

# Thonotosassa 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
4361	Thonotosassa Elementary School	Y			\$192,565.00	

## 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.

By attending to the physical, mental, and social needs of students, particularly those who are experiencing educational challenges, schools set the conditions for learning and promote student achievement for all. Supports at Thonotosassa will be differentiated based on student and family needs, while the school itself will serve as a thriving community where everyone is affirmed and encouraged to participate. In support of this aim, Thonotosassa has developed partnerships with community organizations that support the students, their families, and the school staff.

- One community partner that will help provide support services for the students at Thonotosassa is Southeastern Freight. They will provide assistance with events for students, parents, and the community. The efforts of the school, families, these partners, and the community working together to build on existing assets, as well as address needs and opportunity inequities, is intended to close the persistent achievement gaps at the school. This partner has and will commit valuable capital, both human and financial, to accelerate progress for the students.
- Gator Ford is another community stakeholder. This is a new relationship developed since the appointment of Mr. Anthony Montoto as the new principal. Mr. Montoto has built a relationship with Gator Ford, which helps provide tutors for the students and funds for the teachers to enhance the learning environment and classroom supplies. This ties directly to the school improvement goals by supporting the Social Emotional Learning of the students by making sure they have what they need to be successful at school and promotes a positive environment for the students' well-being.
- Services will also be provided by the school's Student Support Team, consisting of School Counselors, Social Worker, and School Psychologist. They will provide students with the emotional support or items they need to promote their health and well-being so they can focus on their academic development. These individuals will be key members of the team for school-wide implementation of Restorative Practices. They will work closely with the administrative staff, resource teachers, and Parent Liaisons to be sure the program is being utilized with fidelity.

- Success Coaches, School Counselors, and administrators help the students connect to the support services. These resource teachers will focus on increasing the number of partnerships and deepening the level of community involvement with between the school and its stakeholders. Thonotosassa will bring business leaders and community members to campus for events such as literacy nights, breakfasts, mentoring opportunities and school beautification. This will all be done to strengthen relationships and promote more involvement in the students' education. The plan is to leverage these relationships to create wrap-around services for our students to continue to increase the students' well-being. Research has shown parent and community involvement are key levers in improving student achievement.

### **Academic and Character Standards**

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

Foundational to any successful academic program is a positive school culture in which all students feel included and valued. Implementation of Restorative Practices, a multi-tiered approach to behavior management, and social-emotional learning (SEL) will continue school-wide as a means to improve academic and non-academic outcomes for students. Restorative Practices will bolster opportunities that shift adult mindsets, increase students' social-emotional skills, and nurture trusting relationships. Restorative Practices, which is integrated into the curriculum and across classrooms, nurtures positive school culture through community-building and constructive conflict resolution. Restorative Practices focus on community-building and increased connectedness through mentoring and leadership opportunities.

- Thonotosassa will keep a paraprofessional to assist students by providing Multi-Tiered Systems of Support-Response to Interventions (MTSS-RtI) Tier 2 interventions. They will work side-by-side with students to provide classroom support in the areas of behavior management and academic interventions when deemed necessary by classroom teachers. The intended outcome of these strategies is to help students avoid exclusionary disciplinary consequences by providing alternate interventions. This, in turn, will help keep students in class and reduce suspension rates. In addition, adding the paraprofessional to staff will keep the administration free to act as instructional coaches and instructional leaders. This position supports the SIP by providing students with support for their social-emotional and academic needs. These individuals will enhance the impact of programs and services by facilitating a small group or individual work with students. Should the school see a positive return on the investment in this position, future funding for these positions will come from the school's staffing budget.

- Thonotosassa will utilize supplemental instructional resource teachers that support high academic standards. A Math Resource Teacher and Reading Resource Teacher will be funded under TSSSA (see Item 5 for more information), and other resources will fund a Writing Resource Teacher at Thonotosassa. This supplemental instructional personnel will aid in the school's efforts to close achievement gaps, reduce suspensions, and improve attendance by providing targeted support for select students. They will use relevant data and make personal contacts to identify, assess, and provide early intervention, including both instructional and auxiliary services, for those students at risk of failing or leaving school prematurely. Collectively, the Resource Teachers will provide students with the necessary guidance and related opportunities to enhance their abilities to improve their participation and performance in their elected course of study, as well as partner with parents to remove barriers to learning. A Reading Coach, provided through alternate funding, will also work to plan and implement strategies specific to identified students, as well as monitor student progress on established goals. At Thonotosassa, this supplemental instructional personnel will monitor both the

academic success and behavior of students on their assigned caseload. The coach will be essential to holding students to both high academic and character standards. They will also form support groups for students to address issues that may arise on campus. They will monitor the attendance of students on their caseloads. The academic and character standards for students are expressed in personalized plans. The impact of this personnel will be monitored through formative data from surveys, observations, anecdotal data, student achievement scores, and learning gains. Should the school see a positive return on the investment in this position, future funding for these positions will come through the school's staffing budget. Thonotosassa will also use these employees to build the capacity of the staff through the Train-the-Trainer Model and side-by-side coaching

### **Parental Involvement**

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

Thonotosassa has planned a variety of strategies and initiatives to increase parental involvement and engagement. The strategies and initiatives connect to the school's SIP by providing support for each student's well-being, building connections within the school community, and providing resources to support students academically and emotionally.

- As mentioned under item 1, the Thonotosassa will keep one full-time paraprofessional funded through TSSSA (1.0 FTE Paraprofessional @ \$22,900, which includes fringe) who will help facilitate the connections between stakeholders and involve the entire community in the education of 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. School-family connections will be cultivated by bringing the parents, community members, and business leaders to the campus to participate in events that will provide a variety of ways for everyone to become connected and collaborate for the students' academic and emotional benefit. The paraprofessional will also be crucial as they work to build the capacity of Thonotosassa staff while increasing their level of empathy for the challenges in the school community. In addition, they will provide side-by-side coaching for staff and with parents as the work progresses. The principal will monitor the impact of the paraprofessional through surveys, observations, and by measuring the number of individuals taking advantage of the programs at the community center. The school's team will also review data for students' attendance, discipline, and academic standing to gauge the impact of these employee's efforts.
- Family Literacy Nights will be held to inform parents of FSA expectations, but more importantly, to help parents learn strategies they can use to help their students improve reading comprehension and critical thinking outside of the classroom. This will also serve as an opportunity to connect students and their parents with resources such as tutoring and support services. The Reading Resource Teacher, further discussed under Item 5, will assist with school-wide parent involvement in reading curriculum nights.

### 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.

- Thonotosassa will be focusing on standards-based instruction by aligning the students' tasks and activities to the rigor of the standards. Professional development (PD) will focus on enhancing teachers' ability to align their instruction with each student's needs. Thonotosassa will also have PD designed to develop the teachers' understanding of Restorative Practices and SEL. By attending to the physical, mental, and social needs of students, particularly those who are educationally disadvantaged, Thonotosassa will set the conditions for learning and promote student achievement for all. Supports will be differentiated based on student and family needs, while the school itself will serve as a thriving community hub where everyone is affirmed and encouraged to participate.

- In order to address needs related to the academic program, Thonotosassa will utilize coaches and resource teachers to build teacher capacity in key disciplines. The intended outcomes of the coaches are to build the capacity of our teachers to better facilitate learning and student achievement. The coaches will be monitored through meeting logs, student formative data, and instructional effectiveness evaluations. In enacting this as a strategy, it will support identified areas for improvement outlined in the SIP analysis. These include increased learning gains for Black ESE students; increased learning gains for the students in the Bottom Quartile; reduction in the number of suspensions; improved Progress Monitoring for academic and behavioral coaches and resource teachers; and improved accountability for academic and behavioral coaches and resource teachers.

- As mentioned in Item 2, TSSSA funds will be used to hire a full-time Math Resource Teacher (1.0 FTE Math Resource @ \$92,600, which includes fringe). 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. Math Resource Teachers maintain and monitor the implementation of the mathematics program and work directly with classroom teachers to improve student learning in the area of STEM. They assist teachers in planning for and implementing standards-based instruction and assessment, providing just-in-time, job-embedded coaching utilizing a strong knowledge base of mathematics content and pedagogy. Math Resource Teachers conduct PD for classroom teachers and school leadership regarding instructional strategies, best practices, use of materials, and effective teaching techniques. Math Resource Teachers may conduct data-driven, small group instruction with students as well. At Thonotosassa, the role of the Math Resource Teacher is to support the classroom teachers and educate them on best practices to support students' academic and character standards. They meet with teachers at Professional Learning Communities (PLCs) to help improve direct instruction through PD.

- TSSSA funds will also be used to hire a Reading Resource Teacher, as mentioned in Item 2 (1.0 FTE Reading Resource @ \$92,200, which includes fringe). 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. Reading Resource Teachers assist teachers in meeting students' educational needs in order to increase English Language Arts (ELA) achievement. They collaborate with on-site English Language Arts 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. Reading Resource Teachers also provide small group instruction for selected students. Their strong working knowledge of best practices in writing and language arts instruction is leveraged to also provide professional development 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.

- The Writing Resource Teacher and Reading Coach, provided through alternate funding, will also support Thonotosassa's school improvement efforts. The Reading Coach will be responsible for delivering PD in the 2019-2020 school year, as mentioned in Item 2. The Reading Coach supports the classroom teachers and educates on best practices to support student's academic and character standards. They will meet with teachers in PLCs to help improve direct instruction. The Writing Resource Teacher will support these efforts by providing the professional development of classroom teachers in order to improve student achievement in writing. Throughout the school year, the Writing Resource Teacher will focus on enhancing teachers' writing instruction through job-embedded professional development and coaching. They will assist teachers with planning and implementing standards-based lessons, as well as model best practices in writing instruction through classroom-based demonstrations. The Writing Resource Teacher will work directly with teachers to disaggregate data for interpretation and instructional planning, as well as provide small group instruction for selected students.
- Side-by-side coaching will be used by the administrative staff, resource teachers, and academic coaches as a method for improving teaching and learning. It is personal and differentiated for the teacher receiving the coaching, but also for the lessons being delivered to the students. It should accelerate improvement for the teacher, but also provides progress monitoring of the teacher's practice and the students' learning. The school will use Office 365 to submit schedules and have a collaboration space for administrators, coaches, and resource teachers. They will use Office 365 to keep a list of training and meetings with teachers. The coaches and resource teachers will also provide updates to the administration at biweekly leadership meetings.
- Training in Restorative Practices will provide teachers with ongoing PD in SEL for students and increased empathy for students by teachers. Restorative Practices will create a school community with a culture for learning. Collaboration between the teachers and students, paired with the family atmosphere, will lead to better relationships, psychologically safe environments, and open dialogue. This should lead to reduced incidents of discipline, fewer suspensions, improved attendance, student ownership of their learning, and learning gains for students.
- Another training called Standards Aligned to Student Tasks will provide learning focused on critical aspects of the standards designed to accelerate the students' achievement. Tasks aligned at the appropriate cognitive level will allow students to "sweat" intellectually and promote comprehension

### **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.

- Thonotosassa will continue to be focused on task alignment based on the Florida Standards to increase student achievement. Teachers will work in PLCs to assess student understanding and performance of those standards, then develop a plan for improving students' understanding of the material. In addition, the coaches and resource teachers will support this work through individual and small group instruction with students. Specifically, the Reading Resource Teacher will help with MTSS-RTI supports and will help promote summer reading. In addition to the time scheduled with students during the school day, Thonotosassa will also offer opportunities to students designed to help them accelerate their learning and fill in gaps in their knowledge. These will include a Saturday Academy and tutoring provided through partners from the University of South Florida, College of Education.

### **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.