

Hillsborough County Public Schools

# Foster 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
1481	Foster Elementary School				\$193,295.00	

## 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.

Foster works with community partners that include:

- o Boy & Girls Club of Tampa Bay – Out-of-School-Time program
- o Tampa Family Health Centers – mobile health clinic (immunizations and physicals) and dental services; health systems navigation support to families; increased access to Certified Application Counselors to enroll in health care coverage; and priority linkage at a nearby clinic. Foster would like to use TSSSA funds to add to this program by creating a Health Care Closet for students and their families to access hygiene products. The school would buy essential hygiene products for the roughly 400 students like soap, shampoo, toothpaste and brushes, combs, deodorant, and other items to ensure students arrive at school clean and ready to learn. Healthcare Closet - \$4,152.84
- o One More Child – Weekend Food Program; supplemental food pantry stock; and tangible and intangible services provided through Compassion Center that is being built adjacent to the school
- o Feeding Tampa Bay – Feeding Minds School Pantry program
- o Alliance for Public Schools – host Family STEM Nights in coordination with the Tampa Bay STEM Network

Foster would like to use their TSSSA funds to provide each student with at least one uniform shirt and the neediest students two shirts. The school would like to create a uniform closet with additional uniform tops, long sleeve tops, bottoms, long pants, and basic sweatshirts that students can access throughout the year or when the weather gets colder. Uniform shirts and uniform closet - \$8,992.00

### **Academic and Character Standards**

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

Foster Elementary will continue with two specific pillars of the NEA's Community School model to establish clearly defined and measurable high academic standards: Strong and Proven Curriculum and High-Quality Teaching. Critical to this process will be a clear focus on instituting a comprehensive system for designing effective instruction. The strategic use of supplemental units, such as Coaches and Resource Teachers, aids schools in improving student learning.

This year, Foster would like to use their TSSSA funds to keep their Resource Teacher (.50 FTE Resource Teacher @ \$51,328.02, which includes fringe. HCPS has a pending carry forward amendment for this budget line of \$51,328.02 to fund the remaining .50 FTE of the Resource

Teacher for the 2021-2022 school year.

To ensure that these positions are being utilized to their fullest and align with the SIP, the Reading Coach and Resource Teacher will attend Monday Leadership Meetings to engage in weekly data chats, problem-solving, and coaching with the principal. Additional details as to the PD these key personnel will provide are outlined in Item 5. The school has several qualified personnel to fill the new position in the event the application is approved.

- The Resource Teacher is expected to 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 content and pedagogy. The Resource Teacher will conduct PD for classroom teachers and school leadership regarding instructional strategies, best practices, use of materials, and effective teaching techniques. Resource Teachers also conduct data-driven, small group instruction with students to ensure that students are meeting high academic standards.

- Reading Coaches are expected to maintain and monitor the implementation of the district's K-12 reading program, including professional development (PD) of classroom teachers, to improve reading instruction and acquisition. Reading Coaches focus on enhancing teachers' literacy instruction through job-embedded PD and coaching throughout the school year. Teachers receive support through collaborative standards-based lesson planning, modeling best practices in reading instruction, classroom-based demonstrations, and reflective teaching. Coaches assist teachers in disaggregating data for interpretation and planning for instruction.
- Successful school-wide positive behavior management plans, such as the House System, also incorporate explicit social and emotional learning (SEL) instruction. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), SEL instruction enhances students' capacity to integrate skills, attitudes, and behaviors to cope with daily tasks and challenges effectively. Quality SEL programs help students build self-awareness, self-management, social awareness, relationship skills, and responsible decision-making skills. Foster Elementary proposes to adopt a school-wide SEL program. Foster's master schedule is designed to allow weekly SEL lessons to be delivered by classroom teachers every Monday morning. Walkthroughs by the administration and key staff, such as the Behavior Specialist (described below), will ensure that lessons are delivered with fidelity.

- 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 of the 400 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 \$3,700.00

- Foster would like to use their TSSSA funds for teachers to purchase classroom supplies for teachers. Teachers at low socio-economic schools often spend their own money to buy items for their classrooms. Each of the 40 teachers at Foster will receive basic classroom supplies to ease that financial burden this year. Teachers will buy pens, markers, paper, notecards, poster paper, construction paper, toner, and general classroom supplies. Supplies for teachers \$5,179.11 and Technology Related Supplies for teachers \$600.00.

- The school would like to use its TSSSA funds to purchase PENDA. Penda Learning would supplement core science instruction and will be utilized as a pre-instruction tool to build content knowledge. When necessary, the program will fill learning gaps in instruction. The leadership team and academic coach will progress monitor the usage to ensure it impacts learning. They will conduct walkthroughs, review available data, and develop an intervention plan to support students who do not meet expectations. PENDA \$5,000.00. HCPS has a similar quote for PENDA in their Title I application to support other schools in the district.

### Parental Involvement

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

Foster Elementary will host several events throughout the school year. They will continue hosting their Black History and Hispanic Heritage celebrations as they have been well received in the past. This will also offer Family STEM Nights planned in conjunction with the Alliance for Public Schools and the Tampa Bay STEM Network, as outlined in the Full-Service Community Schools grant. Lastly, they will also host three EAGLE (Everyone Achieving Gains to Learn Effectively) Nights over the course of the school year. Modeled after the evidence-based Academic Parent Teacher Teams, these events focus on partnering with parents to help them assist their children in building foundational academic skills. During EAGLE Nights, parent-teacher teams will review student data and set goals, and then parents will be provided with resources to use at home with their students to promote student success.

### 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.

This year, Foster would like to use their TSSSA funds to hire a new Reaching Coach (1.0 FTE Reading Coach @ \$98,064.07, which includes fringe).

- Reading Coaches are expected to maintain and monitor the implementation of the district's K-12 reading program, including professional development (PD) of classroom teachers, to improve reading instruction and acquisition. Reading Coaches focus on enhancing teachers' literacy instruction through job-embedded PD and coaching throughout the school year. Teachers receive support through collaborative standards-based lesson planning, modeling



best practices in reading instruction, classroom-based demonstrations, and reflective teaching. Coaches assist teachers in disaggregating data for interpretation and planning for instruction. · Successful school-wide positive behavior management plans, such as the House System, also incorporate explicit social and emotional learning (SEL) instruction. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), SEL instruction enhances students' capacity to integrate skills, attitudes, and behaviors to cope with daily tasks and challenges effectively. Quality SEL programs help students build self-awareness, self-management, social awareness, relationship skills, and responsible decision-making skills. Foster Elementary proposes to adopt a school-wide SEL program. Foster's master schedule is designed to allow weekly SEL lessons to be delivered by classroom teachers every Monday morning. Walkthroughs by the administration and key staff, such as the Behavior Specialist (described below), will ensure that lessons are delivered with fidelity.

Teachers at Foster have one hour of daily common planning time, which allows the Reading Coach and the Resource Teacher sufficient opportunities to meet with grade-level teams to support collaborative standards-based planning, lesson implementation, and student progress monitoring. They will work with teachers to plan differentiated lessons based on student needs. Foster will also utilize paraprofessionals and substitutes to support PD efforts to improve instruction, such as providing class coverage to allow teachers to engage in learning walks. Coaching logs, PLC notes, PSLT/Child Study Team logs, and the electronic data wall will be maintained and regularly analyzed to ensure that supports are aligned to needs.

- Foster Elementary will conduct a full-day, whole-faculty training facilitated by a community partner, Metropolitan Ministries, to support the school's shift to a culture that focuses on meeting students' and families' social and emotional needs. This training will focus on Trauma-Informed Care, Self-Care, and Compassion Fatigue.

- The school would like to use its TSSSA funds to hire 15 substitute days. The substitutes would rotate into several classrooms throughout the day so that multiple teachers can participate in job-embedded professional development. Rotating the substitute into multiple classrooms in one day will reduce the time teachers are away from their students and allow teachers to work with the Resource Team. The Resource Team will follow up with walkthroughs and data analysis to monitor the effectiveness of the embedded professional development. Substitutes 15 days X \$110.00/day = \$1,650.00. The school would like to use its TSSSA funds to buy \$350.00 in PD supplies throughout the school year. The school would purchase professional development materials, chart paper, post-it notes, highlighters, and other basic items for teachers to use while working with the Resource Team.

### **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.

Foster plans to utilize TSSSA funds to provide additional tutoring for students during teachers' non-contracted hours to work with academically struggling students. The school will have 6 teachers tutor twice a week after school, for 27 weeks (6 teachers X 2 hours/week X 30 weeks at \$36.75/hour, which includes fringe = \$13,230.00). During weekly after-school sessions, students will receive additional instruction in ELA, Math, and Science. Students in grades 3, 4, and 5 will be invited to participate according to specific academic needs. Data from i-Ready, district formative assessments and the Florida Standards Assessment (FSA) will determine how students will be grouped and planned interventions. Efforts will focus primarily on standards mastery. The Reading Coach and Resource Teacher will assist with the necessary grouping, progress monitoring, and intervention planning.



## 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>\$13,144.84</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	1481 - Foster Elementary School	TSSSA		\$4,152.84
			<i>Notes: Healthcare Closet materials</i>			
	5100	590-Other Materials and Supplies	1481 - Foster Elementary School	TSSSA		\$8,992.00
			<i>Notes: Uniforms for students</i>			
<b>2</b>	<b>III.2.</b>	<b>Academic and Character Standards</b>				<b>\$65,807.12</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	1481 - Foster Elementary School	TSSSA	0.5	\$37,422.00
			<i>Notes: Resource Teacher to provide small group academic support to students</i>			
	5100	210-Retirement	1481 - Foster Elementary School	TSSSA		\$3,742.20
			<i>Notes: Retirement benefits (10%) for Resource Teacher</i>			
	5100	220-Social Security	1481 - Foster Elementary School	TSSSA		\$2,320.16
			<i>Notes: Social Security benefits (6.20%) for Resource Teacher</i>			
	5100	220-Social Security	1481 - Foster Elementary School	TSSSA		\$542.62
			<i>Notes: Medicare benefits (1.45%) for Resource Teacher</i>			
	5100	230-Group Insurance	1481 - Foster Elementary School	TSSSA		\$7,110.18
			<i>Notes: Insurance benefits (19%) for Resource Teacher</i>			
	5100	240-Workers Compensation	1481 - Foster Elementary School	TSSSA		\$190.85
			<i>Notes: Workers Comp benefits (.51%) for Resource Teacher</i>			
	5100	520-Textbooks	1481 - Foster Elementary School	TSSSA		\$5,000.00
			<i>Notes: Penda Learning subscription to enhance science instruction in the classroom</i>			

**Hillsborough - 1481 - Foster Elementary School - FDOE TSSSA 2021-22**  
*Foster Elementary School*

	5100	510-Supplies	1481 - Foster Elementary School	TSSSA		\$3,700.00
			<i>Notes: Instructional supplies for students (paper, pens, construction paper)</i>			
	5100	510-Supplies	1481 - Foster Elementary School	TSSSA		\$5,179.11
			<i>Notes: Supplies for teachers (paper, pens, ink)</i>			
	5100	519-Technology-Related Supplies	1481 - Foster Elementary School	TSSSA		\$600.00
			<i>Notes: Technology related supplies for teachers (ink, toner)</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>\$101,113.04</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	510-Supplies	1481 - Foster Elementary School	TSSSA		\$350.00
			<i>Notes: Supplies -- professional development materials, chart paper, post-it notes, highlighters, and other basic items for teachers (\$110/day for 15 days total for all teachers in the school)</i>			
	6400	390-Other Purchased Services	1481 - Foster Elementary School	TSSSA		\$1,650.00
			<i>Notes: Substitutes for teachers to be able to attend professional learning during the school day to be kept at a minimum to maximize the time students have with teachers in the classroom</i>			
	6400	130-Other Certified Instructional Personnel	1481 - Foster Elementary School	TSSSA	1.0	\$72,400.00
			<i>Notes: Reading Coach</i>			
	6400	210-Retirement	1481 - Foster Elementary School	TSSSA		\$7,240.00
			<i>Notes: Retirement benefits (10%) for Reading Coach</i>			
	6400	220-Social Security	1481 - Foster Elementary School	TSSSA		\$4,488.00
			<i>Notes: Social Security benefits (6.20%) for Reading Coach</i>			
	6400	220-Social Security	1481 - Foster Elementary School	TSSSA		\$1,049.80
			<i>Notes: Medicare benefits (1.45%) for Reading Coach</i>			
	6400	230-Group Insurance	1481 - Foster Elementary School	TSSSA		\$13,566.00
			<i>Notes: Life and Health Insurance benefits (19%) for Reading Coach</i>			
	6400	240-Workers Compensation	1481 - Foster Elementary School	TSSSA		\$369.24
			<i>Notes: Workers Comp benefits (.51%) for Reading Coach</i>			
<b>6</b>	<b>III.6.</b>	<b>Focused Instruction</b>				<b>\$13,230.00</b>

**Hillsborough - 1481 - Foster Elementary School - FDOE TSSSA 2021-22**  
*Foster Elementary School*

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	1481 - Foster Elementary School	TSSSA		\$11,197.00
			<i>Notes: Tutoring support for students beyond the regular school day</i>			
	5100	210-Retirement	1481 - Foster Elementary School	TSSSA		\$1,120.00
			<i>Notes: Retirement benefits (10%) for Tutoring support for students beyond the regular school day</i>			
	5100	220-Social Security	1481 - Foster Elementary School	TSSSA		\$694.00
			<i>Notes: Social Security benefits (6.20%) for Tutoring support for students beyond the regular school day</i>			
	5100	220-Social Security	1481 - Foster Elementary School	TSSSA		\$162.00
			<i>Notes: Medicare benefits (1.45%) for Tutoring support for students beyond the regular school day</i>			
	5100	240-Workers Compensation	1481 - Foster Elementary School	TSSSA		\$57.00
			<i>Notes: Workers Comp benefits (.51%) for Tutoring support for students beyond the regular school day</i>			
					<b>Total:</b>	<b>\$193,295.00</b>