

Clay County Schools

# Charles E. Bennett 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
0071	Charles E. Bennett Elementary School				\$293,550.00	

## 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.

School leaders will establish a school culture focused on student achievement and will engage families as partners in their children's learning. School leaders and teachers will be responsible for promoting a school culture that focuses on learning, and for engaging families in the school's efforts to improve student performance through:

- Providing tiered supports to ensure students come to school ready to learn by addressing behavioral issues, including on-task behavior during class, and the reinforcement of content at home.
- Tier II: Teachers, family members, and students work with the behavior support teacher to develop behavior plans or identify supplemental supports/interventions for identified students who have difficulty staying on task and/or are disruptive in the classroom.
  - Students identified as needing Tier II supports based on behavioral issues inside and outside the academic setting.
  - Teachers, family members, social worker and the behavior support teacher review both academic, attendance, and behavioral data to determine the root cause of misbehavior. Teachers, family members, and behavior support teacher work with students to develop plans to raise students' academic achievement and address behavioral issues at school and at home.
  - Teachers, family members, social worker and behavior support teacher monitor plans for impact and adjust as necessary.
  - Teachers collaborate with behavior support teacher regularly to discuss roadblocks and receive supports in enacting PBIS plans.
- Tier III: Teachers, students, and families collaborate with social worker and behavior support teacher to identify community resources to assist families in need of services and support.
  - Students identified as needing more intensive and targeted supports/interventions based on the results of previous Tier II interventions and supports.
  - Teachers, family members, social worker, and behavior support teacher review both academic and behavioral data to determine the root cause of off-task behavior with a plan to increase focused learning time and student outcomes.
  - Teachers, family members, social worker, and behavior support teacher monitor behavior plans for impact on learning and adjust as necessary.
- Develop a coherent strategy for teacher and family communication.

- Clarify and monitor expectations for teachers' communication with families.
- Host parent nights to discuss student performance and attendance.
- Core teachers reach out to the families of all their students at least once a month during the school year to discuss students' academic progress.
- Core teachers hold at least one parent-teacher conference with all their students' families during each semester.
- Social worker will conduct visits with families who are receptive to engaging with teachers outside the school setting.
- All educators record written and oral communication with families in a log.
- Building families' capacity to support students' academic progress using parent-centered programs such as Parent Resource Center, workshops, and events.
- Communicate key priorities in the turnaround plan and school-wide focus areas to families in a clear, family-friendly way.
- Educate families on grade-level expectations for rigor for their Family Resource Center manager students in reading and math, and what they can do at home to support those goals.
- Educate families on school behavioral expectations and PBIS protocols and what they can do at home to support those expectations.
- Provide translation into all languages spoken at home in all family communications.

○ Through the Family Resource Center:

- Analyze school-level data from past events to identify successful strategies for engaging families.
- Offer school-wide evening events that combine literacy, math and science development with engaging activities for children and families to learn together.
- Hold school-wide evening events and workshops to help all families, with a focus on non-native English speakers, navigate the school system, understand how to interpret grades, FSA results and other data shared with students, and make the link between their child's elementary school experience and their goal to be prepared for college and careers.
- Partner with local agencies to provide parenting workshops on such topics as discipline, nutrition, family recreation or communication.

TSSA Funding Request:

- Behavior Support Teacher

-Social Worker

Part Time Parent Liaison

- Stipends for teachers to attend two evening data nights twice during the school year.

\$6000.00

40 teachers 2 hours- 2 times per year \$35 per hour

### Academic and Character Standards

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

School leaders understand the importance of high expectations and promote positive relationships between staff/students and implement strategies to ensure that these elements are in place. The strategies that will be utilized to establish clearly defined and measurable high academic and character standards are set forth below:

Build a community of effective practice through leadership, shared responsibility, and professional collaboration:

- Providing a safe and respectful school climate that prioritizes student learning.
- Communicate key priorities in the turnaround plan and school-wide focus areas to students in a clear, student- and family-friendly way that ensures understanding of high expectations, academic goals, and how regular attendance and positive behavior can help everyone in the

school reach those goals.

- Improve Positive Behavior Support in order to establish a common purpose & approach to discipline, in order to create an environment where students can grow socially & academically.
- Establishing a growth mindset. School leaders and teachers will work to create a sense of teamwork and cooperation using the 7 Mindsets program.
- Raise expectations for rigor: School leadership will establish a clear definition of effective and rigorous instruction and hold all educators to the standard. This standard will be set through the educator evaluation system, as well as through research-based professional development on effective teaching. Similarly, there will be high-performance expectations for all of the district's staff.
- Using common planning time to drive turnaround efforts: Common planning time will provide a specific time for teachers to work together in teams. School leaders will lead and facilitate the planning time, but gradually turned responsibility over to the teachers themselves, encouraging teams to develop their own agendas and pose problems of practice to solve.
- Coaching Cycles: School leadership team in partnership with principal supervisor and instructional coaches will develop a systemic walkthrough and coaching cycle structure through which specific teachers and/or grade levels are identified for support. Support will be monitored for return on investment including feedback and follow-up observation of implementation using the coaching plan.
- iReady Progress Monitoring: This resource is used to progress monitor standards mastery. In addition, the instructional program assists in meeting the diverse needs of students through individual instructional pathways. Students will use the iReady diagnostic tests three times a year in reading and math for progress monitoring.
- All students in grades K-6 will work in their individualized online path in i-Ready for an average of 45 minutes per week for math instruction. K-6 teachers will utilize the iReady data and the Teacher Toolbox to form small groups targeted to student needs.
  - Achieve 3000 will be used in grades 3-6 as a resource to monitor reading comprehension and standards mastery. Students will be taught on their instructional level and well as stretch article on are above grade level. Students will complete 2 articles per week with the expected grade of 150 Lexile per year.
- Eureka Math: CEB is in the fourth year of implementation of the program and receives district support to provide teacher coaching to support implementation. District math specialists collaborate with instructional coaches and teachers to gather instructional data to make improvements to core math instruction.

TSSA Funding Request:

Stipends for teachers to collaboratively plan 60 minutes weekly after hours.

### **Parental Involvement**

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

The school will make family and community engagement a priority by establishing the following six conditions for effective and sustainable outreach:

1. One or more staff members will coordinate family and community engagement activities;
2. A minimum of 2 social events will be planned throughout the year to engage families and community members;
3. Regular activities will be planned throughout the year to engage families and community members in planning for and collaborating in the implementation of academic and non-academic supports;
4. Staff members will routinely reach out to families to communicate information about their children's progress and needs;

5. Communications with families will be made available in multiple languages, as needed.

Strategies that will be implemented in partnership with the school, families, and the community that contribute to improved student achievement and higher performance for Charles E Bennett include, but not limited to:

- Inviting families to the school to observe how reading and writing skills are taught in the classroom.
- Hosting family literacy nights at school where students, families and community members work on fun literacy activities together.
- Inviting families to watch students perform Readers' Theatre, give brief book talks and talk about book projects, etc.
- Providing families with information about how their child is performing in reading and writing between report cards.
- Including articles on literacy topics in school and class newsletters.
- Hosting workshops at the school that help families learn various ways to help their children with literacy skills at home, including ways to read aloud.
- Using family and community members as reading partner volunteers and guest readers. High school students, college students, and senior citizens are often eager to serve as volunteers in these kinds of programs.
- Opening the school library and computer facilities for public use, in Parent Resource Center.
- Using home visits to target hard-to-reach families.
- Involving active families as volunteers to reach out to other families in the community.
- Setting up a community expo at the school for health and human service agencies.
- Mailing communications to families because some rural families may not have the internet or a telephone.
- Offer adult education opportunities at the school for the families of students and other families in the community.

TSSA expenses:

- Parent Workshops/Events 4,500

### 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.

In accordance with the allocation of UniSIG funds to incentivize teachers with proven records of success, eligible teachers will be considered for supplemental pay as follows:

- Eligible teachers are those who have earned a highly effective or effective rating based on the state's value-added model calculation (when aggregated over 3 years) and teach at a Title 1 school with a 2019 school grade of "D" or "F" as of August 30, 2019.
- Such teachers, who are rated highly effective in their VAM calculation, will receive up to a \$15,000 supplement, and those teachers rated effective in their VAM calculation will receive



up to a \$7,500 supplement. Upon the release of VAM scores, all eligible teachers will be invited to apply for incentive pay, including teachers currently serving CEB, as well as teachers outside of CEB. Applications will be reviewed by the school administration and district staff, with the selection process to be completed no later than 1 week after the VAM score release. The following strategies will be implemented for increased teacher retention:

- Continuous professional development for all instructional personnel, including but not limited to curriculum, instructional best practices, assessment, differentiated instruction, technology, student engagement, social-emotional learning and parent participation.
- Provision of school-based and district leadership opportunities.
- Weekly collaborative structures for all instructional personnel, inclusive of communication professional development.
- Frequent teacher satisfaction surveys and round-table discussions focused on culture building and the continuous improvement of academic achievement for all.

### **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.

The school will focus heavily on professional development and coaching for teachers to ensure that they use evidence-based best practices to consistently provide instruction to students that promotes higher-order thinking and pushes students to meet grade-level standards. This will be accomplished through creating integrated teaming structures for collective inquiry. The school will utilize teaming structures that provide vertical and horizontal alignment of instructional practices and strategies, including job-embedded professional development. Within the teaming structures, the following strategies will be developed collectively:

- Refining lessons in reading, math, and science that are aligned with the Florida Standards/ BEST Standards through lesson studies.
- Providing professional development on implementing effective and rigorous instructional practices and strategies in Tiers I, II, and III; and holding teachers accountable for using the evidence-based practices they learn through PD in their classroom, including strategies for differentiating instruction for all students based on their individual needs.
- Further developing the school's K-2 literacy program to address literacy development.
- Engaging in specific planning, such as joint lesson planning and developing and aligning curriculum and instructional strategies.
- Analyzing data and formally assessing student work to gauge the effectiveness of strategies and adjust instruction as needed.
- Sharing instructional strategies, including information gathered by team members during instructional rounds.

TSSSA Funding Request:

Reading Coach to focus on grade K-2

### **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.

To provide focused instruction to improve student academic proficiency, the school will establish and utilize formal teaming and collaboration strategies, processes (e.g., instructional



leadership team, collaborative planning, and professional learning communities), and protocols consistently to address individual students' academic needs by:

1. using data,
2. identifying actions to address student learning needs,
3. regularly communicating action steps among all staff and teams to build and sustain a professional culture of learning. The utilization of such structures, practices, and resources (e.g., collaborative meeting time, coaching, supports for implementing the curriculum frameworks) to support data-driven instruction, the use of research-based instructional strategies, and differentiation consistently will result in rigorous instruction, reflective of the shifts in cognitive demand for the Florida/BEST Standards.
4. Provide high quality instruction to students.
5. Provide opportunities for students to have weekly standards based progress monitoring.
6. Fill in gaps of instruction with both interventions and enrichment activities.

TSSA Funding Request:

- Instructional Assistant to provide intensive reading intervention (\$27,251.20) 9 month position (188 days)
- ESE Instructional Paraprofessional to focus on sub group interventions (27,251.20) 9 month position (188 days)
- o Science Academy Salary for Saturday sessions: 2 teachers x 4 hours x \$35/hr x 30 sessions = \$8,400

### 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
4	III.4.	Incentives for Instructional Personnel	\$0.00
5	III.5.	Professional Development	\$0.00
6	III.6.	Focused Instruction	\$0.00
Total:			\$0.00