

# Folsom Elementary School



# 2021-22 TSSSA Plan

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## Eligibility and Allocation

### Eligibility

Eligibility for 2021-22 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
1471	Folsom Elementary School				\$211,715.00	

## 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.

Comprehensive support services are critical in removing barriers to student success through addressing academic, behavioral, social, and mental health difficulties. Fostering relationships with family and community partners is paramount in ensuring that supports are in place for all students. The supports are necessary, considering over 90 percent of families at Folsom Elementary are reported as economically disadvantaged. Folsom Elementary will continue working with families and community partners to help provide support services and develop new relationships with community assets as unique needs arise.

- The following community partners committed support services to Folsom Elementary:
  - o Folsom works with several faith-based organizations, including Thonotosassa Seventh Day Adventist, New Testament Church, and Faith Tampa, that provide weekly food boxes for families identified as needing support. Seventh-Day Adventist Church also assists in donating funds to provide both food and clothing for families at Folsom when required.
  - ? Folsom would like to add this wonderful support by using TSSSA funds to create a food pantry. The funds will allow families to have access to healthy food throughout the school year. The neighborhoods that feed into Folsom are referred to as "food deserts" or areas with limited access to traditional grocery stores. Families are often forced to shop at convenience stores, fast-food restaurants, or discount/dollar stores, which do not sell fresh fruits and vegetables. The school will purchase fresh fruits, vegetables, and other nutritious food items for its roughly 425 students and their families. Food Pantry \$10,000.
  - o The Supporting and Empowering Educational and Developmental Services (SEEDS) Program collaborates with HCPS elementary schools, including Folsom, to provide children and families with the help they need to overcome some of life's obstacles.
  - o Faith Tampa Bay will help support both teachers, staff, and families with connecting the school to community organizations to assist with resources needed for student success
  - ? Folsom would like to use TSSSA funds to enhance this program. The school understands that students need to arrive at school clean and how that impacts a student's ability to reach their full potential. Many families often forgo essential hygiene items due to the high cost. Creating a Healthcare Closet will allow Folsom to purchase hygiene products to distribute to the neediest of students and their families. The funds would buy shampoo, toothpaste and toothbrushes, soap, combs, deodorant, and other goods that ensure students are attending school clean and ready to learn (Healthcare Closet \$5,187.00)
  - o The city of Temple Terrace is a very supportive community partner that provided our instructional staff with the opportunity to apply for a grant. Temple Terrace City council approved our grant application to support funding for our PBIS initiatives.
  - o Temple Terrace City Council will continue to partner with Folsom by providing our staff with opportunities to support instructional practices and student achievement.

The current economic downturn has impacted families, making it difficult for them to purchase basic school supplies and uniforms for their children. To ensure all students are set up for success, Folsom would like to use TSSSA funds to buy classroom supplies and uniforms to offset the financial burden placed on families.

- o Folsom would like to use \$6,000.00 of their TSSSA funds to purchase classroom supplies for teachers. Teachers at low socio-economic schools often spend their own money to buy items for their classrooms. Each teacher (50 teachers) at Folsom will receive basic classroom supplies to reduce that financial burden this year (Teacher supplies \$6,300.00). Teachers will buy pens, whiteboard markers, paper, notecards, poster paper, construction paper, toner, and other general classroom supplies.

- o Many families have been impacted by the recent economic downturn, making it difficult for families to purchase basic school supplies for their children (pencils, folders, binders, spiral notebooks, erasers, markers, and other supplies to be prepared for class). Each student will receive basic supplies like pencils, paper, folders, and other general supplies. To ensure all students are prepared to learn, each student will receive supplies on the first day of school, and additional supplies will be available throughout the year (Student supplies \$4,300.00).

- o The school would like to purchase one uniform shirt and provide the neediest students with two shirts. The school will build a uniform closet with additional shirts for students to access throughout the year. The uniform closet will house additional uniform tops, bottoms, long pants, and basic sweatshirts that students can utilize during the school year or when the weather gets colder. (Uniform Closet = \$7,600.00).

### **Academic and Character Standards**

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

- Folsom will keep their full-time RTI Teacher funded through TSSSA again this year to continue working on clearly defined character standards (.70 FTE RTI @ \$70,233.00, which includes fringe). HCPS has a pending carry forward amendment for this budget line of \$32,013.00 to fund the remaining .30 FTE of the RTI teacher for the 2021-2022 school year. In HCPS, an RTI is charged with coordinating behavior management at school sites by developing individual, class, and school-wide behavior interventions, including data collection and analysis.

- At Folsom, the RTI will work with the school counselor, Social Worker, and Psychologist to monitor MTSS/RTI for Behavior. They will also monitor Tier 2 and Tier 3 interventions. Students needing Tier 2 interventions have weekly check-ins with their assigned mentor, and Tier 3 students have daily check-ins with their mentor and the ability to use a "break pass" to visit the RTI when needed. The RTI will provide these students with tools and skills to manage behaviors properly. The RTI will not only work on restorative practices with students but also with teachers. Finally, the RTI will work with Folsom's Positive Behavioral Intervention and Supports (PBIS) system that uses barcodes on student badges to award points for good behaviors and students following school behavior guidelines. Rewards for students include weekly shopping trips at the PBIS store, monthly celebrations, and quarterly celebrations like Water Day, school dances, or game days.

- Folsom would like to use TSSSA funds to purchase digital programs to support instructional gaps. Scholastics News (K-5) engages students in high-level, robust text across content disciplines. All students will have access to the digital magazine and hard copies that students can take home to read. This magazine subscription is available in multiple-level text and will encourage scholars to make real-world connections across the discipline. (6 grades X \$550.00/grade level = \$3,300.00). HCPS submitted quotes for Scholastic News in their Title I application.

- To ensure all students have sanitary and working headphones, the school would like to use TSSSA funds to purchase each student a headphone (Headphones \$2,289.00), see quote.

### **Parental Involvement**

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

- Parental involvement and engagement in a child's education have shown to be highly effective in increasing student achievement. With a diverse group of parents and students at Folsom, the school will increase parent involvement to bridge the gap between parents of different backgrounds to create an environment where parents participate and support the diverse student base. The school will host Family Nights during the 2021-2022 school year, iMom, and All-Pro Dad meetings held at the school. Parents will run these meetings, and incentives are often provided for parents who attend by the community partner, Winn-Dixie.

### **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.

### **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.

- In HCPS, Reading Coaches maintain and monitor the implementation of the district's reading program, including professional development of classroom teachers to improve reading instruction and acquisition. Reading Coaches focuses on enhancing teachers' literacy instruction through job-embedded professional development and coaching throughout the school year. Reading Coaches supports collaborative standards-based lesson planning, modeling 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. At Folsom, the Reading Coach will work with teachers to model lessons to the coach (before delivering content to students) to help predict misconceptions and observe teachers. They deliver lessons to provide both just-in-time coaching and immediate follow-up and provide frequent fidelity checks. Folsom is keeping their current Reading Coach on TSSSA again in 2021-2022 (1.0 FTE Reading Coach @ \$87,680.00, which includes fringe)
- To ensure high-quality implementation of the supplemental ELA instructional materials, Folsom Elementary will select a literacy team consisting of the Reading Coach and grade-level representatives per grade to attend monthly professional development provided by the district's Achievement Schools Network; they will bring back the learning to grade-level Professional Learning Community (PLC) meetings. This literacy team may also set up demonstration classrooms and provide job-embedded coaching. Implementation fidelity will be monitored through classroom walkthroughs and analysis of student data and lesson plans.

o Folsom would like to provide teachers with a common planning time. Teachers will meet after school to review data and to create engaging lesson plans based on that data. Teachers will meet once a quarter and will be monitored by the Coaches, Resource Teachers, and the administration. Folsom has a pending carry forward amendment for this budget item.

o Professional Development will be embedded throughout the school year for teachers of Reading and Writing. Teachers will have access to professional development opportunities, modeling, and book studies to build knowledge. The coaches and Resources Teachers will provide in-class practice of skills learned, in-class coaching modeling skills learned, and lesson development sessions to strengthen planning for instruction. The team will purchase PD supplies items like chart paper, post-it notes, markers, and highlighters. Plans will be monitored monthly by the leadership team. PD stipends for 30 teachers X 1 hours/week for 30 weeks at \$16.25/hour (which includes fringe) = \$14,625.00, plus PD supplies \$201.00

### 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.

- Resource Teachers in Hillsborough County assist teachers in meeting students' educational needs to increase English Language Arts (ELA) achievement. They collaborate with on-site English Language Arts leaders to support ELA instruction, including planning and implementing standards-based lessons, creating assessments, and interpreting data to further drive interventions for targeted students. The 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 provide professional development to teachers; they provide ELA content training regarding instructional strategies, materials, and specific instructional topics. They also model effective teaching techniques within the classroom. At Folsom, the Resource Teacher (funded from another source) will help teachers with planning, and professional development collaborates with the Reading Coach. The Resource Teacher will also help provide focused reading instruction to small groups of third, fourth, and fifth-grade students identified as lower quartile on state and interim assessments.
- Extended Learning Program - Students in grades 3, 4, and 5 will be invited to participate in Saturday Academy according to specific academic needs. Resource Teachers and Coaches will use standardized assessments, and summative data to determine eligibility for specific academic groupings. An administrator will oversee the academic instruction and act as a liaison to promote attendance. Folsom has a pending carry forward amendment to hire teachers for Saturday Academy.

### 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.

1	III.1.	Family and Community Partnerships	\$0.00
2	III.2.	Academic and Character Standards	\$0.00
3	III.3.	Parental Involvement	\$0.00

**Hillsborough - 1471 - Folsom Elementary School - FDOE TSSSA 2021-22**  
*Folsom Elementary School*

<b>4</b>	<b>III.4.</b>	<b>Incentives for Instructional Personnel</b>	<b>\$0.00</b>
<b>5</b>	<b>III.5.</b>	<b>Professional Development</b>	<b>\$0.00</b>
<b>6</b>	<b>III.6.</b>	<b>Focused Instruction</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$0.00</b>