

Hillsborough County Public Schools

Palm River 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
3281	Palm River Elementary School			Y	\$236,815.00	

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.

- Evidence supports the need to strengthen community and parent partnerships in order to increase student achievement at Palm River Elementary. Again this year, consideration will be taken when the school writes their SIP, and create their school calendar of family and community activities. In order to provide wrap-around services for students and families, Palm River Elementary has built partnerships with the community agencies and businesses below:
 - o WIPRO- Provides backpacks and school supplies to students
 - o Bell Shoals Baptist Church - Provides food for families including bags of food on Fridays
- One area of focus identified by Palm River in their SIP is to use social-awareness and interpersonal skills to establish and maintain positive relationships. Palm River became a Trauma-Skilled School in 2019-2020. This has allowed the school to meet the needs of all learners—both academic and affective. HCPS has partnered with the National Drop-out Prevention Center to transform Palm River Elementary into a Trauma-Skilled School. The model will build the capacity of staff to deepen their understanding of trauma, create strategies, policies, and procedures that support students, and establish a culture that eliminates practices that may be detrimental to trauma-impacted students. The model will involve a five-step process beginning with establishing foundational trauma knowledge among all site personnel. The model then utilizes knowledge to establish common practices among all staff members to create and reinforce the resiliency skills that are essential to school success. All staff members will be guided to understand and master relational and instructional skills to minimize the interference of trauma with appropriate behavior and learning. The Leadership Team will be taught and supported in the acquisition and practice of steps to institutionalize and maintain the Trauma-Skilled Schools Model over time.
- Palm River serves a student population where 96% of the students receive free and reduced lunch. Many of students and their families face continuous financial hardships resulting in the lack of access to personal hygiene products (to allow them clean skin, hair, teeth, and clothes) and resulting negative social implications. We believe the first step toward great attendance and student engagement is having all of one's basic needs met. The hygiene care packs will be given to those students and families in need. Our Parent Liaison and Social Worker will oversee the distribution of the care packs (\$3,000, see quote).

Academic and Character Standards

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

Palm River is working with the University of Virginia (UVA) to create strategies for their school under UVA's school turnaround initiative. These strategies are tailored to their individual school culture and will help establish both clearly defined high academic and character standards. Through this work, Palm River will be able to create conditions for change.

- In order to ensure all teachers deliver instruction that is rigorous and relevant, Palm River will continue with a cadre of content experts to assist teachers in planning and instruction based on best practices. These experts will also assist teachers in assessing students along the way and in using that data to drive instruction, intervention, and enrichment. This cadre will include Reading Coach, Math Resource Teacher, and a RtI Resource Teacher. See below and Item 5 for more information.
- Closing the achievement gap in all grade levels and subjects through high expectations is an area of focus for the 2019-2020 school year. As such, Palm River Elementary will utilize TSSSA funding to hire a full-time RtI Resource Teacher who will promote the Multi-Tiered Systems of Support-Response to Interventions (MTSS-RtI) process for both academics and behavior (1.0 FTE RTI @ \$84,000, which includes fringe). HCPS has a carry forward amendment pending for this line item. HCPS will amend this item at a later date. This resource teacher will be employed throughout the school year. In order to assist Achievement Schools in fully staffing their site, typical restrictions usually imposed by the district (i.e., hiring freezes) have been lifted; this extends the timeline for hiring and increases the probability of finding a suitable candidate. The primary intent of this position is to offer support and remediation for students who are below academic proficiency or have Tier 2 or 3 behavioral concerns. Using the MTSS-RtI framework, this staff member will use data to determine needs of the students in order to remediate academic needs through small group instruction, pull-out lessons, as well as strategic lesson planning with teachers. Academically, students who are in need of ELA and math remediation will be progress-monitored weekly by the RtI Resource Teacher. For behavior, this person will use data to identify students who will need additional behavior supports via Social-Emotional Learning (SEL) in small groups, individual point sheet monitoring, and through the use of Kickboard and Positive Behavioral Intervention and Supports (PBIS) with fidelity. The work of the RtI Resource teacher will be monitored through weekly schedules, student formative data, and a school-wide data wall for academics and behavior. It is expected there will be a direct impact on student achievement through proactive remediation which will help students avoid further challenges as the year progresses. If the return on investment for this position is positive, future funding for this position can come from Title I.
- Increasing self-awareness, interpersonal skills, and building relationships will stay one of the two areas of focus for Palm River Elementary. As such, the school Leadership Team will continue to develop student clubs in order to promote social skills and overall engagement in the school. The school hopes to see an increase in student attendance as well as an increase in parental involvement as a result of the club program. Each club will showcase the students' newly learned skill-set on a night when parents are invited to the school. Teachers will be encouraged to sponsor a club that could encourage students' participation based on interest. Clubs could include, but are not limited to: Chess and Board Games, Art, Musical instruments (guitar, violin, drums, piano, etc.), Knitting, and other student interests expressed in an interest survey at the start of the school year. Designated club days will be pre-determined by the Leadership Team.
- Palm River Elementary will supplement their existing English Language Arts curriculum with

Expeditionary Learning (EL) curricular materials. This supplemental resource will increase student engagement and achievement in reading and writing by focusing on student excellence in three core areas: mastery of knowledge and skills, character, and high-quality student work. This researched-based, highly-rated, standards-based literacy program engages teachers and students through compelling, real-world content and builds equitable and inclusive learning opportunities for all students. The supplemental curriculum will be implemented for 150 minutes each day in every classroom. Central to the program is the hour-long module lessons, which will span the full school year. The four modules allow students to build important content knowledge based on a compelling topic related to science, social studies, or literature. Each module uses rich, authentic texts. The last unit of each module culminates with a performance task wherein students successfully bring together what they know about the topic. Foundational skills, word work, and small group instruction are also included in the program thereby allowing students to gain greater meaning of the texts they are reading.

Parental Involvement

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

- Again this year, Palm River will utilize TSSSA funding to keep their full-time paraprofessional to serve as Parent Involvement Aide (1.0 FTE Parent Involvement Aide @ \$29,500, which includes fringe). HCPS has a carry forward amendment pending for this line item. HCPS will amend this item at a later date. This aide will be employed throughout the school year. In order to assist Achievement Schools in fully staffing their site, typical restrictions usually imposed by the district (i.e., hiring freezes) have been lifted; this extends the timeline for hiring and increases the probability of finding a suitable candidate. Should the principal be unable to fill this position, the duties associated with this employee will be shared by the Student Services Team at the site. The Parent Involvement Aide will be responsible for developing and maintaining a positive school-to-home line of communication. This will be accomplished by 1) serving as a liaison between parents and school by working closely and conferring with district personnel (e.g., social worker, school counselor, psychologist, school administration); 2) Providing and interpreting information for parents about school procedures, instructional programs, and the names and roles of administrators and staff members; 3) Assisting with facilitation of parental activities with feeder schools and the local community to generate a continuum for student success; 4) Maintaining communication logs to document contact with parents, student, staff, and community partners; 5) Serving as a point of contact for parents with questions about available school services or specific activities and events; and 6) Assisting parents and students with accessing appropriate educational resources.
- Because there is a need to develop stronger relationships with the parents and community in order to increase student attendance and decrease language barriers, Palm River Elementary will continue to support their Parent Resource Room. The resource room will provide parents access to technology and allow them to attend courses both with and without their child in attendance. Courses with their child could include cooking classes with a focus on math, "Lab and Dines" with a focus on science, and providing parents with strategies they can use at home to help their child become a better reader. Classes without the student present may include: GED, English language classes (ESOL), as well as parenting classes; Palm River will survey parents to ascertain interest and plan for the delivery of specific courses that would be most beneficial to parents.

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.

- A comprehensive plan for identifying and strengthening high academic standards begins with the knowledge-building of teachers. Thus, to assist teachers in planning and delivering rigorous, standards-based lessons across all content areas, the school has assembled a robust team of instructional Coaches and Resource Teachers to include: Reading Coach (funded through alternate sources), a Math Resource Teacher (funded through TSSSA; see Item 6 for more information), and a RtI Resource Teacher (funded through TSSSA; as described above in Item 2). This cadre of content experts is intended to build the capacity of Palm River staff to ensure students benefit from rigorous, relevant instruction. They will provide job-embedded PD and coaching of classroom teachers, based on emerging needs, in order to improve student achievement. They will assist teachers with planning and implementing standards-based lessons, as well as model best practices through classroom-based demonstrations. They will work directly with teachers to disaggregate data for interpretation and instructional planning. In addition, they will provide small group instruction to target students who are experiencing difficulty in mastering standards (See Item 6).

- To ensure high-quality implementation of the supplemental ELA instructional materials, Palm River Elementary will select a literacy team consisting of the Reading Coach and grade-level representatives per grade to attend monthly PD provided by the district's Achievement Schools Network and bring back the learning to weekly grade-level PLC meetings held during common planning time. This literacy team may also set up demonstration classrooms and provide job-embedded coaching. Implementation fidelity will be monitored through classroom walkthroughs, as well as analysis of student data and lesson plans. The Math Resource Teacher will follow a similar model for training, implementation, and monitoring of the new supplemental math resources.

- Continued support for the creation of a positive environment is facilitated through the implementation of PBIS, a program supporting positive behavioral interventions. Data suggests an array of improvements from the implementation of PBIS such as reductions in disciplinary actions such as referrals and suspensions; the betterment of student, parent, teacher, and community perceptions of the school safety and climate; and increased student engagement and connectedness. A grant provided through the University of South Florida will provide PD and technical assistance for Palm River Elementary's PBIS team.

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.

- As previously stated, Palm River Elementary will utilize TSSSA funding again this year to hire a full-time Math Resource Teacher. The Math Resource Teacher will work throughout the school year (1.0 FTE Math Resource Teacher @ \$96,900, which includes fringe). HCPS has a carry forward amendment pending for this line item. HCPS will amend this item at a later date.
- The coach/resource teachers will use formative data to determine the needs of the students in order to remediate through small group instruction, pull-out lessons, as well as strategic lesson planning with teachers. The work of this team of supplemental personnel will be monitored through weekly schedules, student formative data, and a school-wide data wall. It is expected there will be a direct impact on student achievement through proactive remediation which will help students avoid further challenges as the year progresses. Title I funds can be used to support this structure in the future.
- Continuing support for engaging students in meaningful standards-based experiences, Palm River Elementary will use Extended Learning Program (ELP) tutors funded by TSSSA to offer before, during, and after-school tutoring for students in need of remediation. The ELP tutors are able to work with students at a time that best suits the child and their family. By providing multiple times students can attend tutoring sessions, the school anticipates more students will be impacted. The intent of these practices is to provide every student with additional opportunities to experience success in areas of need (\$26,315)..

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.