

Hillsborough County Public Schools

Robles Elementary School



2020-21 TSSSA Plan

Table of Contents

Eligibility and Allocation	0
Plan Assurances	0
Plan Items	0
Budget	10

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
3761	Robles Elementary School	Y			\$337,970.00	

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.

- Robles will ensure intentional actions are taken to develop a community school partnership. These activities will include: completing an updated needs assessment to define levels of support; participating in district-provided training on community schools; and providing integrated student supports to students and families in order to promote social-emotional well-being and academic growth. Through the continued efforts to launch a community school at their site, Robles anticipates that increased parent and community engagement will result in improvements to student learning.
- A full-time Parent Liaison Aide, funded by TSSSA (described below in Item 3), will support Robles' family and community engagement work. In addition to their parent engagement efforts described in Item 3, these two paraprofessionals will also conduct community outreach activities in support of the community school model. They will work to build partnership with organizations that provide services and supports that align with school, student, and family needs.

Academic and Character Standards

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

- Robles will continue to fund a RtI Resource Teacher (1.0 FTE RTI @ \$88,472, which includes fringe) who will play a pivotal role at the school. HCPS has a carry forward amendment for these items. If approved, HCPS will amend at a later date. Serving on both the Leadership Team and Problem Solving Leadership Team (PSLT), the RtI Resource Teacher will facilitate the Multi-Tiered Systems of Support-Response to Intervention (MTSS-RtI) program on-site. Their time will be divided relatively equally between paperwork/compliance, providing professional development through model lessons and job-embedded coaching, and small group instruction for students. They will be responsible for maintaining the school's data wall that is updated after all major assessments, including unit assessments. They will assist the Leadership Team in analyzing school and grade level data, as well as work with the PSLT to dive deep into individual student data to plan effective instruction and interventions according to student needs. The RtI Resource Teacher will also be tasked with improving Robles' RtI block of time to increase student achievement.
- As a member of the UVA cohort, Robles Elementary continues the Expeditionary Learning (EL) as a supplement to their existing English Language Arts curriculum. This year, TSSSA funds will purchase EL trade books for grades K-5 (see quote). This 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.

- While school improvement efforts undoubtedly should and do include a high degree of “academic press”, research repeatedly suggests that this cannot be accomplished in isolation and that addressing school culture is paramount to any turnaround strategy. Again this year, Robles’s school Leadership Team – including administrators, teacher leaders, and instructional coaches—received ongoing professional development (PD) and coaching from Safe & Civil Schools on their Foundations program, which supports Positive Behavior Interventions and Supports (PBIS). This PD was designed to increase knowledge and application of efficient data collection methods, data analysis, uniform referral systems, improved staff communication and coordination, effective supervision and positive behavior support, and the Foundations improvement cycle. HCPS recognizes that significant, lasting improvements to a school’s safety and climate will require a multi-year, multi-level effort. Foundations is appealing in that it is designed to build school and district capacity over time.

- As part of their PBIS system, Robles Elementary proposes to adopt a school-wide House System, which encompasses clearly defined procedures, rules, and routines as well as positive reinforcement strategies. These expectations will include Robles’ Essentials and will be closely modeled on the successful and inspiring Ron Clark Academy model. Each House will include a cross-section of students and teachers, kindergarten through fifth grades. House and school pride are encouraged – and positive behavior reinforced – through monthly House competitions and celebrations; students can earn points for their House a number of ways, including adherence to behavioral expectations. The Ron Clark Application subscription (funding is carried forward on the TSSSA Amend #2 from 2019-2020 school year) is used to monitor and publically display – in real time – points and House standing, while community partners will provide incentives. The RTI will be responsible for monitoring school-level behavioral data and making school wide adjustments to implementation at least monthly. Furthermore, research often heralds the positive impact of school connectedness on student achievement. The House System is beneficial in that it builds smaller communities within the larger community, thereby nurturing stronger bonds amongst teachers and students. The House System also promotes student leadership. Each House’s President, Vice President, and Historians will plan and lead House meetings every Friday morning to boost spirit, set goals, address behaviors, plan service projects, etc. The House System will also provide peer mediation and leadership opportunities for students that extend well-beyond these designated positions.

- The RTI (mentioned above) will be employed throughout the school year. In addition to providing interventions to targeted students, the RTI is expected to: coordinate behavior management at the school by developing the individual, class, and school-wide behavior interventions and incentives, including data collection and analysis; work with school leadership and administration to develop, implement, and monitor the school-wide behavior management plan, as well as the PSLT implementation of the MTSS for Behavior; and assist

with the development, implementation, and monitoring of individual students' behavioral contracts.

- Lastly, Robles keep their 3 full-time paraprofessionals funded by TSSSA (1.0 FTE Paraprofessional @ \$33,400, which includes fringe; 1.0 FTE Paraprofessional @ \$33,400, which includes fringe; and 1.0 FTE Paraprofessional @ \$22,900, which includes fringe) who will share responsibility for implementation of the school's comprehensive behavior management plan. HCPS has a carry forward amendment for this item. If approved, HCPS will amend at a later date. These paraprofessionals will be employed throughout the school year. All three paraprofessionals will rotate through 3 core responsibilities each day. The first relates to providing classroom coverage and support to enable the school's common planning schedule discussed above. The RTI and School Counselor for SEL will also provide coaching and support to these paraprofessionals to enable them to confidently and competently provide this type of support to students.

Parental Involvement

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

- Robles will also continue implementing parent engagement strategies in support of TSSSA Item 3. Again, Robles will use TSSSA funds for a Parent Liaison Aide (1.0 FTE Parent Liaison Aide @ \$22,900, which includes fringe). HCPS has a carry forward amendment for this item. If approved, HCPS will amend at a later date. The Parent Liaison Aide will be employed throughout the school year.
 - Specific parent engagement duties for the Parent Liaison Aide will include:
 - o provide and interpret information about school procedures and programs;
 - o assist with the facilitation of parental activities with feeder schools and local community to generate a continuum for student success;
 - o maintain communication logs for the purpose of documenting parent contact;
 - o develop a rapport with key stakeholders in the interest of promoting the proper adjustment and progress of students;
 - o assist parents with access to educational resources; and
 - o cultivate a parental interest in the school.
- The Parent Liaison Aide will also man the Family Resource Center. This dedicated space for parents offers a welcoming environment in which to seek support, tangible resources, information, and services that address a wide variety of emerging needs. It will be open in hours conducive to parent schedules.
- The school will also host a range of family events that promote engagement in children's education, celebrate the community, and increase specific skills for families to thrive. Many of these offerings, such as nutrition education and parenting classes, will be held in the Family Resource Center. The Parent Liaison Aide will be responsible for using parent surveys to plan and implement a monthly calendar of events tailored to needs and interests.

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 UVA School Turnaround initiative is built on the notion that effective school leaders are key levers of change. According to the UVA model, it is important for schools to: understand causes of failure; develop a vision for their success using evidence-based practices; ensure sustainability in personnel, funding, and resources; address district weakness and strengthen them to improve the support of district schools; and, finally, adopt a long-term view for turnaround. UVA has also identified many areas for improvement that coincide with TSSSA, such as establishing a high culture of expectations and building effective collaboration.

- A comprehensive plan for identifying and strengthening high academic standards begins with the knowledge-building of teachers. The first consultant developed Thinking Core, Common Core standards-based teaching and learning resources with supporting curriculum tools, to improve access to the rigorous demands of the ELA standards. The second utilized the Math in Practice series, a grade-by-grade K-5 professional learning resource. This training helped teachers plan and develop their curriculum, determine important topics in a cluster, and identify how the topics connect from one grade to the next as well as within a grade. Robles will ensure the programs continue this school year with new teachers receiving the support they need, providing advanced learning for Robles' veteran teachers, and more intensive support to Robles' coaching staff to build capacity for sustaining standards-based PD.

- To ensure high-quality implementation of the supplemental ELA instructional materials, Robles Elementary will select a literacy team consisting of the Reading Coaches and grade-level representatives to attend monthly PD provided by the district's Achievement Schools Network and bring back the learning to weekly grade-level Professional Learning Community (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.

- 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. This team includes two Reading Coaches, Math Resource Teacher, Science Resource Teacher, and RtI Resource Teacher. Robles has strategically co-housed these faculty members to increase collaboration and cross-content planning. In addition to engaging heavily in weekly PSLT/RtI meetings, they will meet – as a team – each week to conduct weekly data chats and plan/monitor individualized support plans for each teacher. The Coaches and Resource Teachers will equip teachers with strategies and resources through a variety of PD modalities, including inquiry cycles, demonstration classrooms, model lessons, job-embedded coaching

with feedback, and more. They will also support PLCs as they disaggregate data, develop assessments, and plan lessons; while common planning time is embedded into the regular school day, t-payroll will be given to those teachers who extended their day for planning purposes. Additionally, substitutes will allow the coaches, along with school administrators, to meet with each grade level for a full-day each quarter to conduct a deep data dive and associated planning.

- From the district perspective, Reading Coaches are expected to 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 Reading Coach at Robles will be assigned to specific teachers to support, model, and guide high-level instructional practice. Based on observational data, administrators will identify levels of support needed by each teacher and schedule resource staff as appropriate. The Reading Coach will monitor student formative assessments and make adjustments throughout the year to provide teacher supports as necessary. This year the Reading Coach will be fully funded under TSSSA (1.0 FTE Reading Coach @ \$85,400, which includes fringe).

- Lastly, PD provided by the RTI will be critical to the school's success in creating high character standards for students. The RTI will deliver training on the school-wide positive behavior management plan and House System that Robles that was adopted last school year. Likewise, they will meet with grade-level teachers in PLCs to analyze both grade-level and individual student behavioral data that is captured in Behavior Tracker, as well as plan appropriate interventions. Walkthroughs, along with behavioral data analysis, will inform coaching cycles and additional PD offerings throughout the school year. Restorative Practice is an example of a possible topic that may be provided.

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.

- The Reading Coach, Math Resource Teacher, and RtI Resource Teacher will all be expected to provide focused, small group instruction to improve student academic proficiency. Literacy intervention and writing supports will be embedded across all content areas. Data from i-Ready, district formative assessments and the Florida Standards Assessment (FSA) will determine how students will be grouped and what interventions will be planned. Efforts will focus primarily on standards mastery. The Reading Coach and Resource Teachers will all assist with the necessary grouping, progress monitoring, and intervention planning.

- An Assistant Teacher will provide daily small group instruction to students in need of additional support in math and science. This year, Robles requests that TSSSA fully fund the Assistant Teacher (1.0 FTE Assistant Teacher @ \$22,900, which includes fringe). Delivered in the Student Success Lab, the Assistant Teacher will integrate technology and hands-on learning into this tiered intervention to ensure that students are engaged and excited to learn. The Math Resource Teachers (funded with a different source) will assist in planning interventions aligned to student needs. The PSLT, who meet weekly, will monitor student progress and response to intervention.

- Out-of-school time is an opportunity to extend learning and improve academic proficiency. Therefore, Robles will plan and implement a full-year afterschool club model that will be aligned to the regular school day. Students, grades 3-5, will be invited to join either a STEM Club, Garden Club, Music Club, or Literature Club that will meet twice per week for two hours each. Each club, using project-based learning as a framework, will reinforce learning through engaging, hands-on learning. This model will allow for enrichment for those students who are already excelling but will focus heavily on remediation. TSSSA carry forward funds will fund this activity. This level of staffing will accommodate 110 students when following the FLDOE's 21st CCLC grant staffing guidelines for academic components of an afterschool program. Robles' Resource Teachers and coaching staff will supervise the planning of the club model and lessons to ensure that programming is high-quality and tailored to the needs of students.

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.