

# Reinhardt Holm Elementary School



# 2020-21 TSSSA Plan

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## Table of Contents

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<b>Eligibility and Allocation</b>	<b>0</b>
<b>Plan Assurances</b>	<b>0</b>
<b>Plan Items</b>	<b>0</b>
<b>Budget</b>	<b>9</b>

## 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
0602	Reinhardt Holm Elementary School	Y			\$242,635.00	

## 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.

Holm Elementary School will maintain a clothing closet and food bank for students to help support families in need. The purpose of the clothing closet is to provide new and gently worn, clean clothes for students, including new underwear, socks, and shoes, to students in need as identified by the school staff. The purpose of the food pantry is to help families who have been heavily impacted by COVID and for many who have lost their jobs. The guidance counselor and other school staff will identify and work with families to purchase needed food items, especially for the students over the weekend when they don't have access to food at school. The school will use TSSSA funds for the clothing and food closet. They will also be creating partnerships with local businesses like Walmart and Target for clothing and food donations. This partnership will allow the clothing and food closet to be sustainable beyond the TSSSA allocation.

The school will also provide transportation through Z-Trip for families to attend parent nights, teacher conferences, and any medical/dental appointments for families in need of transportation.

The focus for Holm Elementary is overall student achievement (academic, social, and emotional). Through systematic placement of community support this expansive goal is being met. Partners in Education not only dedicate their time supporting special events, mentoring and tutoring individual students, they also provide resources and monetary support as well. Two of the partners that have provided consistent support to Holm Elementary over the last several years are Cokesbury United Methodist Church and Gulf Coast Christian Church. Several of the school partners and other local businesses continue to volunteer at the annual Make a Difference Day organized through the local United Way.

### **Academic and Character Standards**

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

The school will conduct bi-monthly data review meetings with the leadership team and district staff. These meetings will focus on reviewing progress monitoring data by teacher, grade, and

school level. During the data review, topics of discussion will focus around trends supported by data, teacher needs, SIP strategy implementation, and next steps for support from the district. The data that will be reviewed will include district created standard assessments, STAR 360, i-Ready, student/teacher attendance, and behavioral data.

Teachers and students will work together to set goals for progress monitoring on programs such as STAR, i-Ready, MyOn, Accelerated Reader, Study Island, and Schoolnet. The teacher and students will meet to discuss performance on current diagnostic tests and from there a new goal will be set for the next diagnostic.

Holm Elementary will utilize their ESE allocation to fund two behavior coaches and two behavior techs. The behavior coaches will assist teachers in tracking student behavior infractions. Teachers will also receive intervention strategies from the behavior coach to help with struggling students. The behavior coaches will track problematic behaviors and provide teachers and students intervention supports through the Positive Behavior Interventions and Supports (PBIS) model. The behavior coaches will work with teachers and students on the development of goals to meet the high academic and character standards set by the school. The behavior coaches will provide direct support to classroom teachers to manage minor disruptive behaviors so the students can stay in the classroom without needing to be removed. This will allow students more instructional time and skills to deal with their own behavior within the classroom in order to reach the academic and character standards set by the school.

Holm Elementary's faculty and staff has been trained in the Capturing Kids' Hearts Program and will continue to implement Capturing Kids' Hearts philosophies and practices in the coming year. Building relationships is one of the single most important prerequisites to educating students. When teachers can create a relational connection to students, or in Flippen Group terms, "Capture Kids' Hearts," performance goes way up, and behaviors greatly improve because students want to be in school. Holm Elementary strives to create a school culture that is relational and tends to the social-emotional needs of students and educators. Students want to be in classrooms where teachers know how to connect with them and make them feel valued. The school has placed emphasis on a relationship that students and teachers are connected, which has shown a significant positive transformational effect on the 5 key indicators of school performance: decreased discipline referrals, increased student achievement, increased attendance rates, increased graduation rates, and increased teacher satisfaction.

Holm Elementary will utilize Suite 360 for character education. Through the use of Suite 360 teachers and students will work on lessons that help set goals of behavior and teach students the tools to work through conflict resolution. The school guidance counselor, PBIS coach, and behavior coaches will also work with small groups of students to work on behavior goals in and out of the classroom. Holm Elementary will also continue to implement a structured PBIS plan that will be monitored through PBIS Rewards, RtIb, and FOCUS student information system. Behavior data is monitored by the administration, guidance, and PBIS coach and team. The goal of Suite 360 character education and PBIS is to help students meet their personal behavior goals, help increase academic performance and meet their academic goals.

### **Parental Involvement**

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

In order to build the capacity of parents to effectively engage and become involved in their student's education, Holm will continue to have their annual open house. However, utilizing the TSSSA allocation for parental involvement, additional family involvement nights will be held at the school and also within the community to include family enriched learning nights. The family night events held in the community will provide an opportunity for authentic dialogue in the local neighborhood surrounding Holm Elementary. Events will be advertised through flyers, call outs, posted on the school website and social media pages. The school will schedule parent workshops or activities at times which are convenient to parents/families. Parent night activities will be calendared throughout the year to provide our parents with the skills necessary to achieve academic and personal growth.

To help families attend conferences and meet with teachers, Holm Elementary teachers will conduct conferences at the school, within the community at local centers, and make home visits. TSSSA funding will be utilized to pay teachers to conduct those conferences after contract hours within the community.

### **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.

To help retain teachers, Holm Elementary School will provide instructional support for new and veteran teachers to feel supported to stay at Holm. All new teachers will receive the collaboration and support from a START teacher funded partially by Title II funds. The START teacher will develop and build the teacher capacity regarding content and pedagogy. START teachers focus on all areas of the Danielson Framework used to evaluate teacher performance.

New and veteran teaches in ELA and math will also receive the support of instructional coaches funded with TSSSA funds, Title II and Title IV funds. These coaches will help build capacity in teachers around the instructional standards and classroom implementation. The coaches will follow the coaching cycle to meet with identified teachers, help determine needs, model/co-teach, and give feedback on instruction. The coaches will also guide teachers on the process of planning standards-based lessons and aligning resources and assignments to match the rigor and DOK of the content standards. Newer and struggling teachers will also have mentoring support from a veteran teacher within the content area. This will provide additional support in deepening their knowledge of standards and content. Teachers will be paid for additional planning time outside the classroom for collaboration with teachers, coaches, and the district content specialists. Teachers will collect student data from several progress monitoring sources and meet to analyze, interpret, and use the data to adjust instruction and plan lessons. Professional Learning Communities will meet at least once a month either before school, after school or during common planning. PLC leaders will meet and report to the leadership team at quarterly meetings. Through the use of the START teachers, Instructional Coaches, District Content Support, paying teachers to plan, and

developing PLC's, the school is building the capacity of the teachers to be successful in instructional implementation therefore leading to increased student success. This will result in teachers wanting to remain at the school and continue to help students achieve increased performance.

Teachers will be rewarded through the Hospitality Committee, Teacher Appreciation Week, and rewards donated by school partners. The school will also utilize TSSSA funds to reward teachers monthly for student progress on progress monitoring assessments including STAR, i-Ready, MyOn, Study Island, Accelerated Reader, and Schoolnet. Each month a teacher from each grade level will be identified as showing the most growth in comparison to classroom baseline data and will be rewarded with classroom supplies to help support their instruction.

The District Recruiting Team will continue to travel to colleges and universities across the country to recruit excellent teaching candidates. Although there are still vacant positions, especially in math and special education, these efforts have been successful in not only securing promising teacher candidates for Holm Elementary School but also other struggling schools in the ECSD. Holm Elementary and other struggling schools were given priority in hiring for the 2020-2021 school year. The district will continue to hold teacher recruitment fairs during the year and recruit teachers from both in and out of Florida to help fill vacancies. Escambia School District has implemented the state's annual recruitment and retention allocation as an incentive to attract teachers within the district with highly effective or effective VAM ratings to teach at Holm Elementary.

### **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.

Holm Elementary will provide instructional support for new and veteran teachers. New teachers will receive the collaboration and support from a START teacher, instructional coaches, and district content specialists. Teachers will be involved in weekly planning with the principal, assistant principal, curriculum coordinator, and the school leadership team to identify school goals, improve curriculum and instruction, reduce teachers' isolation, assess student progress, and increase the effectiveness of school programs.

Holm Elementary is also requesting to send 7 teachers to the FCTM (Florida Council for Teachers of Mathematics) conference in Orlando, Florida in June. The teachers will attend math sessions at this conference and then come back and co-facilitate planning and professional development session with other teachers.

Holm Elementary will implement professional planning time outside of the classroom. This additional planning will allow teachers to work collaboratively outside normal contracted hours with START teachers, administrator on special assignment, and district content area specialists. The focus will be on creating standards-based lessons that focus on differentiation for student needs. The planning will enhance the teacher's individual content knowledge and promote collaboration within the core content areas.

The school will enter into the third year of the i-Ready initiative. Holm Elementary will use Title I funds to pay for the i-Ready licenses in math and ELA. These funds will also pay for teachers to receive continuing PD for i-Ready implementation. The goal of this PD is to help teachers deepen their understanding of how to use the i-Ready reports, instructional tools, and student goals to guide their standard-based instruction.



Holm Elementary teachers will receive professional development from the ELA specialist, math specialist, and science specialist that will be funded through Title I. This professional development will include planning time with each specialist to understand how to utilize data from unit assessments, STAR, i-Ready, and FSA to develop standards-based lessons that incorporate questioning strategies, DOK appropriate level tasks, and high quality assignments that align to the standards.

### **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.

Holm Elementary will implement a four-week virtual summer camp in June of 2021. The focus of the program will be to increase student academic performance. The camp will be designed to support students working below and on grade level during the academic year. Students will strengthen and reinforce their reading, math, science, and social skills. Student progress will be measured using the STAR assessment given at the end of the 2020-2021 school year and then again at the end of the summer program.

Holm Elementary will conduct virtual after school tutoring throughout the year. The teachers will conduct the tutoring remotely after school so families do not have to coordinate transportation after tutoring is over. The focus of the tutoring will be to close the academic gaps created by COVID distance learning. It will be differentiated for student need. The tutoring will be flexible for one-on-one tutoring or small group tutoring via Google Meet.

Holm Elementary will utilize an intervention teacher, paid with Title I funds, to work with struggling students in small groups focusing on ELA and math. The intervention teacher will work on specifically closing the gaps that students have with prior grade standards. The groups will be flexible and differentiated.

Holm Elementary is a center for students with disabilities. Students' disabilities range from deaf/hard of hearing to severe autism. Due to the higher number of students with autism and sensory processing disorders, the school will be utilizing sensory paths. Sensory paths are designed to stimulate specific senses in children and form neural pathways to help them learn and develop throughout life. A good sensory path hits all five main senses, while also stimulating spatial awareness and balance. The paths will be placed in each of the hallways of the self-contained ASD wing to engage the students during the transition periods outside of the classroom.

Holm Elementary is requesting to have a school membership to NCTM (National Council For Teachers of Mathematics). The membership is \$160 for 5 e-memberships to have access to interactive math tools, classroom resources, online learning, and webinars. They will also have access to the e-journal "Teaching Children Mathematics"

Holm Elementary will be hiring a RTI/MTSS Coordinator to work with the administration, teachers, parents, and students to develop a differentiated plan for students in the RTI/MTSS process. The coordinator will track interventions, implementation, and data for the individualized student plans.

To help overcome the concerns of COVID, Holm Elementary will be purchasing individual math manipulatives, classroom library books, and individual organizational boxes/bags to lessen



students sharing classroom resources. The purchases will buy more copies of literary and non-fiction grade-level books and grade-level math manipulatives tied to the standards such as fraction bars and color counters. All books and manipulatives will be sanitized nightly/weekly based the resource. This will diminish the spread of the COVID virus within the classroom and home.

The school will purchase Butterfly Habitats to increase hands-on life science instruction outside the classroom. These habitats will focus on 2nd, 4th, and 5th grade life cycle standards. The habitat will be outside so that social distancing can be observed.

Holm will also use UniSIG funds to purchase software licenses for Study Island which is a supplemental on-line science program focused around the NGSSS 3rd-5th grade science standards. This program will be supplemental to the core program and will be utilized to close the academic gaps in science.

### **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.