental curriculum in math.

The intended outcomes at Jackson for these positions are to build teacher capacity and to increase students' ELA and math proficiency by 5 percent in each content area. These coaches/resource teachers and their impact on student achievement will be monitored through monthly assessments and common assessments.

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.

Based on recent data, and Jackson has been identified as an Extended Reading Time school. Based on this data, Jackson will utilize the expertise of a Reading Resource Teacher funded through alternate sources. She will plan with teachers at each grade level once a week. During the school day, she will work with 3rd, 4th, and 5th graders that have been designated as scoring in the bottom quartile in reading. Her students will be given monthly assessments, as well as quarterly iReady Diagnostic tests. The staff will track data to ensure they are making appropriate learning gains. If students make gains, adjustments will be made to instruction. The data that is collected will also be used to adjust the planning that is taking place with the teachers. (25 hours of additional instructional hours for teachers X \$40/ hour (which includes fringe) = \$1,000, plus \$9.24 in supplies. Dates have not been determined, due to the uncertainty of schools reopening procedures.

Alternate funding will also provide Jackson with an additional paraprofessional unit. This employee will work with students during independent reading time in grades 2-5. During this time, each teacher will strategically pick scholars that the paraprofessional will work with. The students identified will be working specifically on oral fluency. The fluency of scholars will be tracked weekly using easy CBM fluency probes. This data will be reported to the teacher and administration.

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.