

# Thonotosassa 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
4361	Thonotosassa Elementary School				\$165,515.00	

## 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.

Supports at Thonotosassa will be differentiated based on student and family needs, while the school itself will serve as a thriving community where everyone is affirmed and encouraged to participate. In support of this aim, Thonotosassa has developed partnerships with community organizations that support the students, their families, and the school staff.

- Services will also be provided by the school's Student Support Team, consisting of School Counselors, Social Worker, and School Psychologist. They will provide students with the emotional support or items they need to promote their health and well-being to focus on their academic development. These individuals will be critical members of the team for school-wide implementation of Restorative Practices. They will work closely with the administrative staff, resource teachers, and Parent Liaison to ensure the program is being utilized with fidelity.
- The Resource Team, School Counselors, and the Administrators help the students connect to the support services. These resource teachers will increase partnerships and deepen community involvement between the school and its stakeholders. Thonotosassa will bring business leaders and community members to campus for events such as literacy nights, breakfasts, mentoring opportunities, and school beautification. This will all be done to strengthen relationships and promote more involvement in the students' education. The plan is to leverage these relationships to create wrap-around services for our students to continue to increase the students' well-being. Research has shown parent and community involvement are critical levers in improving student achievement.

Thonotosassa would like to use its TSSSA funds to create a Healthcare Closet for students. The school understands that students need to arrive at school clean and how proper hygiene impacts a student's ability to learn. Many families often forgo everyday hygiene items due to the cost. Creating a Healthcare Closet will allow Thonotosassa to purchase soap, shampoo, toothpaste, toothbrushes, combs, and deodorant for the roughly 450 students. Healthcare Closet = \$4,758.00

The school would like to use its TSSSA funds to purchase uniforms for students. Each student would receive one uniform top, and the neediest students would receive two tops. The school would also create a uniform closet with additional supplies students might need during the year. The uniform closet would have additional tops, socks, bottoms, and sweatshirts for when the weather gets cold. Uniform Closet - \$9,565.03

### **Academic and Character Standards**

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

Foundational to any successful academic program is a positive school culture in which all students feel included and valued. Implementation of Restorative Practices, a multi-tiered approach to behavior management, and social-emotional learning (SEL) will continue school-wide as a means to improve academic and non-academic outcomes for students. Restorative Practices will bolster opportunities that shift adult mindsets, increase students' social-emotional skills, and nurture trusting relationships. Restorative Practices, integrated into the curriculum and across classrooms, encourage positive school culture through community-building and constructive conflict resolution. Restorative Practices focus on community-building and increased connectedness through mentoring and leadership opportunities.

- Thonotosassa will utilize supplemental instructional resource teachers that support high academic standards. Thonotosassa will have three Resource teachers to aid in the school's efforts to close achievement gaps, reduce suspensions, and improve attendance by providing targeted support for select students. They will use relevant data and make personal contacts to identify, assess, and provide early intervention, including instructional and auxiliary services, for those students at risk of failing or leaving school prematurely. Collectively, the Resource Teachers will provide students with the necessary guidance and related opportunities to enhance their abilities to improve their participation and performance in their selected course of study and partner with parents to remove barriers to learning. Personnel will be monitored through formative data from surveys, observations, anecdotal data, student achievement scores, and learning gains.

- o Thonotosassa will keep their 1.0 FTE Resource Teacher at \$80,650.27, which includes fringe. HCPS has a carry-forward amendment for 1.0 FTE Resource Teacher to fund the second Resource Teacher. The third Resource Teacher is funded by another source.

Another key component to successful students is coming to school prepared. Thonotosassa would like to provide each student with the basic supplies needed for learning. Each student would receive paper, pencils, markers, folders, and binders at the beginning of the school year. Then, each teacher will have a supply closet in their classroom that students could access additional supplies throughout the year. This will ensure that all students have the supplies needed to be successful every day. Student supplies - \$4,000.00

Teachers at low socio-economic schools often spend their own money to buy items for their classrooms. The 40 teachers will be able to buy pens, markers, paper, notecards, poster paper, construction paper, toner, and other general classroom supplies. Teacher supplies, \$3,800.00, and technology related supplies, \$500.00.

### **Parental Involvement**

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

Thonotosassa has planned a variety of strategies and initiatives to increase parental involvement and engagement. The system and initiatives connect to the school's SIP by providing support for each student's well-being, building connections within the school community, and providing resources to support students academically and emotionally.

- Thonotosassa will keep a full-time Parent Involvement Aide (funded through a different source). She will help facilitate the connections between stakeholders and involve the entire community in the education of students. School-family relationships will be cultivated by bringing the parents, community members, and business leaders to the campus to participate

in events to provide various ways for everyone to become connected and collaborate for the students' academic and emotional benefit. The Parent Involvement Aide will also be crucial as they build the capacity of Thonotosassa staff while increasing their level of empathy for the challenges in the school community. In addition, they will provide side-by-side coaching for staff and with parents as the work progresses. The principal will monitor the impact of the Parent Involvement Aide through surveys, observations, and the number of individuals taking advantage of the programs at the community center. The school's team will also review data for students' attendance, discipline, and academic standing to gauge the impact of these employee's efforts.

- Family Literacy Nights will be held to inform parents of FSA expectations, but more importantly, to help parents learn strategies they can use to help their students improve reading comprehension and critical thinking outside of the classroom. Family Literacy Nights will serve as a way to connect students and their parents with resources such as tutoring and support services. The Resource Team will assist with school-wide parent involvement in reading curriculum nights.

### **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.

- Thonotosassa will utilize the Resource Team to build teacher capacity in key disciplines to address needs related to the academic program. The intended outcomes of the coaches are to develop the capacity of our teachers to facilitate learning and student achievement better. Resource Teachers are monitored through meeting logs, formative student data, and instructional effectiveness evaluations. Enacting this as a strategy will support identified areas for improvement outlined in the SIP analysis. These include increased learning gains for ESE



students; increased learning gains for the students in the Bottom Quartile; reduction in the number of suspensions; improved Progress Monitoring for academic and behavioral coaches and resource teachers; and enhanced accountability for academic and behavioral coaches and resource teachers.

- As mentioned in Item 2, one Resource Teacher will maintain and monitor the implementation of the mathematics program and work directly with classroom teachers to improve student learning in STEM. They assist teachers in planning for and implementing standards-based instruction and assessment, providing just-in-time, job-embedded coaching utilizing a solid knowledge base of mathematics content and pedagogy. The Resource Teachers conduct PD for classroom teachers and school leadership regarding instructional strategies, best practices, materials, and effective teaching techniques. The Resource Teachers may teach data-driven, small group instruction with students as well. At Thonotosassa, the role of the Resource Teacher is to support the classroom teachers and educate them on best practices to support students' academic and character standards. They meet with teachers at Professional Learning Communities (PLCs) to help improve direct instruction through PD.

- Another Resource Teacher will 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 Teacher also provides 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, use of materials, and specific instructional topics. They also model effective teaching techniques within the classroom.

- The third Resource Teacher will support Thonotosassa's school improvement efforts. This Resource Teacher will support these efforts by providing professional development of classroom teachers to improve student achievement in writing. Throughout the school year, the Resource Teacher will enhance teachers' writing instruction through job-embedded professional development and coaching. They will assist teachers with planning and implementing standards-based lessons and model best practices in writing instruction through classroom-based demonstrations. The Resource Teacher will work directly with teachers to disaggregate data for interpretation and instructional planning and provide small-group instruction for selected students.

### **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.

- Thonotosassa will continue to focus on task alignment based on the Florida Standards to increase student achievement. Teachers will work in PLCs to assess students' understanding and performance of those standards and then develop a plan for improving students' understanding of the material. In addition, the coaches and resource teachers will support this work through individual and small group instruction with students. Specifically, the Resource Team will help promote summer reading. In addition to the time scheduled with students during the school day, Thonotosassa will also offer opportunities to students designed to help them accelerate their learning and fill in gaps in their knowledge. These will include a Saturday Academy and tutoring provided through other funding sources.

- The school would like to use their TSSSA funds to add two new Aides (1.0 FTE Aide @ \$39,165.70, including fringe and 1.0 FTE Aide @ \$23,076.00, which includes fringe). The Aide positions will provide additional focused instruction to increase academic achievement. One



Aide will work with small groups with struggling students in 1-3rd grades. The other Aide will be assigned specific students in 4th and 5th grade to provide additional reading support through small group lessons. Both Aides will work with the Resource Team to review data, identify students, create groupings, and monitor student progress.

### 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>\$14,323.03</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	590-Other Materials and Supplies	4361 - Thonotosassa Elementary School	TSSSA		\$9,565.03
<i>Notes: Uniforms for students and families in need</i>						
	5100	510-Supplies	4361 - Thonotosassa Elementary School	TSSSA		\$4,758.00
<i>Notes: Health care items for students and families in need</i>						
<b>2</b>	<b>III.2.</b>	<b>Academic and Character Standards</b>				<b>\$88,950.27</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	4361 - Thonotosassa Elementary School	TSSSA	1.0	\$58,800.14
<i>Notes: Resource Teacher Salary</i>						
	5100	210-Retirement	4361 - Thonotosassa Elementary School	TSSSA		\$5,880.01
<i>Notes: Resource Teacher Retirement (10%)</i>						
	5100	220-Social Security	4361 - Thonotosassa Elementary School	TSSSA		\$3,645.61
<i>Notes: Resource Teacher FICA (6.2%)</i>						
	5100	220-Social Security	4361 - Thonotosassa Elementary School	TSSSA		\$852.60
<i>Notes: Resource Teacher Medicare (1.45%)</i>						
	5100	230-Group Insurance	4361 - Thonotosassa Elementary School	TSSSA		\$11,172.03
<i>Notes: Resource Teacher Health Ins (19%)</i>						
	5100	240-Workers Compensation	4361 - Thonotosassa Elementary School	TSSSA		\$299.88
<i>Notes: Resource Teacher Workers Comp (.51%)</i>						

**Hillsborough - 4361 - Thonotosassa Elementary School - FDOE TSSSA 2021-22**  
*Thonotosassa Elementary School*

	5100	510-Supplies	4361 - Thonotosassa Elementary School	TSSSA		\$7,800.00
			<i>Notes: Instructional supplies for teachers and students</i>			
	5100	519-Technology-Related Supplies	4361 - Thonotosassa Elementary School	TSSSA		\$500.00
			<i>Notes: Technology related instructional supplies for teachers and students</i>			
<b>3</b>	<b>III.3.</b>	<b>Parental Involvement</b>				<b>\$0.00</b>
<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>\$62,241.70</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	150-Aides	4361 - Thonotosassa Elementary School	TSSSA	1.0	\$28,554.75
			<i>Notes: Teacher Asst BD Lvl Salary</i>			
	5100	210-Retirement	4361 - Thonotosassa Elementary School	TSSSA		\$2,855.48
			<i>Notes: Teacher Asst BD Lvl Retirement (10%)</i>			
	5100	220-Social Security	4361 - Thonotosassa Elementary School	TSSSA		\$1,770.39
			<i>Notes: Teacher Asst BD Lvl FICA (6.2%)</i>			
	5100	220-Social Security	4361 - Thonotosassa Elementary School	TSSSA		\$414.04
			<i>Notes: Teacher Asst BD Lvl Medicare (1.45%)</i>			
	5100	230-Group Insurance	4361 - Thonotosassa Elementary School	TSSSA		\$5,425.40
			<i>Notes: Teacher Asst BD Lvl Health Insurance (19%)</i>			
	5100	240-Workers Compensation	4361 - Thonotosassa Elementary School	TSSSA		\$145.63
			<i>Notes: Teacher Asst BD Lvl Workers Comp (.51%)</i>			
	5100	150-Aides	4361 - Thonotosassa Elementary School	TSSSA	1.0	\$16,824.15
			<i>Notes: Teacher Asst BD Lvl Salary</i>			
	5100	210-Retirement	4361 - Thonotosassa Elementary School	TSSSA		\$1,682.42
			<i>Notes: Teacher Asst BD Lvl Retirement (10%)</i>			
	5100	220-Social Security	4361 - Thonotosassa Elementary School	TSSSA		\$1,043.10
			<i>Notes: Teacher Asst BD Lvl FICA (6.2%)</i>			
	5100	220-Social Security	4361 - Thonotosassa Elementary School	TSSSA		\$243.95

**Hillsborough - 4361 - Thonotosassa Elementary School - FDOE TSSSA 2021-22**  
*Thonotosassa Elementary School*

			<i>Notes: Teacher Asst BD Lvl Medicare (1.45%)</i>			
	5100	230-Group Insurance	4361 - Thonotosassa Elementary School	TSSSA		\$3,196.59
			<i>Notes: Teacher Asst BD Lvl Health Insurance (19%)</i>			
	5100	240-Workers Compensation	4361 - Thonotosassa Elementary School	TSSSA		\$85.80
			<i>Notes: Teacher Asst BD Lvl Workers Comp (.51%)</i>			
					<b>Total:</b>	<b>\$165,515.00</b>