

Hillsborough County Public Schools

Kimbell Elementary School



8-Step problem solving step zero school students strategic goals college and career needs assessment resources effective leadership strategies ambitious supportive environment improvement building relationships family and community involvement public and mission vision teaching

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 |
|-----------|---------------------------|--------------|---------------|---------------|------------------------|--------------------|
| 0120 | Kimbell Elementary School | | | | \$177,735.00 | |

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.

The comprehensive support services established by Kimbell Elementary School to develop family and community partnerships are aligned with the school's area of focus of improving culture. All students will receive direct, explicit instruction as they acquire leadership skills, create a culture of student empowerment, and align systems to drive academic achievement results. Once a month, one primary and one intermediate student will be acknowledged for displaying an attribute related to their best leadership, communication, and academic skills. Teachers will work with students in their classrooms on reviewing data and planning backward to set goals. Teachers will work with their students to modify goals as they demonstrate proficiency.

Kimbell currently engages in community partnerships with:

- All-Pro Dads & iMom – These monthly sessions are held after school by the school Social Worker to work with families on developing relationships with their children.
- Temple Terrace Methodist Church –The church provides snacks for family events after school and food for teacher appreciation week. Kimbell would like to enhance this program by using TSSSA funds to create a food pantry. The funds will allow families to have access to healthy food throughout the school year. The neighborhoods that feed into the school are referred to as "food deserts" or areas with limited access to traditional grocery stores. Families are often forced to shop at convenience stores, fast-food restaurants, or discount stores, which do not sell fresh fruits and vegetables. The school will purchase nutritious food, fresh fruits, and healthy food items for roughly 400 students and their families. Food Pantry - \$10,000.00.

Kimbell would like to use their TSSSA funds to provide each student with at least one uniform shirt and the neediest students two shirts. The additional funds would be used to create a uniform closet with extra tops, bottoms, long pants, and sweatshirts that students can access throughout the year or when the weather gets colder. Uniform shirts and uniform closet - \$7,200.00

Kimbell would like to establish a Healthcare Closet for students to access hygiene products. Coming to school clean and prepared to learn is linked to student success. Families of the 400 students would have access to shampoo, combs, dental supplies, feminine products, soap, and other products that ensure healthy body care. Healthcare Closet - \$5,000.00.

Academic and Character Standards

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

Kimbell will utilize the skills of a robust academic team to establish high academic standards. The team includes a Reading Coach (funded by a different source) and Resource Teachers. The team will work together to align the instructional calendars across content areas, thereby allowing clear, consistent, and streamlined instruction to occur. Teachers will meet with coaches and resource teachers every week to plan high-quality lessons across English Language Arts (ELA), Math, and Science. The Resource Team will be available to provide modeling for teachers as needed. During planning sessions, they spend time with teachers discussing data. Data-informed decisions will be made regarding how teachers will enrich, differentiate, and intervene to meet the unique learning needs of all students.

Kimbell would like to keep its current Resource Teacher funded by TSSSA again for 2021-2022. The Resource Teacher will continue to be responsible for providing ongoing needs-based job-embedded professional development. They will work with teachers around best practices, focusing on targeted students and planning weekly with teachers. The Resource Teacher works with Tier 2 & 3 students within a small group utilizing differentiated tasks, strategies, and continued progress monitoring and retained students with Leveled Literacy Intervention. The Resource Teacher will provide feedback and resources to students and teachers. They will complete walkthroughs, provide feedback on One Note, and review data monthly. Resource Teacher (1.0 FTE @78,058.06, which includes fringe).

Again this year, the second Resource Teacher (funded by a different source) will maintain and monitor the implementation of the mathematics program and work directly with classroom teachers to improve student learning in STEM. In addition, they will assist teachers in planning for and implementing standards-based instruction and assessment, providing job-embedded coaching utilizing a solid knowledge base of mathematics content and pedagogy.

At James, the Resource Teacher will be assigned specific grade levels to ensure coordinated, high-quality teachers' support. Kimbell's administration and the academic team will meet to disaggregate the data, find focus areas, make groups, and provide support for needs in a grade level – all before convening group and individual grade-level meetings. They will consider both staff supports and resources needed for remediation and extensions in small group settings. Then, Kimbell's administration, coaching staff, and resource teachers will lead whole-staff sessions to celebrate and analyze comprehensive data. Finally, content and grade-level meetings will be held to dig deeper into the data, go through areas of focus and need, and plan for small groups to meet the needs of students using available resources.

The school would like to use \$8,000.00 of their TSSSA funds to purchase classroom supplies for students and teachers.

- 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, and other general supplies. To ensure all students are prepared to learn, each student will receive supplies on the first day of school, and additional supplies will be available throughout the year. Student supplies - \$3,000.00.
- 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 - \$4,200.00 and technology related supplies - \$800.

Parental Involvement

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

Kimbell will keep their Parent Liaison Aide (funded by a different source). They will empower parents and promote their engagement by bridging communication between the school and home. The Parent Liaison Aide will effectively build rapport with students, their families, and school staff to promote student progress. System navigators provide parents with information and links to resources that support students' academic and social success. The Parent Liaison Aide cultivates parental interest in their children's school through advocacy efforts, activities, and events. Much of the Parent Liaison Aide's work will be driven by a parent needs assessment survey. Likewise, ongoing feedback and input will be collected from families to guide the planning for events and opportunities that will best meet family needs and increase attendance at these events.

Student-led conferencing is part of the school's parent involvement plan. During the student-led conference, the child would share their work across content areas and communicate their growth with their families.

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 1 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.

The school will strategically utilize staff to deliver PD and build teacher capacity related to their academic and behavioral programs. Kimbell's academic team will provide PD on managing challenging behavior, planning, and data. Teachers will have the opportunity to practice running through mock lessons with each other to assist in thinking through the types of questions children will ask. Allowing them to problem solve with each other to differentiate to meet the needs of the students. Collaborative planning time will be paid out of TSSSA to provide teachers with time beyond their regular school day in amount of \$13,976.35 for teacher stipends 1 hour per week for 12 weeks).

Kimbell will keep their current Reading Coach funded by a different source. The role of the Reading Coach will be to maintain and monitor the implementation of the district's reading program, including PD of classroom teachers, to improve reading instruction and acquisition. Throughout the school year, the Reading Coach will focus on enhancing teachers' literacy instruction through job-embedded PD and coaching. They will provide support through collaborative standards-based lesson planning, modeling best practices in reading instruction, classroom-based demonstrations, and reflective teaching. They assist teachers in disaggregating data for interpretation and planning for instruction. The Reading Coach will engage in regular meetings with building administrators and stakeholders to advocate for the literacy development of all students.

The school will utilize its four Resource Teachers (only one is funded by TSSSA this year) to assist teachers in developing assessments, interpreting data, and planning for instruction. The Resource Team will maintain and monitor the implementation of the Math, ELA, Reading, and Science programs by working directly with classroom teachers to improve student learning. Using their solid knowledge base of content and pedagogy, the Resource Teachers strive to enhance teachers' instruction through job-embedded coaching. The PD they provide focuses heavily on instructional strategies and best practices, classroom organization and management, and effective implementation of district-provided resources

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.

Kimbell's Resource Teachers will provide data-driven, small group instruction to targeted students with the intent of improving their academic proficiency. However, the goal of Kimbell's administration is to build leaders throughout their entire school community to address this need. Teachers will receive weekly support and feedback from the coaches, resource teachers, and administration to assist them in providing focused instruction to improve student academic proficiency.

Likewise, all instructional staff at Kimbell have access to wireless laptops and Newline Display boards to provide engaging and interactive student instruction to enhance the learning opportunities offered to students. The administration will provide substitute teachers to cover classrooms to engage in learning walks to observe exemplar instructional practices in areas where they benefit from continued growth.

Lastly, Kimbell would like to use its TSSSA funds to hire an Assistant Teacher. This new position would work with small groups in grades 3-5. The Resource Team, Reading Coach, and the Administration will use data to determine which students need additional instruction. Data will be used to monitor progress and ensure students are making strides. The Assistant Teacher will report to the Resource Team. 1.0 FTE Assistant Teacher \$55,006.75, which includes fringe.

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 | | | | | \$22,200.00 |
|--|---------------|--|----------------------------------|----------------|-----|-------------|--------------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 | |
| | 5100 | 510-Supplies | 0120 - Kimbell Elementary School | TSSSA | | \$10,000.00 | |
| <i>Notes: Food Pantry</i> | | | | | | | |
| | 5100 | 510-Supplies | 0120 - Kimbell Elementary School | TSSSA | | \$5,000.00 | |
| <i>Notes: Healthcare closet</i> | | | | | | | |
| | 5100 | 590-Other Materials and Supplies | 0120 - Kimbell Elementary School | TSSSA | | \$7,200.00 | |
| <i>Notes: Uniforms</i> | | | | | | | |
| 2 | III.2. | Academic and Character Standards | | | | | \$86,057.85 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 | |
| | 5100 | 120-Classroom Teachers | 0120 - Kimbell Elementary School | TSSSA | 1.0 | \$56,910.22 | |
| <i>Notes: Resource Teacher to provide extra differentiated support to students.</i> | | | | | | | |
| | 5100 | 210-Retirement | 0120 - Kimbell Elementary School | TSSSA | | \$5,691.02 | |
| <i>Notes: Retirement benefits (10%) for Resource Teacher to provide extra differentiated support to students.</i> | | | | | | | |
| | 5100 | 220-Social Security | 0120 - Kimbell Elementary School | TSSSA | | \$3,528.43 | |
| <i>Notes: Social Security benefits (6.2%) for Resource Teacher to provide extra differentiated support to students.</i> | | | | | | | |
| | 5100 | 220-Social Security | 0120 - Kimbell Elementary School | TSSSA | | \$825.00 | |
| <i>Notes: Medicare benefits (1.45%) for Resource Teacher to provide extra differentiated support to students.</i> | | | | | | | |
| | 5100 | 230-Group Insurance | 0120 - Kimbell Elementary School | TSSSA | | \$10,812.94 | |
| <i>Notes: Life and Health Insurance benefits (19%) for Resource Teacher to provide extra differentiated support to students.</i> | | | | | | | |
| | 5100 | 240-Workers Compensation | 0120 - Kimbell Elementary School | TSSSA | | \$290.24 | |
| <i>Notes: Workers Comp benefits (.51%) for Resource Teacher to provide extra differentiated support to students.</i> | | | | | | | |

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|----------|---------------|---|--|----------------|-----|--------------------|--|--|
| | 5100 | 510-Supplies | 0120 - Kimbell Elementary School | TSSSA | | \$7,200.00 | | |
| | | | <i>Notes: Instructional supplies to support students and teachers</i> | | | | | |
| | 5100 | 519-Technology-Related Supplies | 0120 - Kimbell Elementary School | TSSSA | | \$800.00 | | |
| | | | <i>Notes: Technology related instructional supplies to support students and teachers</i> | | | | | |
| 3 | III.3. | Parental Involvement | | | | \$0.00 | | |
| 4 | III.4. | Incentives for Instructional Personnel | | | | \$0.00 | | |
| 5 | III.5. | Professional Development | | | | \$15,470.90 | | |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 | | |
| | 6300 | 120-Classroom Teachers | 0120 - Kimbell Elementary School | TSSSA | | \$13,093.18 | | |
| | | | <i>Notes: Stipends for teachers to collaboratively plan together</i> | | | | | |
| | 6300 | 210-Retirement | 0120 - Kimbell Elementary School | TSSSA | | \$1,309.32 | | |
| | | | <i>Notes: Retirement (10%) for Stipends for teachers to collaboratively plan together</i> | | | | | |
| | 6300 | 220-Social Security | 0120 - Kimbell Elementary School | TSSSA | | \$811.78 | | |
| | | | <i>Notes: Social Security (6.2%) for Stipends for teachers to collaboratively plan together</i> | | | | | |
| | 6300 | 220-Social Security | 0120 - Kimbell Elementary School | TSSSA | | \$189.85 | | |
| | | | <i>Notes: Medicare (1.45%) for Stipends for teachers to collaboratively plan together</i> | | | | | |
| | 6300 | 240-Workers Compensation | 0120 - Kimbell Elementary School | TSSSA | | \$66.77 | | |
| | | | <i>Notes: Workers Comp (.51%) for Stipends for teachers to collaboratively plan together</i> | | | | | |
| 6 | III.6. | Focused Instruction | | | | \$54,006.25 | | |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 | | |
| | 5100 | 150-Aides | 0120 - Kimbell Elementary School | TSSSA | 1.0 | \$39,375.00 | | |
| | | | <i>Notes: Assistant Teacher BD level to provide extra differentiated support to students.</i> | | | | | |
| | 5100 | 210-Retirement | 0120 - Kimbell Elementary School | TSSSA | | \$3,937.00 | | |
| | | | <i>Notes: Retirement benefits (10%) for Assistant Teacher BD level to provide extra differentiated support to students.</i> | | | | | |
| | 5100 | 220-Social Security | 0120 - Kimbell Elementary School | TSSSA | | \$2,441.25 | | |
| | | | <i>Notes: Social Security benefits (6.20%) for Assistant Teacher BD level to provide extra differentiated support to students.</i> | | | | | |

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|---------------|------|--------------------------|---|-------|--|---------------------|
| | 5100 | 220-Social Security | 0120 - Kimbell Elementary School | TSSSA | | \$570.94 |
| | | | <i>Notes: Medicare benefits (1.45%) for Assistant Teacher BD level to provide extra differentiated support to students.</i> | | | |
| | 5100 | 230-Group Insurance | 0120 - Kimbell Elementary School | TSSSA | | \$7,481.25 |
| | | | <i>Notes: Life and Health Insurance (19%) for Assistant Teacher BD level to provide extra differentiated support to students.</i> | | | |
| | 5100 | 240-Workers Compensation | 0120 - Kimbell Elementary School | TSSSA | | \$200.81 |
| | | | <i>Notes: Workers Comp benefits (.51%) for Assistant Teacher BD level to provide extra differentiated support to students.</i> | | | |
| Total: | | | | | | \$177,735.00 |