

Hillsborough County Public Schools

James 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
4747	James Elementary School	Y			\$261,765.00	

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.

James Elementary will continue to build strong partnerships in an effort to provide comprehensive support services for students and their families. The relationships with business partners afford students, families, and staff a myriad of benefits throughout the school year. Each business partnership offers the school a range of goods and services that support students, teachers, staff, and the surrounding community.

- Hillsborough Education Foundation supports James Elementary by donating a variety of school supplies at the beginning of the year.
- Church partners, Abundant Life, recognize teachers during Teacher Appreciation Week by catering lunch for the staff. They also contribute toward projects that help beautify and improve the campus.
- City Life Church donates items such as hand sanitizer, disinfecting wipes, and Kleenex so teachers may help students remain healthy and in school. Additionally, they provide backpacks for children who are in need.
- Zeta Phi Beta Sorority, whose organization is based on the pillars of Scholarship, Service, Sisterhood, and Finer Womanhood, are partners who provide James with support for its Positive Behavior and Intervention Supports (PBIS) program by furnishing student incentives. They also provide prize baskets for parents who participate in the school's Passports to Success program.
- St. John Church provides volunteers who tutor at-risk students in third and fourth grades.
- The Kiwanis Club of Tampa facilitates a monthly Terrific Kid celebration as a component of the PBIS program.
- Supporting and Empowering Educational and Developmental Services (SEEDS) Program supports the students and families at James. SEEDS is a multi-disciplinary intervention team composed of schools, community, and family representatives. The primary goal of SEEDS is to ensure children are ready for kindergarten; are promoted at the end of the school year; and are reading on level by third grade.
- A variety of community agencies provide mental health counseling services for students and families referred for intervention. These agencies include Bay Area Behavioral Health; Crisis Center of Tampa; Gracepoint; Chrysalis, and Northside Mental Health Center. Other community agencies assist James families with stabilization services, such as Metropolitan Ministries and The Spring.

The school has allocated dollars to allow an aide to assist in providing services to parents. For example, the aide will staff the clothes closet, and ensure families have the necessary resources so that students adhere to the uniform policy.

Academic and Character Standards

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

In order to assist students in meeting high academic and character standards, James Elementary staff utilize the Multi-Tiered Systems of Support-Response to Intervention (MTSS-Rtl) program on-site. This process drives instructional decision-making. In academics, it is utilized as the foundation of all planning for and delivery of instruction, as well as the identification of at-risk students and delivery of targeted interventions to those children. In the area of behavior, data drives the identification of students who are not responding to universal treatments and could benefit from tiered interventions.

- To ensure the MTSS-Rtl process is implemented with fidelity, James will continue with the RTI teacher (1.0 FTE @ \$89,700 (which includes fringe). The Rtl Resource Teacher will facilitate the MTSS-Rtl program on a school site. The RTI will assist the school with data analysis of individual students to provide the most effective instruction and intervention according to the student's needs. The MTSS-Rtl Resource Teacher will support the Problem-Solving Leadership Team (PSLT). The two Rtl Resource Teachers (one funded with a different source) will manage different aspects of the MTSS-Rtl process in order to provide coordinated services. The first Rtl Resource Teacher will work primarily with teachers implementing the Leveled Literacy Intervention program. This Rtl Resource Teacher will ensure the program is used with fidelity in order to get the greatest return on investment and realize gains in student growth and proficiency. The second Rtl Resource Teacher will provide support behavior interventions, as well as provide whole-class and small group guidance lessons. All Rtl Resource Teachers will engage in coaching cycles to support teachers as they learn to best manage student behavior to increase time-on-task.
- In addition to employing this supplemental personnel devoted to the facilitation of a high-quality and effective MTSS-Rtl process, James will identify key personnel to serve as grade-level Rtl liaisons. Liaisons will be appointed from the Student Services Team, such as the School Counselor, Psychologist, and Social Worker, as well as Leadership Team members. The liaisons will be trained and coached to conduct fidelity checks in the classroom within their assigned grade level.
- James will continue with Positive Behavioral Intervention and Supports (PBIS). PBIS is a research-based framework that includes a point-based system—or in the case of James, points are earned in the form of Jaguar Dollars. Students earn Jaguar Dollars for positive behaviors and demonstrating positive character. They can redeem the Dollars in a number of ways. For instance, teachers have “stores” within their classrooms in which students can exchange Dollars for incentives. Additionally, James hosts monthly celebrations; students may redeem Dollars to participate—or save their Dollars for shopping in classroom stores. The PBIS program is facilitated by the Assistant Principal (AP). The AP monitors teachers' fidelity of implementation, offers targeted assistance to teachers needing to bolster their use of PBIS, plans and executes monthly celebrations, and works with the Student Services Team to examine behavior data to plan for the implementation of Tier 2 and 3 interventions, as necessary.
- James will continue with the Terrific Kid of the Month program. The Kiwanis Club of Tampa, with teacher input, recognizes one student per class during the event. Each student's merits are publicly highlighted, and the Kiwanis Club provides honorees with a certificate and small tokens of appreciation.
- James Elementary will continue implementing the Leader in Me program. The Franklin Covey program will assist James educators in their aim of helping student build strong character, self-awareness, and leadership skills. Leader in Me is endorsed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as an evidence-based social-emotional learning (SEL) process aimed at developing the whole person and preparing students to become life-ready

learners.

- As PBIS and Leader in Me are universal treatments, James has planned for the provision of targeted interventions for students who do not meet the school's behavior standards. The principal has strategically built a daily schedule for one of the RtI Resource Teachers to be responsible for the provision of character education lessons to both whole classes to reinforce the school-wide behavior management plan, as well as provide more intensive intervention to small groups of students who demonstrate common needs.
- To ensure all teachers deliver instruction that is rigorous and relevant, James will continue working with a cadre of content experts to assist teachers in planning and instruction based on best practices. These experts will also assist teachers in assessing students along the way and in using that data to drive instruction, intervention, and enrichment. Their support and expertise will build the capacity of staff to ensure students meet high academic and character standards. This cadre will include three Reading Coaches, two Math Resource Teachers, and three RtI Resource Teachers.
- An additional support for students scoring in the bottom quartile will come from the school's Leadership Team. Each member of the team will be responsible for tracking data on one of the seven criteria used in the state's school grade calculation. Special emphasis will be placed on students performing in the bottom quartile in any of those criteria. The team members will monitor student-level data in their assigned area; assist in planning for intervention with teachers, Coaches, and Resource Teachers; engage in progress monitoring, and report on student progress in weekly leadership meetings.

Parental Involvement

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

- In order to increase parental involvement and engagement, James will employ a Parent Liaison (funded by a different source). The Parent Liaison serves as a liaison between parents and the school by working closely and conferring with district personnel (e.g., social worker, school counselor, psychologist, school administration). Additional duties include the following:
 - o Provides and interprets information about school procedures, instructional programs, and names and roles of administrators and staff members.
 - o Assists with the facilitation of parental activities with feeder schools and the local community to generate a continuum for student success.
 - o Maintains communication logs to document contact with parents, students, staff, and community.
 - o Serves as a contact for parents with questions about the school services or specific activities and events.
 - o Contacts parents to serve on school committees or to attend special events at the school.
 - o Develops rapport with students, their parents, and school administration/staff to promote the proper adjustment and progress of students.
 - o Assists parents and students with accessing educational resources.
 - o Cultivates parental interest in their children's schools and activities through parental engagement, advocacy, and involvement in various school-connected organizations and committees.
- Additionally, the school hosts a number of key events each year to encourage parents to play an active role in their child's education. The events include a teacher "meet and greet" prior to the start of a new school year, Open House, Kindergarten Roundup, a Fall Festival, and Curriculum Nights. At Curriculum Nights, parents are presented with valuable information on how to support their children through a number of breakout sessions where parents can choose which sessions they wish to attend based on interest and need. For instance, while

some parents are attending a session on how to use the online i-Ready platform at home to boost student skills, others may attend a session on how to help students prepare for state assessments and how to help kids cope with test anxiety. In order to attract families, as well as remove barriers to participating, the school provides food and childcare.

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.

To deliver a rigorous and relevant curriculum, the cadre of Resource Teachers and Coaches will provide high-quality professional development (PD) to teachers. James will continue with the work of the Reading Coach (1.0 FTE @ 83,400 which includes fringe) and hire a Reading Resource (1.0 FTE @ \$88,500 which includes fringe) this year.

- 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 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.

- The Reading Resource will be responsible for providing ongoing needs-based job-embedded professional development. They will coach teachers around best practices with an intentional focus on targeted students and plan weekly with teachers. The Reading Resource will work with Tier 2 & 3 students within a small group utilizing differentiated tasks, strategies, and continued progress monitoring and retained students with Leveled Literacy Intervention. The Reading Resource will provide feedback and resources to students and teachers. They will complete walkthroughs, provide feedback on One Note, and review data monthly.

- Meanwhile, Math Resource Teachers (funded by a different source) 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 professional development 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 James, the Math Resource Teachers will be assigned specific grade levels; this will ensure the provision of coordinated, high-quality supports to teachers. The first Math Resource Teacher will work with teachers of the 1st, 2nd, and 3rd graders. Meanwhile, the other Math Resource Teacher will be assigned teachers of Kindergarten, 4th, and 5th graders.

- District-level trainers will provide the James staff with professional development on how to

set up, enter data, and utilize the data to inform instruction through an electronic “data wall” housed in Office 365.

- Teachers will continue with LLI. One of the RtI Resource Teachers will be responsible for the provision of ongoing support to teachers in the use of LLI; the RtI Resource Teacher will conduct fidelity checks in the use of LLI, as well as provide coaching should gaps in the delivery of the curriculum need to be addressed.
- Staff will receive booster training in the use of i-Ready. It will include an overview of the resource, how to analyze the data gleaned from its use, and what to do with the data. This will include how to create individualized next steps for each student.
- Teachers new to James will be supported through the New Teacher Club. They will be showered with resources for their classroom, as well as targeted PD, to set them up for success.
- Teachers will meet daily in morning Professional Learning Communities (PLCs) to focus on standards-based instruction—what they are teaching. This will be followed up during weekly daytime PLCs where teachers will focus on how they are teaching the standards, how to ensure students are mastering content, and to plan for intervention if students have gaps in their skills.

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.

- James Elementary provides focused instruction in a variety of ways. For instance, a community partner sends volunteers to provide tutoring to assigned students. The school also offers an Extended Learning Program (ELP) for students needing assistance in meeting grade-level standards in core content areas.
- James will employ an Assistant Teacher to assist in the provision of focused instruction. The Assistant Teacher will manage the school’s i-Ready lab so that students may engage in work on the standards that they need more intensive support to master. Additionally, the Assistant Teacher will provide coverage for classes so that teachers may benefit from additional common planning time, as well as assist in material preparation for the delivery of intervention or remediation.
- The strategies mentioned Item 2 related to MTSS-RtI are also relevant to Item 6. James sees the provision of MTSS-RtI as an “all hands on deck” strategy. Personnel is assigned to specific subgroups of students to ensure that every child receives the necessary enrichment or remediation to succeed. The RtI Resource Teachers are critical to this process, and their work will be strategically coordinated to garner the greatest return on investment. For instance, one RtI Resource Teacher will be responsible for the provision of Tier 2 interventions. Meanwhile, another will be deployed to provide reading interventions in the primary grades.

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.