

Hillsborough County Public Schools

# Sulphur Springs K 8 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
4201	Sulphur Springs K 8 School				\$321,865.00	

## 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.

Sulphur Springs K-8 (SSK8) Community School has a wide variety of community partners who will continue working with the school.

Community partners include:

- A Community School cabinet with core members who participate in the strategic planning and sustainability of the Sulphur Springs community. Cabinet members include representatives from the following agencies: Tampa YMCA, University of South Florida (USF) College of Education, Tampa Family Health Centers, Sulphur Springs Neighborhood of Promise, and the Conn Memorial Foundation.
- Donors who provide support and resources for various school projects and initiatives on a one-time or recurring basis include Idlewild Baptist Church, Citi Bank, and Hope Street One More Child. They have provided holiday gifts, student incentives, testing snacks, and t-shirts.
- Programmatic partners that provide extended learning time or mentoring for students include Tampa Metropolitan Area YMCA, Girl Scouts, Breathe One Mentoring, Inspired By Queens, Center for Girls, City of Tampa Parks and Recreation, Citi Black Heritage Committee, and Better Parents Better Health.
- Health partners who provide or develop health and wellness initiatives to serve students, their families, and the community include Tampa Family Health Centers, USF College of Nursing, and Success for Kids and Families.
- Special projects, communication/marketing, volunteers, and other miscellaneous initiatives are supported through Layla's House and Abundant Life Church.
- Over 95% of the students at Sulphur Spring K8 receive free and reduce lunch, and families often lack the disposable income to purchase school uniforms for their children. To supplement the support provided from community partners, SSK8 would like to use their TSSSA funds to provide all 700+ students with at least one uniform shirt and the neediest students two shirts. The school would like to create a uniform closet with additional uniform tops, bottoms, long pants and shirts, and sweatshirts that students can access throughout the school year or when the weather gets colder. Uniforms and uniform closet - \$15,000.00.

### **Academic and Character Standards**

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

Sulphur Springs K8 will continue their House System of Honesty, Perseverance, Compassion, Courage, Valor, Integrity, and Respect will be established. Everyone on the school campus will belong to a House. Each House has approximately 150 students. Students and staff will remain in the same House throughout their years of enrollment at Sulphur Springs. The House System

increases students' sense of belonging, encourages healthy competition and teamwork, and sets high expectations for student success. Students will earn points for their House when they demonstrate each of the emphasized House character traits and engagement in their learning. House meetings will occur weekly, and celebrations will be held monthly for the House with the highest points.

Teachers will hold morning meetings to discuss the targeted weekly social skill. Teachers will implement the research-based Second Step SEL curriculum. SEL items address social skills for learning, empathy, emotion management, and problem-solving. The Student Services Team members will be available to assist teachers in planning for these lessons when needed. Teachers will have a positive behavior intervention support system in place in their classrooms.

Additional support for students scoring in the bottom quartile will come from the school's Leadership Team. Each team member will be responsible for tracking data on one of the seven criteria used in the state's school grade calculation. Particular 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.

SSK8 would like to use their TSSSA to purchase classroom supplies for 60 teachers. Teachers at low socio-economic schools often spend their own money to buy items for their classrooms. Each teacher at James will receive basic classroom supplies to ease that financial burden this year. Teachers will buy pens, markers, paper, notecards, poster paper, construction paper, toner, and general classroom supplies. Supplies for teachers \$2,000.00 and technology related supplies \$613.00.

The Resource Teacher will monitor the data generated by Ready LAFS. The school would like to use TSSSA funds to purchase Ready LAFS (\$25,700.00). HCPS submitted a quote for Ready LAFS with its Title I application. Ready LAFS is a reading curriculum used for small group pullouts. The Resource Team will concentrate on level 2 and bottom quartile students. The assessment data from the program will be monitored weekly by the Resource Team and the Administration.

### **Parental Involvement**

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

In addition to the community partners who support parent involvement and engagement, Sulphur Springs K-8 is committed to successfully creating a partnership between the school and home to promote two-way communication and involve caregivers in decision-making. Sulphur Springs K8 has a designated welcoming space for families with a variety of purposefully selected resources to meet the needs of the school families.

Sulphur Springs will continue to offer families opportunities to attend events during school hours and after school hours. SSK8 will use TSSSA funds to keep the current Parent Liaison Aide (.40 FTE Parent Liaison Aide @ \$9,952.51, which includes fringe). Another source funds the remaining .60 FTE for the Parent Liaison Aide.

Specific parent engagement duties for the Parent Liaison Aide will include:

- provide and interpret information about school procedures and programs
- assist with the facilitation of parental activities with feeder schools and the local community to generate a continuum for student success

- maintain communication logs to document parent contact
- develop rapport with key stakeholders in the interest of promoting the proper adjustment and progress of students
- assist parents with access to educational resources
- cultivate parental interest in the school

The Parent Liaison Aide will also monitor the Passport Program. Sulphur Springs will continue with its Passport System. Parents and caregivers will also be encouraged to become volunteers and will collect points on their passports when they attend events on campus or volunteer. If an event has multiple components (e.g., conference night, performance, and resource tables), parents can get a stamp for everything they participate in that evening. A YMCA parent engagement representative will collect the passports at the end of each event and tabulate the data. Sulphur Springs will recognize parent volunteers that have been very involved each month. Parents will have opportunities to spend the points they have earned. There will be shopping events for the families during the holidays to use their points to buy items for their children. There will also be a dinner held each semester for parents with a high number of points.

### **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.

SSK8 wants to keep its Resource Teacher using TSSSA funds again this year (1.0 FTE Resource Teacher @ \$102,656.03, which includes fringe). The role of the Resource Teacher is to maintain and monitor the implementation of the writing program and work directly with classroom teachers to improve student learning. They may conduct data-driven, small group



instruction with students as well. This teacher will also work with Response to Intervention (RtI). They will assist in providing instructional strategies and resources. They will also provide interventions to small groups of students. The Resource Teacher will oversee Ready LAFS (mentioned in Item 2) and report to the Resource Team and the Administration.

SSK8 would like to use its TSSSA funds to keep its current Resource Teacher, who will work exclusively with students. The Resource Teacher would be funded by TSSSA again this year (1.0 FTE Resource Teacher @ \$83,818.59, which includes fringe) and will work with level 1 and 2 students on the bubble moving to the next level. The Resource Teacher will pull out students and push into classrooms to work with these students daily based on their needs assessment of reading/writing standards that are not mastered with a benchmark of 70% or higher. The Resource Teacher will also meet weekly with the principal regarding the progress of students. Students will score at level or above the district on formative and semester assessments.

Members of the instructional Resource and Leadership Teams will provide ongoing professional development (PD) based on teacher areas of need identified via walkthroughs. The school would like to use its TSSSA funds to hire 45 substitute days. The substitutes would rotate into several classrooms throughout the day so that multiple teachers can participate in job-embedded professional development. Rotating the substitute into multiple classrooms in one day will reduce the time teachers are away from their students and allow teachers to work with the Resource Team. The Resource Team will follow up with walkthroughs and data analysis to monitor the effectiveness of the embedded professional development. Substitutes 45 days X \$110.00/day = \$4,950.00.

### **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.

The culture for teacher collaboration and the quality of teaching will improve through a daily common planning time. The teachers will also plan weekly with the Reading Coaches (funded through a different source) and the Resource Team (discussed in Item 5). These sessions will consist of standards-based lesson planning that will include small group enrichment and intervention activities to ensure the individual needs of all students are being met. The data collected from the common assessment measures will be discussed to guide decision-making and personalize instruction. During weekly PLCs, student data discussions will allow for differentiated planning. Teachers will attend monthly Multi-Tiered System of Supports (MTSS) grade-level team meetings. Sulphur Springs recognizes that MTSS is an evidence-based model that has the potential to improve students' outcomes by focusing on incorporating tiers of instruction in general education. Common planning time for 70 teachers X 1 hour/week X 10 weeks at \$36.75/hour, which includes fringe = \$25,725.00.

The school also offers an Extended Learning Program (ELP) for students needing assistance in meeting grade-level standards in core content areas. ELP daytime tutors will work to provide strategic support for our students in Math and Reading. The tutors will focus on the bottom quartile, Tier 2 students, and the students that are currently on the bubble of Tier 3. These students need additional support to close learning gaps and master key concepts. The two ELP daytime tutors will work with students two days a week for 5 hrs a day. The school would like to use TSSSA funds to pay for this activity (2 ELP daytime tutors X 5 hours/day X 4 days/week for 35 weeks at \$36.75/hours, which includes fringe = \$51,450.00). The principal and assistant principal will monitor this activity.



## 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.

<b>1</b>	<b>III.1.</b>	<b>Family and Community Partnerships</b>				<b>\$15,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	590-Other Materials and Supplies	4201 - Sulphur Springs K 8 School	TSSSA		\$15,000.00
			<i>Notes: Uniforms for students</i>			
<b>2</b>	<b>III.2.</b>	<b>Academic and Character Standards</b>				<b>\$28,313.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	520-Textbooks	4201 - Sulphur Springs K 8 School	TSSSA		\$25,700.00
			<i>Notes: Ready LAFS</i>			
	5100	510-Supplies	4201 - Sulphur Springs K 8 School	TSSSA		\$2,000.00
			<i>Notes: Instructional supplies for students and teachers (Paper, pens, construction paper)</i>			
	5100	519-Technology-Related Supplies	4201 - Sulphur Springs K 8 School	TSSSA		\$613.00
			<i>Notes: Technology related supplies for teachers (Ink, Toner)</i>			
<b>3</b>	<b>III.3.</b>	<b>Parental Involvement</b>				<b>\$9,952.51</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6150	150-Aides	4201 - Sulphur Springs K 8 School		0.4	\$7,256.14
			<i>Notes: Parent Liaison Salary</i>			
	6150	210-Retirement	4201 - Sulphur Springs K 8 School			\$725.61
			<i>Notes: Parent Liaison Retirement (10%)</i>			
	6150	220-Social Security	4201 - Sulphur Springs K 8 School			\$449.88
			<i>Notes: Parent Liaison FICA (6.2%)</i>			
	6150	220-Social Security	4201 - Sulphur Springs K 8 School			\$105.21
			<i>Notes: Parent Liaison Medicare (1.45%)</i>			

**Hillsborough - 4201 - Sulphur Springs K 8 School - FDOE TSSSA 2021-22**  
*Sulphur Springs K 8 School*

	6150	230-Group Insurance	4201 - Sulphur Springs K 8 School			\$1,378.66
			<i>Notes: Parent Liaison Health and Life Insurance (19%)</i>			
	6150	240-Workers Compensation	4201 - Sulphur Springs K 8 School			\$37.01
			<i>Notes: Parent Liaison Workers Comp (.51%)</i>			
<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>\$191,424.49</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	4201 - Sulphur Springs K 8 School	TSSSA	1.0	\$74,844.00
			<i>Notes: Resource Teacher Salary</i>			
	5100	210-Retirement	4201 - Sulphur Springs K 8 School	TSSSA		\$7,484.00
			<i>Notes: Resource Teacher Retirement (10%)</i>			
	5100	220-Social Security	4201 - Sulphur Springs K 8 School	TSSSA		\$4,640.33
			<i>Notes: Resource Teacher FICA (6.2%)</i>			
	5100	220-Social Security	4201 - Sulphur Springs K 8 School	TSSSA		\$1,085.49
			<i>Notes: Resource Teacher Medicare (1.45%)</i>			
	5100	230-Group Insurance	4201 - Sulphur Springs K 8 School	TSSSA		\$14,220.36
			<i>Notes: Resource Teacher Health and Life Insurance (19%)</i>			
	5100	240-Workers Compensation	4201 - Sulphur Springs K 8 School	TSSSA		\$381.70
			<i>Notes: Resource Teacher Workers Comp (.51%)</i>			
	5100	120-Classroom Teachers	4201 - Sulphur Springs K 8 School	TSSSA	1.0	\$61,110.09
			<i>Notes: Resource Teacher Salary</i>			
	5100	210-Retirement	4201 - Sulphur Springs K 8 School	TSSSA		\$6,111.01
			<i>Notes: Resource Teacher Retirement (10%)</i>			
	5100	220-Social Security	4201 - Sulphur Springs K 8 School	TSSSA		\$3,788.83
			<i>Notes: Resource Teacher FICA (6.2%)</i>			
	5100	220-Social Security	4201 - Sulphur Springs K 8 School	TSSSA		\$886.10
			<i>Notes: Resource Teacher Medicare (1.45%)</i>			
	5100	230-Group Insurance	4201 - Sulphur Springs K 8 School	TSSSA		\$11,610.92

**Hillsborough - 4201 - Sulphur Springs K 8 School - FDOE TSSSA 2021-22**  
*Sulphur Springs K 8 School*

			<i>Notes: Resource Teacher Health and Life Insurance (19%)</i>			
	5100	240-Workers Compensation	4201 - Sulphur Springs K 8 School	TSSSA		\$311.66
			<i>Notes: Resource Teacher Workers Comp (.51%)</i>			
	5100	390-Other Purchased Services	4201 - Sulphur Springs K 8 School	TSSSA		\$4,950.00
			<i>Notes: Substitute Teachers</i>			
<b>6</b>	<b>III.6.</b>	<b>Focused Instruction</b>				<b>\$77,175.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	120-Classroom Teachers	4201 - Sulphur Springs K 8 School	TSSSA		\$21,771.34
			<i>Notes: TPay-Planning Stipends</i>			
	6300	210-Retirement	4201 - Sulphur Springs K 8 School	TSSSA		\$2,177.13
			<i>Notes: TPay-Planning Retirement (19%)</i>			
	6300	220-Social Security	4201 - Sulphur Springs K 8 School	TSSSA		\$1,349.82
			<i>Notes: TPay-Planning FICA (6.2%)</i>			
	6300	220-Social Security	4201 - Sulphur Springs K 8 School	TSSSA		\$315.68
			<i>Notes: TPay-Planning Medicare (1.45%)</i>			
	6300	240-Workers Compensation	4201 - Sulphur Springs K 8 School	TSSSA		\$111.03
			<i>Notes: TPay-Planning Workers Comp (.51%)</i>			
	5100	120-Classroom Teachers	4201 - Sulphur Springs K 8 School	TSSSA		\$43,542.65
			<i>Notes: TPay-Tutoring Stipends</i>			
	5100	210-Retirement	4201 - Sulphur Springs K 8 School	TSSSA		\$4,354.27
			<i>Notes: TPay-Tutoring Retirement (10%)</i>			
	5100	220-Social Security	4201 - Sulphur Springs K 8 School	TSSSA		\$2,699.64
			<i>Notes: TPay-Tutoring FICA (6.2%)</i>			
	5100	220-Social Security	4201 - Sulphur Springs K 8 School	TSSSA		\$631.37
			<i>Notes: TPay-Tutoring Medicare (1.45%)</i>			
	5100	240-Workers Compensation	4201 - Sulphur Springs K 8 School	TSSSA		\$222.07
			<i>Notes: TPay-Tutoring Workers Comp (.51%)</i>			
					<b>Total:</b>	<b>\$321,865.00</b>