

Hillsborough County Public Schools

# Shaw 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
3951	Shaw Elementary School	Y			\$335,090.00	

## 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.

Shaw Elementary will focus on “creating a culture of high expectations for student achievement and character standards while meeting the needs of all students and families.” The school plans to meet this goal using evidence-based research strategies included in their School-wide Improvement Plan (SIP). Various funding sources and community partnerships will support these programs, including TSSSA grant funds.

Shaw Elementary offers a comprehensive support services program designed to provide needed assistance to families, develop new community partnerships, and enhance existing community partnerships. The school counselor, social worker, RTI teachers, and school psychologist who make up the school’s student services team lead these efforts. These student service supports include:

Food Pantry – Shaw’s community partner, Metropolitan Ministries Heart Felt Program, works together with the school to provide food for families in need. On Friday (or on the last school day of the week), a student of each family that has been determined to eligible is given pre-packaged bag(s) of food to take home.

Wrap Around Services – These services are provided to Shaw students and families through community partnerships with two local organizations: SEEDS of Hope and Success 4 Kids & Families. Both organizations work with students and families that have been determined to eligible for their services by the student services team. Services provided include tutoring for students who are behind grade level in Reading and/or Math, as well as counseling services.

Holiday Assistance – Community partners work with the student services team to provide families in need with assistance during the holidays. The school’s community partners, SEEDS of Hope and Success 4 Kids & Families, combined efforts to provide dozens of families with food and gifts for the Christmas holiday. Shaw anticipates this support will continue.

Mentor Programs – Shaw Elementary has partnered with Big Brothers/Big Sisters who serve as mentors to students in need. The Big Brothers/Big Sisters mentors schedule time with school leaders to come to the school and have lunch with their mentee once a week. The success of this program has created a demand to expand the program again this school year. The school counselor is working with the Big Brothers/Big Sisters organization to secure additional mentors to allow the program to serve the needs of additional students.

Uniform Assistance – Shaw’s Parent Teacher Association provides uniform assistance to

students and families in need. When the student services team makes a school uniform request, assistance is provided.

As evidenced in their multiple community partnerships, Shaw Elementary is committed to the continued support of its students and families. Shaw will continue:

Full-time Mental Health Counseling Services – Hillsborough County Public Schools (HCPS) will use TSSSA funds to contract with a local mental health provider, Northside Mental Health Center, to provide onsite, full-time mental health counseling for Shaw students and their families (a proposal is provided for Shaw at \$59,660). HCPS has a carry forward amendment pending that will fund this item in 2020-2021. Mandatory school closures prevented this item from being started and completed. Northside Mental 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 to a productive recovery and an enriched quality of life. The school's 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, and working with teachers to ensure that the system of support extends beyond the counseling session and into the classroom. If the counseling programs prove to be effective, the school will explore leveraging other funding sources (i.e., Title I) to sustain the program after the school exits the TSSSA grant.

Full-time Paraprofessional – The primary function of this paraprofessional position is to establish, maintain, and grow partnerships with families and community members. The paraprofessional will hold the title of "Parent Involvement Aide" and will begin their duties at the beginning of the 2019-20 school year. The Parent Involvement Aide will work with the school leadership team to establish partnerships with local business organizations and community social service organizations to help meet the needs of their students and families. In addition to establishing new partnerships, the Aide will also help to maintain and grow current partnerships existing between the school and community and act as the liaison between the school and the Title I Parent and community engagement department. See Item 3 for additional duties and responsibilities of this paraprofessional relating to increasing parent involvement in school activities.

Each of these supports are an integral part of the school plan of "creating a culture of high expectations for student achievement and character standards while meeting the needs of all students and families." Each is tied to research indicating that a child's (and their family's) basic needs must be met in order for them to make significant enhancements in their academic performance. This support also builds a trust between the school and family that research indicates strengthens relationships between the school, families, and community.

### **Academic and Character Standards**

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

The school's SIP focus of "creating a culture of high expectations for student achievement and character standards while meeting the needs of all students and families" is a cornerstone for establishing high academic and character standards; school data indicates a need for increased effort in this area. The School Readiness Assessment Survey (UVA) identified a lack of ownership of students' success and students equating behavior achievement to high expectations.

RtI Teacher (TSSSA-funded) – The two RTI Resource Teachers will facilitate the MTSS-RtI

process at the school site. They will also assist the school with data analysis of individual students to provide the most effective instruction and intervention according to the student's needs. They will play an integral role in building relationships with all stakeholders involved in students' support plans and offer instruction/intervention for large groups, small groups, and individual students. The RtI Resource Teachers will offer continued support throughout the school year as a member of the PSLT. Again this year, these positions will be funded by TSSSA grant funds (1.0 FTE RTI @ \$94,200, which includes fringe; 1.0 FTE RTI @ \$94,200, which includes fringe). These positions 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.

**Reading Coach –** Reading Coaches maintain and monitor the implementation of the district's K-12 reading program, including professional development (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 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. Funded through a different source.

**Math Resource Teacher–** The Math Resource Teacher 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 PD for classroom teachers and school leadership regarding instructional strategies, best practices, use of materials, and effective teaching techniques. The Math Resource Teacher may also conduct data-driven, small group instruction with students as well. Funded through a different source.

**Reading Resource Teacher–** The Reading Resource Teacher will assist teachers in meeting students' educational needs in order to increase ELA achievement. They will collaborate with on-site ELA leaders to provide support for ELA instruction, including planning and implementation of standards-based lessons, creating assessments, and interpreting data to further drive interventions for targeted students. The Reading Resource Teacher will also provide small group instruction for selected students. Their strong working knowledge of best practices in writing and language arts instruction will be leveraged to also provide PD to teachers; they not only provide ELA content training regarding instructional strategies, use of materials, and specific instructional topics, they also model effective teaching techniques within the classroom. Funded through a different source.

#### High Academic Standards

In addition to the district's expectations related to these positions, Shaw Elementary has additional defined responsibilities for each academic support position as it relates to their SIP's emphasis on the four pillars and defined action steps. Academic Coaches and Resource Teachers will facilitate ongoing training during planning sessions (see Item 5) with the goal of releasing responsibilities to teachers over time. Professional development will focus on developing instructional lesson plans, evaluating student work, disaggregating data in order to plan differentiated learning, increasing teacher knowledge of standards-based instruction, and the use of best practices in classroom instructional delivery. As part of this effort, they will

employ the use of coaching cycles, protocol development, learning walks, and walk-through look-fors with teachers. Academic Coaches will also participate in classroom instructional activities by providing intensive small group instruction.

As a member of the UVA cohort, Shaw Elementary will continue with Expeditionary Learning (EL) as a supplement their existing English Language Arts curriculum. 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 research-based, highly-rated, standards-aligned 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.

To monitor the activities and to evaluate the effectiveness of the efforts of the two RTI Resource Teachers, Reading Coach, Math Resource Teacher, and Reading Resource Teacher, each will provide weekly updates to the school administrative/leadership team. Updates will include a detailed report of their activities, analysis of school discipline reports, analysis of i-Ready data, formative and summative testing data, and other students' academic work to track their progress.

### **Parental Involvement**

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

Shaw Elementary will employ a Parent Involvement Aide, as described in Item 1. This paraprofessional's job responsibility is to support school efforts to increase parental involvement and engagement and build community partnerships through planning and implementation of activities such as parent nights, themed family engagement nights, and multi-cultural reading nights. The Parent Involvement Aide will reach out to parents through various avenues (i.e. community events, phone contacts, social media platforms, and information sent home through student planners). The Parent Involvement Aide will also act as a liaison between the school and district initiatives addressing parent involvement. Shaw Elementary is a Title I school and thus receives support through Title I parent and community engagement efforts. The Parent Involvement Aide will be an active part of these activities, serving as the school's Title I parent involvement contact. In addition, the Parent Involvement Aide will assist the principal in PTA/SAC meetings and activities.

This paraprofessional position will support Shaw's SIP focus of "creating a culture of high expectations for student achievement and character standards while meeting the needs of all students and families." Research is clear that parental involvement in their child's education significantly influences the child's achievement. Research also supports the fact that parental involvement has a significant impact on the behavior of their child; high parent involvement will enhance the development of high character standards within their child.

Increased attendance at school-sponsored events, parent and community volunteer hours

logged, increased participation in PTA and SAC, and parent survey outcomes will determine the effectiveness of these activities, and will also assist in monitoring and measuring the success of the Parent Involvement Aide's efforts.

Other activities and resources provided at Shaw Elementary that serve the goal of increasing parental engagement and involvement will not require additional funding. For example, a school-home communication plan will consist of students receiving a planner in which a message about school activities and information will be inserted on a to-be-determined day each week. Parents will know to ask their child to see their planner on the designated day each week to access the weekly school communication. Other communication tools are the publication of a monthly newsletter to inform parents of school events, regular updating of the school marquee, and use of Parentlink (automated phone messaging system) to keep parents informed of upcoming events/announcements.

### **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.

Shaw Elementary School will use a multi-pronged approach to providing professional development (PD) that focuses on academic rigor, direct instruction, and creating high academic and character standards. The delivery methods will be a combination of whole faculty training, model classrooms, job-embedded training, and collaborative training in Professional Learning Community (PLC) meetings.

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.

Throughout the school year, Shaw Elementary's Academic Coaches and Resource Teachers will conduct ongoing training, classroom walk-throughs, and modeling. The following outlines each academic coach and resource teacher's responsibilities and supports/services:

**Math Resource Teacher** – The primary responsibility of Shaw's Math Resource Teacher is on maintaining and monitoring the implementation of the mathematics program and working directly with classroom teachers to improve student learning in the area of STEM. To do this they will assist teachers through small group, and one-on-one, training sessions to plan for and implementation of standards-based instruction and assessment. They will also provide just in time, job-embedded coaching utilizing their strong knowledge base of mathematics

content and pedagogy. The Math Resource Teacher's responsibilities include conducting PD for classroom teachers and school leadership regarding instructional strategies, best practices, use of materials, and effective teaching techniques. To assist teachers with classroom instruction, the Math Resource Teacher will also conduct data-driven, small group instruction with students.

**Reading Coach** – The primary responsibility of Shaw's Reading Coach is on maintaining and monitoring the implementation of the district's K-12 reading program, including the development of PD for classroom teachers in order to improve reading instruction and acquisition. Throughout the school year, the Reading Coach will maintain a focus on enhancing teachers' literacy instruction through job-embedded PD and coaching. They will also provide support through collaborative standards-based lesson planning, the modeling of best practices in reading instruction, classroom-based demonstrations, and reflective teaching. They will also assist Shaw's teachers in disaggregating data for interpretation and planning for instruction. The Reading Coach serves as a school leader whose duties include advocating for the literacy development of all students through regular meetings with teachers in PLCs, in weekly meetings with school administrators, and in their communication with all stakeholders.

**Reading Resource Teacher** – The primary responsibility of Shaw's Reading Resource Teacher is to assist teachers in meeting students' educational needs in order to increase ELA achievement. They will collaborate with ELA leaders to provide support for ELA instruction, including planning and implementation of standards-based lessons, creating assessments, and interpreting data to further drive interventions for targeted students. The Reading Resource Teacher will also provide small group instruction for selected students. Their strong working knowledge of best practices in writing and language arts instruction will be leveraged to provide PD to teachers through the modeling of effective teaching techniques within the classroom.

This year, Shaw is requesting TSSSA fund a Science Resource Teacher (1.0 FTE Science Resource Teacher @ \$73,200.00, which includes fringe). This teacher will be employed throughout the school year. Should the principal be unable to fill this position, the duties associated with this employee will be shared by the district-level science supervisor, the department for Professional Development, and the subject-area professional learning community. The role of the Science Resource Teacher is 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. Using their strong knowledge base of science content and pedagogy, Science Resource Teachers strive to enhance teachers' science instruction through job-embedded coaching. The professional development they provide focuses heavily on instructional strategies and best practices, classroom organization and management, and effective implementation of district-provided resources. Science Resource Teachers also assist teachers in developing assessments, interpreting data, and planning for instruction. They may conduct data-driven, small group instruction with students as well. This teacher will also work with Response to Intervention (RtI). They will assist in providing instructional strategies and resources. They will also provide interventions to small groups of students.

The school's plan also includes using lead teachers to conduct "Model Classroom" lessons twice per week, providing opportunities for all teachers to observe the Lead Teacher modeling classroom best practices. Model classroom best practices will focus on 1) collaborative teaching strategies; 2) implementation of standards-based lessons; 3) monitoring of student's academic achievement; 4) Positive Behavior Intervention and Supports (PBIS) processes, and 5) other identified instructional areas identified as areas of faculty need as the year progresses.

To ensure high-quality implementation of the supplemental ELA instructional materials, Shaw 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 and bring back the learning to weekly grade-level PLC meetings held during common planning time. 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.

Evaluation and measurement of the effectiveness of the PD activities will be ongoing throughout the school year. School leadership and classroom teachers will use formative and summative testing data along with student work to measure improvements in student academic work. They will monitor and evaluate school behavior reports to evaluate the impact the training on creating students of high character. Research stresses that providing ongoing, relevant classroom embedded PD with feedback for teachers is the best method of providing the support that produces positive results.

### **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.

Again this year, Shaw Elementary has budgeted TSSSA funds to employ two paraprofessionals to support focused instruction, with the goal of increasing the percentage of students reaching proficiency levels on state tests in ELA and Math (1.0 FTE Paraprofessional @ \$22,900, which includes fringe; and 1.0 FTE Paraprofessional @ \$22,900, which includes fringe). This personnel will be employed throughout the school year. Should the principal be unable to fill these positions, the duties associated with this personnel will be shared by the subject-area professional learning communities. The paraprofessionals will pull students for small group instruction, participate in academic planning with teachers, and assist teachers in the preparation of instructional aids and enrichment activities. When assistance is needed, paraprofessionals may also assist teachers with academic instruction, and assist teachers with supervising student behavior during class time. Their primary focus will be providing support to underperforming subgroups (i.e. bottom quartile, ESSA).

Shaw Elementary will also employ the use of a Reading Coach, Reading Resource Teacher, two Math Resource Teachers, Science Resource, and two RtI Specialists to provide training and modeled instruction for classroom teachers to improve focused instruction for students who are not proficient. Areas supported by the coaches and resource teachers specifically include Math and Reading, but the benefits spread across all curriculum areas.

Shaw Elementary will be starting both of our single-gender mentoring clubs on August 10th, 2020, which will be held every Monday after school, for 1-2 hours a day depending on the day's activity. These two clubs will be a space where boys and girls can meet with others in their same age and development group and receive counseling, mentorship, and support in the security of an environment tailored to their needs. A 2017 study of Year 3, 5, and 7 numeracy and literacy (NAPLAN) data by Dr. Katherine Dix of the Australian Council for Educational Research (ACER) found that boys and girls at single-sex schools achieved higher scores than co-ed students even when the socio-economic status was considered. The statistics show that a single-sex environment can be beneficial to both genders and can have positive social, emotional, and academic effects.

These two programs will be centered around building confidence, self-esteem, leadership, and problem-solving skills and overcoming societal expectations and limitations. We will foster

positive relationships of mutual respect and trust between the mentors and mentees, which will create a safe environment for boys and girls to share their struggles and ideas. Both the young ladies and the young men in these programs will have a network of support and friendship which will empower them in their academic careers and in daily life. Four teachers will work with the girls and 4 teachers with the boys. They will create activities that highlight the goals and expectations the administrations have established for the program (8 teachers X 50 hours each (to be used every Monday throughout the school year) X \$40/hour, which includes fringe = \$16,000).

In both groups, students will take part in Sharing circles, Skill-building exercises, Social Etiquette, Conflict resolution scenarios, STEM activities and will receive positive encouragement and constructive criticism. These learning communities will help girls and boys at Shaw find their voices, forge bonds of friendship, and expand their perspectives, which lead them to a brighter future. Students in grades 3 through 5 will be invited to the group. The school will provide the group shirts and ties that will allow the students to properly dress up for events and activities. Many students do not have access to clothing worn to restaurants, businesses, and "interviews" (\$2,359, see quote). The school will also provide students with etiquette lessons through Manners to Etiquette curriculum (\$1,185.00), SEL curriculum activities (\$210.35, see quote), STEM lessons (\$3,534.05, see quote), discussions topics (\$873.62), transportation costs so students can practice their new skills in the real-world (\$1,500) and supplies for the clubs (\$2,000).

### **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.