

Kimbell 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
0120	Kimbell Elementary School	Y			\$203,165.00	

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 comprehensive support services established by Kimbell Elementary School to develop family and community partnerships are aligned with the school's area of focus on improving culture. Strategies for successfully creating a partnership between the school and home include promoting two-way communication and involving caregivers in decision-making (Halgunseth, 2009; Halpern, 2000; Teti et al., 2017). To this end, Kimbell hired a Parent Liaison Aide to improve home-school communication efforts. This important staff member increased the school's network of partners. They built community partnerships with businesses and agencies to fill critical gaps in services for students and families.

Kimbell currently engages in community partnerships with:

- All Pro Dads & iMom – These monthly sessions are held after school by the School Social Worker to work with families on developing relationships with their children.
- Temple Terrace Methodist Church –The church provides snacks for family events held after school, as well as food for teacher appreciation week.
- Sertoma Club – This organization assists the school with quarterly incentives for behavior. Students demonstrating behavioral improvements participate in celebrations where they get to complete an arts and crafts activity.
- Big Brothers and Big Sisters – Representatives provide on-campus mentoring for students nominated by their classroom teacher.

Kimbell's Student Services Team will also be responsible for the provision of comprehensive support services. They will engage in Multi-Tiered Systems of Support-Response to Intervention (MTSS-RtI) and Child Study Team (CST) meetings, conduct threat assessments, work with groups of students who need behavioral support through group counseling, maintain individual point sheets for behavior, provide individual counseling as needed, support classrooms teacher with observations, and support implementation of the school-wide behavior plan.

Kimbell Elementary has a mandatory school uniform policy. A 2016 study published in the International Journal of Education Management found that in schools where students wore school uniforms there were lower noise levels, better listening skills, and lower teaching wait times. Uniform purchases may create a financial burden for some families, resulting in lower rates of adherence. As such, Kimbell Elementary would like to use TSSSA funds again this year to provide students with two uniform shirts. HCPS has a pending carry forward amendment for this budget line.

Academic and Character Standards

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

School culture impacts all areas of the school, therefore improvements in culture will increase student achievement. Kimbell Elementary School will establish clearly defined and high academic and character standards through the implementation of the evidence-based Leader In Me program developed by Stephen Covey. Leader In Me empowers young people to make positive, effective, and responsible choices by introducing and reinforcing the 7 Habits, a set of leadership and life skills from the book *The 7 Habits of Highly Effective People*; this will be accomplished through the see-do-get-cycle. The theory of change includes changing the way things are seen which influences actions taken and the end result. Kimbell's teachers will receive training during pre-planning week to ensure high-quality implementation.

All students will receive direct, explicit instruction as they acquire leadership skills, create a culture of student empowerment, and align systems to drive academic achievement results. Every few weeks, one primary and one intermediate student will be acknowledged for displaying an attribute related to their best leadership, communication, and/or academic skills. Teachers will work with students in their classrooms on reviewing data and planning backward to set goals. The goals each of the students is working on will be placed on their desk to allow for the administration to engage in discussions with them during walkthroughs. Teachers will work their students to modify goals as they demonstrate proficiency.

Kimbell will utilize the skills of a robust academic coaching and resource teacher team to establish high academic standards. This team will include Reading Coaches, Math Resource Teachers, and a Science Resource Teacher. Items 5 and 6 expound upon their roles and responsibilities. These coaches and resource teachers will work together to align the instructional calendars across content areas thereby allowing clear, consistent, and streamlined instruction to occur. Teachers will meet with coaches and resource teachers every week to plan high-quality lessons across English Language Arts (ELA), Math, and Science. Coaches and resource teachers will be available to provide modeling for teachers as needed. During planning sessions, they spend time with teachers discussing data. Data-informed decisions will be made regarding how teachers will enrich, differentiate, and intervene to meet the unique learning needs of all students.

In addition to weekly planning sessions, structured data reviews will be held on a quarterly basis to ensure that high academic standards are established and maintained. First, Kimbell's administration, coaching staff, and resource teachers will meet to disaggregate the data, find areas of focus, make groups, and provide support for needs in a grade level – all prior to the convening group and individual grade-level meetings. They will consider both staff supports and resources that are needed for remediation and extensions in small group settings. Then, Kimbell's administration, coaching staff, and resource teachers will lead whole-staff sessions to celebrate and analyze broad data. This will be followed by content and grade-level meetings to dig deeper into the data, go through areas of focus and need, as well as plan for small groups to meet the needs of students using available resources.

Parental Involvement

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

Despite substantial research indicating that parents in low-income communities value their children's education (Brown & Brandon, 2007; Mendez, 2010), many families have difficulty

accessing childcare or missing work to attend parent training. Family engagement is likely to be maximized when tangible benefits (e.g., transportation and child care services, home education resources) and intangible benefits (e.g., environments that welcome families) outweigh the costs of participation (e.g., time and effort) (Halgunseth, 2009).

Kimbell will keep their Parent Liaison Aide (funded in 2020-2021 with a different source). They will empower parents and promote their engagement by bridging communication between the school and home. The Parent Liaison Aide will effectively build rapport with students, their families, and school staff to promote student 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. Much of the Parent Liaison Aide's work will be driven by a parent needs assessment survey. Likewise, ongoing feedback and input will be collected from families to guide the planning for events and opportunities that will best meet family needs and lead to an increase in attendance at these events.

Lastly, the Leader In Me program contains a family engagement component. The goals set by students each week are placed in their planner, which they are then able to share with their parents along with the progress they have made towards goal attainment. Student-led conferencing is part of this program as well. During the student-led conference, the child would share their work across content areas, as well as communicate their growth, with their families. HCPS has a pending amendment for this budget line

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.

The school will strategically utilize staff to deliver PD and build teacher capacity as it relates to their academic and behavioral programs. For example, Kimbell's Student Services Team will provide PD on managing challenging behavior. Likewise, teachers will receive ongoing PD when they meet with coaching and resource staff, as detailed below, for planning and data discussions. Teachers will have the opportunity to practice running through mock lessons with each other to assist in thinking through the types of questions children will ask. This will allow them to problem-solve with each other to differentiate to meet the needs of the students.

Kimbell will utilize the services of two Reading Coaches, one of which will be funded through TSSSA (1.0 FTE Reading Coach @ \$68,000, which includes fringe). The role of the Reading Coaches will be to maintain and monitor the implementation of the district's reading program, including 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. The Reading Coaches will engage in regular meetings with building administrators and stakeholders to advocate for the literacy development of all students. 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.

Kimbell will also employ two Math Resource Teachers, one of which will be funded through TSSSA (1.0 Math Resource Teacher FTE @ \$70,500, which includes fringe). The role of the Math Resource Teachers will be 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. The Math Resource Teachers will also conduct PD for classroom teachers and school leadership regarding instructional strategies, best practices, use of materials, and effective teaching techniques.

The school will employ a TSSSA-funded Science Resource Teacher to maintain and monitor the implementation of the science program and work directly with classroom teachers to improve student learning in the area of STEM (1.0 FTE Science Resource @ \$70,500, which includes fringe). Using their strong knowledge base of science content and pedagogy, Science Resource Teachers strive to enhance teachers' science instruction through job-embedded coaching. The PD they provide focuses heavily on instructional strategies and best practices, classroom organization and management, and effective implementation of district-provided resources. Kimbell's Science Resource Teacher will also assist teachers in developing assessments, interpreting data, and planning for instruction

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.

Kimbell's Math and Science Resource Teachers will provide data-driven, small group instruction to targeted students with the intent of improving their academic proficiency. However, the goal of Kimbell's administration is to build leaders throughout their entire school community to address this need. Teachers will receive weekly support and feedback from the coaches, resource teachers, and administration to assist them as they provide focused instruction to improve student academic proficiency.

Likewise, all instructional staff at Kimbell have access to wireless laptops and Qomo boards so that they can provide engaging and interactive student instruction to enhance the learning opportunities provided to students. The administration will provide substitute teachers to cover classrooms so that teachers may engage in learning walks to observe exemplar instructional practices in areas where they would benefit from continued growth.

Lastly, Kimbell utilizes on-campus tutors during the school day. These tutors work in classrooms with small groups of students to maximize the number of high-quality instruction students is exposed to each day. Students work on building their foundational skills and participate in guided reading as a result of these additional small group opportunities. HCPS has a pending amendment for this budget line.

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.