

Hillsborough County Public Schools

Tampa Heights Elementary Magnet



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
2401	Tampa Heights Elementary Magnet				\$156,245.00	

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.

- Tampa Heights Elementary Magnet School of World Studies and Technology is a historic Title I Magnet School with 83 percent of students receiving free- or reduced-price lunch. The school's Community Resource Map is a living document; it includes current community partners and new partners added as commitments are garnered. Community partners and providers that will be connected to Tampa Heights Elementary School:
 - o Champions for Children's Kids on the Block - will provide grade-level presentations with puppets twice per year to empower students in the areas of anti-bullying and child abuse prevention
 - o Mendez Foundation - will provide the Too Good program to enable students with social-emotional learning (SEL) and substance abuse prevention skills
 - o High school partner (Middleton) - will give a student from a local high school to partner with students and work on the school paper, the Lee Traveler Gazette
 - o Tampa Bay Times newspaper - will provide a tour opportunity to students working for the Lee Traveler Gazette
 - o Tampa Heights Community Garden, PTA, and USF Stampede for Service - will assist with the organic vegetable and butterfly gardens
 - o Lowes and Ulele - will provide donations for the gardens, as well as other contributions such as benches and storage containers as needed
 - o students
 - o Phillis Busansky Senior Citizen Center - will provide volunteers to help cut Positive Behavior and Intervention Supports (PBIS) money, called Worlds
 - o Lee Davis Neighborhood Service Center -will provide student/family assistance
 - o SEEDS - will provide wrap-around case management for families with children, ages three years through 3rd grade
 - o Metropolitan Ministries - will assist homeless students and families in need
 - o Wilder Architecture Firm -will provide tutors/mentors for students

Academic and Character Standards

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

- At Tampa Heights Elementary Magnet School, teachers will use various instructional technology to infuse the authentic World Studies theme to create an environment that fosters the highest social, emotional, and intellectual development levels. The magnet program creates a community of global learners who embrace cultural diversity and make real-world connections to their learning while acquiring a unique global perspective. The establishment of high academic and character standards is essential to turning around a school. Keeping with its World Studies theme, Tampa Heights will foster intellectual development and every student's social and emotional well-being.
- Tampa Heights will continue to employ a Lead Teacher to help establish both character and academic standards. The Lead Teacher at Tampa Heights, partially funded by TSSSA for the first time in 2021-2022 (.60 FTE Lead Teacher @ \$58,734.67, which includes fringe and the other .40 FTE of the Lead Teacher is funded by another source), will support high academic standards by ensuring that the magnet program theme is integrated into teachers' lesson plans and that teachers have the resources necessary to carry out the theme. To create measurable, high academic standards that coincide with the school's World Studies theme, Tampa Heights will have each grade level focus on a different continent of study throughout the school year. The Lead Teacher will help support high character standards through working with students on character development as a part of the executive green team (a school recycling club), through cultural connection clusters that meet on Fridays for an hour to participate in a cultural activity based on their grade's continent, and through helping students embrace diversity.
- As mentioned in Item 1, the work of community partners also contributes to setting high character standards for students through their Kids on the Block, Too Good, and Happiness programs. These programs help develop SEL skills and educate students on anti-bullying, substance abuse prevention, and child abuse prevention.
- Tampa Heights will continue the Multi-Tiered Systems of Support/Response to Intervention (MTSS/RtI) framework, PBIS, and Restorative Practices to develop character standards. The principal will lead restorative practices. Additionally, students will participate in a monthly family celebration where students lead and discuss seven positive character traits. Each month, they will discuss a new trait. Likewise, each class will have morning and afternoon meetings to provide time for student reflection. Tampa Heights students needing Tier 2 interventions for behavior will create a behavior contract with their teacher, and their progress will be monitored. At the same time, the school counselor and school social worker will provide Tier 3 supports as needed.

Many families have been impacted by the recent economic downturn, making it difficult for families to purchase basic school supplies for their children. Each teacher will receive basic supplies to distribute to students like pencils, paper, folders, headphones, and other general supplies. To ensure all students are prepared to learn, each of the 300 students will receive the supplies on the first day of school, and additional supplies will be available throughout the year. This will offset the financial burden placed on families to purchase school supplies for their children. Supplies for students \$1,282.24 and technology related supplies for students \$800.00.

Parental Involvement

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

- Parental involvement and engagement, particularly in the PTA, is robust. Tampa Heights will continue to promote a high level of parent involvement and engagement. The school will continue to offer a wide array of parent engagement events, and they will encourage more academic parent involvement through the student binder system. The binder system will help

students and serve as a tool to help parents better understand the standards and skills their child will learn during each quarter with a syllabus.

- Parent engagement events will be offered at Tampa Heights at the four curriculum nights, Pastries for Parents, a Grandparent Breakfast, skate night, sweetheart dance/family game night (Valentine's Day celebration), conference nights, and quarterly awards ceremonies. Skate night is a monthly PTA event that will be held at United Skates of America. For the breakfasts, the PTA will garner food donations to help show parent appreciation. The awards ceremony will continue to be a unique event where both students and parents attend; students will be awarded pins for their accomplishments. They keep on a school lanyard as a memento for both students and parents to cherish upon graduation.

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.

- Tampa Heights will keep both of their Resource Teachers. One Resource Teacher was funded by TSSSA last year and again this year (.30 FTE Resource Teacher @ \$20,729.94, which includes fringe. HCPS has a pending carry forward amendment for this budget line of \$52,668.00 to fund the other .70 FTE of the Resource Teacher for the 2021-2022 school year). The school would like to use TSSSA to fund the second Resource Teacher for the first time in 2021-2022 (1.0 FTE Resource Teacher @ \$73,449.36, which includes fringe). They will provide PD to staff during a designated Tuesday morning, once per month.
- In HCPS, Resource Teachers 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

and provide just-in-time, job-embedded coaching utilizing a solid knowledge base of mathematics content and pedagogy. At Tampa Heights, the PD provided by the Resource Teachers will focus on standards-based instruction. The Resource Teacher will also participate in side-by-side coaching, weekly grade level PLCs, PSLT, and MTSS/RtI meetings. The Resource Teachers will also assist teachers in learning how to analyze data from common assessments and work with small groups of students to boost academic proficiency.

- The administration will monitor both Resource Teachers with biweekly meetings and classroom walkthroughs. The Resource Team will also update the administration on PD plans, and trends in student progress resulting from teacher development will also be monitored by analyzing common assessment trends.

The Reading Coach and Resource Teachers will conduct a book study with ELA teachers. The book study will be focused on the book, *Intentional and Targeted Teaching: A Framework for Teacher Growth and Leadership*. The ELA teachers at the school will receive the book: 21 X \$29.95 each = \$628.95. See quote.

- The Resource Teachers will conduct a book study with all math teachers. The book study will be focused on the book *Making Sense of Mathematics for Teaching the Small Group*. The Math teachers at the school will receive the book 30 X \$26.95 = \$619.85. See quote.

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.

- Tampa Heights will use data from common assessments, formative data from iReady, and classroom observations to identify students who require additional focused instruction to help improve academic proficiency. Students identified in the lower quartile or students who have been identified as being two grade levels below will be offered additional tutoring before school, during the regular school day, or after school. By offering varying times, the student will attend tutoring based on the availability of transportation and scheduling with the students' parents. Tutoring will be funded through Extended Learning Program funds.

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				\$60,816.90
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	2401 - Tampa Heights Elementary Magnet	TSSSA	0.6	\$42,822.01
			Notes: Lead Teacher Salary			

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	5100	210-Retirement	2401 - Tampa Heights Elementary Magnet	TSSSA		\$4,282.20
			Notes: Lead Teacher Retirement (10%)			
	5100	220-Social Security	2401 - Tampa Heights Elementary Magnet	TSSSA		\$2,654.96
			Notes: Lead Teacher FICA (6.2%)			
	5100	220-Social Security	2401 - Tampa Heights Elementary Magnet	TSSSA		\$620.92
			Notes: Lead Teacher Medicare (1.45%)			
	5100	230-Group Insurance	2401 - Tampa Heights Elementary Magnet	TSSSA		\$8,136.18
			Notes: Lead Teacher Health and Life Insurance (19%)			
	5100	240-Workers Compensation	2401 - Tampa Heights Elementary Magnet	TSSSA		\$218.39
			Notes: Lead Teacher Workers Comp (.51%)			
	5100	510-Supplies	2401 - Tampa Heights Elementary Magnet	TSSSA		\$1,282.24
			Notes: Supplies for students			
	5100	519-Technology-Related Supplies	2401 - Tampa Heights Elementary Magnet	TSSSA		\$800.00
			Notes: Technology Related Supplies for students			
3	III.3.	Parental Involvement				\$0.00
4	III.4.	Incentives for Instructional Personnel				\$0.00
5	III.5.	Professional Development				\$95,428.10
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	2401 - Tampa Heights Elementary Magnet	TSSSA	1.0	\$53,550.13
			Notes: Resource Teacher Salary			
	5100	210-Retirement	2401 - Tampa Heights Elementary Magnet	TSSSA		\$5,355.01
			Notes: Resource Teacher Retirement (10%)			
	5100	220-Social Security	2401 - Tampa Heights Elementary Magnet	TSSSA		\$3,320.11
			Notes: Resource Teacher FICA (6.2%)			
	5100	220-Social Security	2401 - Tampa Heights Elementary Magnet	TSSSA		\$776.48
			Notes: Resource Teacher Medicare (1.45%)			
	5100	230-Group Insurance	2401 - Tampa Heights Elementary Magnet	TSSSA		\$10,174.52
			Notes: Resource Teacher Health and Life Insurance (19%)			

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	5100	240-Workers Compensation	2401 - Tampa Heights Elementary Magnet	TSSSA		\$273.11
			Notes: Resource Teacher Workers Comp (.51%)			
	5100	120-Classroom Teachers	2401 - Tampa Heights Elementary Magnet	TSSSA	0.3	\$15,113.69
			Notes: Resource Teacher Salary			
	5100	210-Retirement	2401 - Tampa Heights Elementary Magnet	TSSSA		\$1,511.37
			Notes: Resource Teacher Retirement (10%)			
	5100	220-Social Security	2401 - Tampa Heights Elementary Magnet	TSSSA		\$937.05
			Notes: Resource Teacher FICA (6.2%)			
	5100	220-Social Security	2401 - Tampa Heights Elementary Magnet	TSSSA		\$219.15
			Notes: Resource Teacher Medicare (1.45%)			
	5100	230-Group Insurance	2401 - Tampa Heights Elementary Magnet	TSSSA		\$2,871.60
			Notes: Resource Teacher Health and Life Insurance (19%)			
	5100	240-Workers Compensation	2401 - Tampa Heights Elementary Magnet	TSSSA		\$77.08
			Notes: Resource Teacher Workers Comp (.51%)			
	6400	510-Supplies	2401 - Tampa Heights Elementary Magnet	TSSSA		\$1,248.80
			Notes: Math PD Book			
6	III.6.	Focused Instruction				\$0.00
					Total:	\$156,245.00