

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.

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.

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)

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.

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 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 = \$10,900.00).

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 @ \$69,379.71, which includes fringe). HCPS has a pending carry forward amendment for this budget line of \$29,734.16 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.
- Folsom would like to use \$5,300.00 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 \$5,300.00 and Teacher

technology related supplies \$1,233.06). Teachers will buy pens, whiteboard markers, paper, notecards, poster paper, construction paper, toner, and other general classroom supplies.

- 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).

- 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.

- The Human Resources department informs a wide range of human capital decisions in the district. Teachers designated as effective or highly effective receive recruitment letters 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. Hillsborough County Public Schools (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 school 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 a 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 Value Added Model (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 designated 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' salaries. Teachers who accept the incentive will earn up to \$13,000 additional per year and will also receive the added benefit of free or discounted child care. Teachers who transfer to the highest needs Tier III schools will receive \$7,500 per year, while those who move to Tier II and Tier I schools will earn \$5,000 and \$3,600 respectively. A salary differential is offered to schools identified as "Renaissance." These seventeen schools will receive a different incentive tiered as follows based on years of experience: 0-1 years will earn \$1,000, 2-10 years will earn \$2,300 and 11 plus years will earn \$3,600. Free childcare will be offered to teachers who transfer to a Tier III school, and childcare enrollment will be set at a 50% discount for teachers at Tier II and Tier I schools. This incentive initiative is subject to Hillsborough County School Board approval and available funding.
- These recruitment and retention efforts have been partially supported with Title I Part A federal funding, as approved by the Bureau of Federal Education Programs (BFEP) each year and in compliance with the ESEA Common Guidance. The Title I funding proposal for the 2021-2022 school year is currently pending grant project application approval by BFEP.

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 @ \$85,000.26, 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				\$26,087.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	590-Other Materials and Supplies	1471 - Folsom Elementary School	TSSSA		\$10,900.00
			<i>Notes: Uniforms to support economically needy students to have uniforms to support students and families in being academically successful</i>			
	5100	510-Supplies	1471 - Folsom Elementary School	TSSSA		\$5,187.00
			<i>Notes: Health Care supply items to provide wrap around services and support families so students can be academically successful.</i>			
	5100	510-Supplies	1471 - Folsom Elementary School	TSSSA		\$10,000.00
			<i>Notes: Food Pantry supply items to provide wrap around services and support families so students can be academically successful</i>			
2	III.2.	Academic and Character Standards				\$85,801.75
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	230-Group Insurance	1471 - Folsom Elementary School	School Improvement Funds		\$9,496.20
			<i>Notes: Life and Health Insurance benefits for RTI (19%)</i>			
	5100	120-Classroom Teachers	1471 - Folsom Elementary School	TSSSA	0.7	\$50,680.00

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Folsom Elementary School

			<i>Notes: RTI resource teacher to provide differentiated small group support for MTSS identified students needing intervention.</i>			
	5100	210-Retirement	1471 - Folsom Elementary School	TSSSA		\$5,068.00
			<i>Notes: Retirement benefits for RTI (10%)</i>			
	5100	220-Social Security	1471 - Folsom Elementary School	TSSSA		\$3,142.16
			<i>Notes: Social Security benefits for RTI (6.20%)</i>			
	5100	220-Social Security	1471 - Folsom Elementary School	TSSSA		\$734.86
			<i>Notes: Medicare benefits for RTI (1.45%)</i>			
	5100	240-Workers Compensation	1471 - Folsom Elementary School	TSSSA		\$258.47
			<i>Notes: Workers Comp benefits for RTI (.51%)</i>			
	5100	530-Periodicals	1471 - Folsom Elementary School	TSSSA		\$3,300.00
			<i>Notes: Scholastic news \$550/grade level for six grade levels</i>			
	5100	519-Technology-Related Supplies	1471 - Folsom Elementary School	TSSSA		\$2,289.00
			<i>Notes: Technology related supplies (headphones)</i>			
	5100	519-Technology-Related Supplies	1471 - Folsom Elementary School	TSSSA		\$1,233.06
			<i>Notes: Technology related supplies for teachers (toner and ink)</i>			
	5100	510-Supplies	1471 - Folsom Elementary School	TSSSA		\$5,300.00
			<i>Notes: Instructional supplies for teachers (paper, pen, folders)</i>			
	5100	510-Supplies	1471 - Folsom Elementary School	TSSSA		\$4,300.00
			<i>Notes: Instructional supplies for students (pens, pencils, paper)</i>			
3	III.3.	Parental Involvement				\$0.00
4	III.4.	Incentives for Instructional Personnel				\$0.00
5	III.5.	Professional Development				\$99,826.25
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	1471 - Folsom Elementary School	TSSSA	1.0	\$62,110.13
			<i>Notes: Reading Coach</i>			
	6400	210-Retirement	1471 - Folsom Elementary School	TSSSA	1.0	\$6,211.00
			<i>Notes: Retirement benefits (10%) for Reading Coach</i>			
	6400	220-Social Security	1471 - Folsom Elementary School	TSSSA	1.0	\$3,850.83

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Folsom Elementary School

			Notes: Social Security benefits (6.20%) for Reading Coach			
	6400	220-Social Security	1471 - Folsom Elementary School	TSSSA	1.0	\$900.60
			Notes: Medicare (1.45%) benefits for Reading Coach			
	6400	230-Group Insurance	1471 - Folsom Elementary School	TSSSA	1.0	\$11,610.93
			Notes: Life and Health Insurance benefits (19%) for Reading Coach			
	6400	240-Workers Compensation	1471 - Folsom Elementary School	TSSSA	1.0	\$316.76
			Notes: Workers Comp benefits (.51%) for Reading Coach			
	6400	120-Classroom Teachers	1471 - Folsom Elementary School	TSSSA	1.0	\$12,377.29
			Notes: Workshop stipends for teachers participating in professional learning (30 teachers 1 hour per week for 30 weeks @ \$16.25)			
	6400	210-Retirement	1471 - Folsom Elementary School	TSSSA	1.0	\$1,237.73
			Notes: Retirement benefits (10%) for Workshop stipends for teachers participating in professional learning (30 teachers 1 hour per week for 30 weeks @ \$16.25)			
	6400	220-Social Security	1471 - Folsom Elementary School	TSSSA	1.0	\$767.39
			Notes: Social Security benefits (6.20%) for Workshop stipends for teachers participating in professional learning (30 teachers 1 hour per week for 30 weeks @ \$16.25)			
	6400	220-Social Security	1471 - Folsom Elementary School	TSSSA	1.0	\$179.47
			Notes: Medicare benefits (1.45%) for Workshop stipends for teachers participating in professional learning (30 teachers 1 hour per week for 30 weeks @ \$16.25)			
	6400	240-Workers Compensation	1471 - Folsom Elementary School	TSSSA	1.0	\$63.12
			Notes: Workers Comp benefits (.51%) for Workshop stipends for teachers participating in professional learning (30 teachers 1 hour per week for 30 weeks @ \$16.25)			
	6400	510-Supplies	1471 - Folsom Elementary School	TSSSA		\$201.00
			Notes: Supplies for professional learning (books for book study)			
6	III.6.	Focused Instruction				\$0.00
					Total:	\$211,715.00