

Pinellas County Schools

# Sandy Lane 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
3871	Sandy Lane Elementary School				\$167,570.00	

## 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.

Guided by our SIP - Parent/Family Engagement Plan, we will provide monthly opportunities for families to attend events at our school in which our students demonstrate their learning, and we provide information in guidance for families and how best to support learning at home. These events will incorporate not only our strong academic focus, but also our arts integration theme which underlies the conservatory for the arts program. We will also continue our strong focus to our school advisory Council on having me before it ships with local businesses, community partners, and also a growing presence of a parent teacher organization. This has been a concerted area focus over the past few years and we will then continue to commit time energy to growing our presents in this way. We will expand our monthly newsletters, highlighting student growth and achievement, and also fully open back up our doors as we did the spring, post pandemic, to have a richer presence with our community and our campus.

### **Academic and Character Standards**

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

Our Sandy Lane SIP combined with our staff handbook and clear, consistent communication from administration all convey a strong standards-aligned focus of rigorous academic tasks, effective strategies for student engagement and collaboration, and frequent adjustments in core instruction and intervention to continually meet students' needs and promote strong growth. Moreover, our "SHARK expectations" form the basis for Schoolwide approach to teaching, practicing, reinforcing, and rewarding pro-social, success-oriented student behaviors. Explicit PBIS lessons and shall be taught across our K-5 classrooms, with developmentally-appropriate opportunities for practice and reinforcement provided regularly. Standards for academic success will also be explicitly discussed with all students and embedded into their individual student data binders to track individual goals and levels of accomplishment. Science lab supplies and student math supplies will be provided to students in 2nd and 3rd grades during science blocks, science lab sessions, and small group interventions.

### **Parental Involvement**

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

We will restart our parent university program the school year. This was a true highlight of the 2019 2020 school year, although it was cut short due to the COVID-19 closures. At these events, our academic coaches and teacher leaders have rotations of presentations for parents to visit us, as we demonstrate ways to support academic growth at home. Examples may include how to use scaffolding, online programs at home, how to actually engage students hands-on with mathematics and problem-solving at home, and and provide general demonstration of standards-based tasks, and also our arts integration themed accomplishments that students undertake at school. This parent university approach will also be fused together with her highly engaging performing arts opportunities. Essentially, all families love to see their children performing and training through the arts. Therefore, our theme will allow us to pull parents into the school and demonstrate the wonderful and varied talents of the students, while also helping them learn how to better support their children's learning.

### **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.

As a turnaround school, we or one of the institutions in which instructional staff members get paid \$3000 per year bonuses, paid half in December, half in June, for choosing to work in our school. Furthermore, our school is committed to a one hour additional reading invention block per day, which resulted in 1 1/2 hour additional pay for all instructional staff on student days, meeting 108 days times an hour and a half of their salary. Taken together, these two financial incentives create a roughly \$10,000-\$11,000 above scale Pay differential for our teachers and other instructional staff. More importantly, to a large extent, is the additional professional development that is provided for our staff as a part of the transformation zone spells County Schools. We are very proud to offer daily job in bedded coaching, side-by-side planning, support with data analysis, and a wide cadre of instructional leaders to help support the work, boots on the ground so to speak. Along these lines, the transformation zone instructional staff developers provide an additional layer of support, with weekly and or monthly sessions to support our teachers and coaches. This creates a very rich professional learning environment for a teachers in which to thrive. We are proud to have recruited several veteran teachers from out of state for the following school year. We will have probably the most talented experienced teaching core or school has had in many years coming up in 2020-21 school year. We can attest that not only are the financial incentives noticed, but equally noticed is our focus on arts integration and the building out of our conservatory for the arts magnet program. Several highly touted teachers who are choosing to take their lives and talents to Florida for the coming school year noticed this program and shows us above several other

offers they had within our school system. We are very proud of the continued building of the program and look forward to a bright future for our students and staff as a result.

### **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.

As mentioned in response number four, we are fortunate to have several full-time academic coaches who provide side-by-side planning supports, dropping better coaching cycles, and standards-based, professional development on a weekly basis (i.e., ELA, Math and Science coaches each provide weekly support, plus our MTSS coach supports planning and implementation of individualized academic intervention).

We will also be providing specific professional development opportunities for our instructional staff outside the contractual workday to work with instructional coaches on unpacking standards, developing curriculum, and improving knowledge of developing academic tasks to target specific student needs and promoted acceleration of learning.

### **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.

Through an internal accountability structure led by ministration and or academic coaches, our teachers will all provide students with well vetted, standards-based tests across the academic spectrum. Each task is rooted in research-based, had engaging methods. For example, kindergarten through second grade Teams will be part of the Pinellas early literacy project, leveraging highly effective professional vomit from University of Florida is flamingo literacy center, to provide the letters to literacy program across all classrooms, and elevating each of our kindergarten through second grade students in their core literacy development.

\*We will also be continuing our READING RECOVERY program, staffed with three (3) full-time teachers who have completed an extensive, 1-year long training program through the Reading Recovery program in conjunction with National Louis University.

\*We will also be providing students with daily opportunities for small-group, standards-aligned literacy and math instruction through an "all hands on deck" approach by our teachers, coaches, and administration. This will encompass frequent assessment of students, targeted academic intervention, monitoring of data to make instructional adjustments.

\*To help accomplish this goal of additional small group learning opportunities. and specifically promote robust growth amongst our 3rd grade students, we are requesting a full-time Paraprofessional to support our 3rd grade students and teachers. Our Paraprofessional will attend 3rd grade PLC meetings, plan along with our teachers and coaches, receive specific training about our targeted ELA and Math interventions, and will follow a set schedule for providing small-group instruction.

\*We are also planning to implement the J & J Bootcamp program across grades 3-5 in order to promote high-quality, sustained learning of spiraling science standards, vocabulary and concepts. This new program will be essential in our mission of substantially improving learning outcomes and academic achievement in science as students complete 5th grade at Sandy Lane.

## 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>\$0.00</b>
<b>2</b>	<b>III.2.</b>	<b>Academic and Character Standards</b>				<b>\$0.00</b>
<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>\$3,164.91</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	120-Classroom Teachers	3871 - Sandy Lane Elementary School	TSSSA		\$2,940.00
			<i>Notes: Base salary for stipends for instructional professional development beyond the contracted day/year in ELA, math, science, and AVID (\$20 per hour, 3 hours per month, 7 months, 7 instructional staff).</i>			
	6400	220-Social Security	3871 - Sandy Lane Elementary School	TSSSA		\$182.28
			<i>Notes: Social Security for stipends for instructional professional development.</i>			
	6400	220-Social Security	3871 - Sandy Lane Elementary School	TSSSA		\$42.63
			<i>Notes: Medicare for stipends for instructional professional development.</i>			
<b>6</b>	<b>III.6.</b>	<b>Focused Instruction</b>				<b>\$164,405.09</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	3871 - Sandy Lane Elementary School	TSSSA	1.6	\$86,319.13
			<i>Notes: Salaries for two Reading Recovery Teachers at 80% (Amy Silver and N. Petruniak). The Reading Recovery Teachers will provide targeted reading instruction to identified students in order to close the academic achievement gap and meet grade level expectations. Both salaries were moved from UniSIG.</i>			
	5100	210-Retirement	3871 - Sandy Lane Elementary School	TSSSA	1.6	\$9,339.73
			<i>Notes: Retirement for two Reading Recovery Teachers at 80%.</i>			
	5100	220-Social Security	3871 - Sandy Lane Elementary School	TSSSA	1.6	\$5,351.79
			<i>Notes: Social Security for two Reading Recovery Teachers at 80%.</i>			
	5100	220-Social Security	3871 - Sandy Lane Elementary School	TSSSA	1.6	\$1,251.63
			<i>Notes: Medicare for two Reading Recovery Teachers at 80%.</i>			

**Pinellas - 3871 - Sandy Lane Elementary School - FDOE TSSSA 2021-22**  
*Sandy Lane Elementary School*

	5100	231-Health and Hospitalization	3871 - Sandy Lane Elementary School	TSSSA	1.6	\$18,480.00
			<i>Notes: Health for two Reading Recovery Teachers at 80%.</i>			
	5100	232-Life Insurance	3871 - Sandy Lane Elementary School	TSSSA	1.6	\$110.88
			<i>Notes: Group Life for two Reading Recovery Teachers at 80%.</i>			
	5100	150-Aides	3871 - Sandy Lane Elementary School	TSSSA	1.0	\$19,923.08
			<i>Notes: Salary for a paraprofessional at 100% (new hire). The staff will provide academic instruction and/or support under the leadership of a certified teacher. This position will be a new hire, and the principal posted on June 24th. The application vetting within a week, and interviews will follow shortly after. The staff will be hired once the award notice is received.</i>			
	5100	210-Retirement	3871 - Sandy Lane Elementary School	TSSSA	1.0	\$2,155.68
			<i>Notes: Retirement for a paraprofessional at 100%.</i>			
	5100	220-Social Security	3871 - Sandy Lane Elementary School	TSSSA	1.0	\$1,235.23
			<i>Notes: Social Security for a paraprofessional at 100%.</i>			
	5100	220-Social Security	3871 - Sandy Lane Elementary School	TSSSA	1.0	\$288.88
			<i>Notes: Medicare for a paraprofessional at 100%.</i>			
	5100	231-Health and Hospitalization	3871 - Sandy Lane Elementary School	TSSSA	1.0	\$11,550.00
			<i>Notes: Health benefits for a paraprofessional at 100%.</i>			
	5100	232-Life Insurance	3871 - Sandy Lane Elementary School	TSSSA	1.0	\$69.30
			<i>Notes: Group Life benefits for a paraprofessional at 100%.</i>			
	5100	500-Materials and Supplies	3871 - Sandy Lane Elementary School	TSSSA		\$4,894.62
			<i>Notes: Science lab supplies and student math supplies (see the quote for cost per unit) for students in 2nd - 3rd grades during instructional hours, science lab sessions, and small group interventions.</i>			
	5100	510-Supplies	3871 - Sandy Lane Elementary School	TSSSA		\$3,435.14
			<i>Notes: J &amp; J Educational Bootcamp (see the quote for unit cost) for students in 3rd - 5th grades: An intervention program made up of several resources that when combined, help students comprehend the concepts for science. Twelve years of data collections prove that when schools use the resources with fidelity and in combination with training, test scores soar. Includes student booklets, assessments, daily practice drill booklets, speed bag teacher edition, laboratory booklet, benchmark power drills, reviews, vocabulary and content game reviews, cluster, and full length assessments. The bundles will be as a supplement to the science curriculum and as a resource during small group interventions.</i>			
<b>Total:</b>						<b>\$167,570.00</b>