

Hillsborough County Public Schools

# Mcdonald Elementary School



2020-21 TSSSA Plan

---

## Table of Contents

---

<b>Eligibility and Allocation</b>	<b>0</b>
<b>Plan Assurances</b>	<b>0</b>
<b>Plan Items</b>	<b>0</b>
<b>Budget</b>	<b>9</b>

## Eligibility and Allocation

### Eligibility

Eligibility for 2020-21 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
2871	Mcdonald Elementary School	Y			\$254,555.00	

## 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.

McDonald Elementary will focus on “creating a culture of high expectations for academic performance and character standards while meeting the needs of all stakeholders.” McDonald’s plan to meet these goals through evidenced-based activities and strategies is included in their School-wide Improvement Plan (SIP). One strategy McDonald will continue in the 2020-2021 school year is adding a full-time paraprofessional to serve as a Parent Involvement Aide position dedicated to establishing, maintaining, and growing partnerships with families and community members. The paraprofessional will work with the school leadership team to establish partnerships with local business organizations, community social service organizations, and local housing administrations. At the same time, the paraprofessional will work to maintain and enhance current business partnerships, such as their relationship with Publix supermarkets who is currently providing funding for the school’s field day activities and for various social services supports made available to students and their families.

The McDonald leadership team will also focus on increasing participation of families and community members in PTSA and the School Advisory Committee (SAC). McDonald’s leadership team will focus on bringing in individuals from the newly formed business and community partnerships to be active members of the school’s PTSA and SAC. In addition, the paraprofessional dedicated to parent and community efforts will use a multifaceted communication approach, including but not limited to, meeting with parents at community events, through phone contact, on social media platforms, through information sent home through student planners, and by home visits to increase the parent membership and participation in PTSA and SAC activities. To measure the success of these efforts, the school will evaluate membership rosters and attendance logs at PTSA and SAC meetings and activities. McDonald Elementary offers a comprehensive support services program designed to provide needed assistance to families

Food Pantry – Community partners Publix, SEEDS of Hope, Feeding Tampa Bay, and the Kiwanis Club of Brandon work together with school personnel to provide food for families in need. On Friday (or on the last school day of the week) a student from each family that has been determined to be eligible by the Student Services Team is given pre-packaged bag(s) of food to take home. During summer months, the school’s community partner, First Baptist

Church of Thonotosassa, provides food deliveries to the homes of these same families on a bi-weekly basis.

Holiday Food Assistance - Community partners work with the Student Services Team to provide families in need with food for the holidays.

Clothing and other material items - These items are provided on an as-needed basis through school-community partnerships. Publix has led this support effort through its long-standing school/community partnership.

Crisis Stabilization service - The school/community partners also work with the school to provide support to families facing a sudden crisis. In the past, families facing a sudden crisis received support such as shelter, food, clothing, and miscellaneous other supports, which helped the families recover and stabilize more quickly.

Each of these supports is an integral part of the school's plan to "create a culture of high expectations for academic performance and character standards while meeting the needs of all stakeholders," as it is tied to research indicating that a child's (and their families) basic needs must be met before they can increase their academic performance. This support also build a trust between the school and family that research indicates strengthens the relationships between the school, families, and community.

### **Academic and Character Standards**

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

McDonald Elementary will use a three-pillar approach to establish high academic and character standards while simultaneously reinforcing current efforts. School leaders will begin the process by first establishing a clearly defined explanation of each pillar of the school plan and the rationale behind each. The three pillars that will support the establishment of high academic standards and high character standards are: 1) the development of standards-based lesson plans created through teacher collaboration; 2) the implementation of high-quality lessons using instructional best practices and teacher clarity, and 3) the identification of and support for Tier 2 and Tier 3 students.

The school's support structure for the development, implementation, and monitoring of the three pillars consist of a wide range of support positions including a Behavior Specialist, RtI Resource Teacher, Reading Coach, Math Resource Teacher, Science Resource Teacher, and four academic tutors.

McDonald Elementary is working with the University of Virginia (UVA) to create strategies for their school under UVA's school turnaround initiative. These strategies are tailored to their individual school culture and will help establish both clearly defined high academic and character standards. Again this year, they will implement a 90-day plan.

Additionally, McDonald Elementary will employ supplemental instructional coach and resource positions to support students and teachers. The Math Resource, Reading Coaches and a Science Resource Teachers are to maintain and monitor the implementation of their programs, work directly with classroom teachers to improve student learning, implement professional development they provide focuses heavily on instructional strategies and best practices, help with classroom organization and management, and effective implementation of district-provided resources.

McDonald Elementary will utilize a Behavior Specialist and an MTSS/RtI Teacher to support the 3 pillars of school improvement as it relates to high character standards. The district-defined roles of each support position are: (2 - 1.0 FTE RTI positions @\$89,700/person, which includes fringe)

The RTI Teacher will assist the school with data analysis of individual students to provide the

most effective instruction and intervention according to each student's needs. In addition to the district-defined responsibilities of each behavioral support position listed above, McDonald Elementary will utilize these resource positions to reinforce the school's three pillars and defined action steps in their SIP. The RTI Teachers will work together to create a structure to monitor MTSS data during Professional Learning Communities (PLCs), as well as facilitate weekly PSLT meetings and monthly data-driven PLC meetings using an electronic data wall. To monitor the activities and to evaluate the effectiveness of the efforts of they will provide weekly updates to the school administrative/leadership team. Updates will include a detailed report of their activities, analysis of school discipline reports, and analysis of i-Ready data and other students academic work to track their progress.

### **Parental Involvement**

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

Again this year, McDonald Elementary will employ a Parent Involvement Aide (1.0 FTE @ 35,600, which includes fringe). The Aide's job responsibility is to support the school's efforts to increase parental involvement and engagement, as well as to build community partnerships through planning and implementing activities such as parent nights, themed family engagement nights, multi-cultural reading nights, and one or more health and safety nights. The Aide will reach out to parents through various avenues, such as at community events, through phone contacts, on social media platforms, and through information sent home via student planners. The Aide will also act as a liaison between the school and district initiatives addressing parent involvement. McDonald Elementary is a Title I school and thus receives support through Title I parent and community engagement efforts. The school's Parent Involvement Aide will be an active part of these activities by serving as the school's Title I parent involvement contact. In addition, the Aide will assist the principal in all PTA/SAC meetings and activities.

The Parent Involvement Aide position will support the school's focus on "creating a culture of high expectations with all stakeholders." Research is clear that parental involvement in their child's education significantly influences the child's achievement. Therefore, increased parental involvement in the behavior of their child will enhance the development of high character standards within their child.

### **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 HCMS informs a wide range of human capital decisions in the district. Teachers designated as effective or highly effective receive recruitment letters from the Superintendent 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. 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 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 an 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 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 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’

### **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.

McDonald Elementary teachers will participate in the following professional development activities during the upcoming school year.

Thinking Maps – This is a writing framework training to provide consistency across K-5 instruction. McDonald’s teachers who attended the training during the summer of 2019 will



facilitate the 2020 training. This is an example of a train the trainer model, a strategy the school will employ to sustain professional development efforts when TSSSA grant funding is completed.

Standards-based training – This training will focus specifically on content areas. The training is a follow-up to the standards-based training provided over the past couple of years.

McDonald's academic coaches will facilitate the training.

Kagan / Collaborative Training – Kagan strategies focus on collaborative and cooperative learning strategies teachers will implement in their classrooms to increase student engagement. McDonald's Rtl Specialist, who is a certified Kagan trainer, will facilitate the training. This is another example of the train-the-trainer model allowing for sustainability after exiting the TSSSA grant.

Foundations Training – Foundations focuses on managing behavior in common areas and with school-wide policies. McDonald's guidance counselor, school social worker, administrative team, and selected teachers will facilitate the training. All facilitators attended the training over the summer and became district-certified to conduct the training at their school site. This is an example of the train-the-trainer model to sustain the training after exiting the TSSSA grant.

Restorative Practices training session #1 - Participants will practice different restorative practices and strategies they can implement in their classrooms. Participants will also begin to target concrete ways to begin building a school-wide culture that emphasizes the importance of building positive relationships while implementing processes that restore relationships when harm has occurred. The district's Restorative Practices trainers will facilitate the training. Plans to offer part two of the Restorative Practices training are underway; the principal will announce the training date after it is confirmed. In addition to the instructional staff, all paraprofessionals will also participate in this important training opportunity.

As described in Item 2, McDonald Elementary Academic Coaches and Resource Teachers will also provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards. They will conduct ongoing training, classroom walk-throughs, and modeling for individual teachers, as needed.

### **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.

McDonald Elementary will employ two paraprofessionals to support focused instruction, with the goal of increasing the percentage of students reaching proficiency levels on state tests in ELA and Math. One of the two paraprofessionals will be funded using TSSSA funds (1.0 FTE @ \$35,600, which includes fringe). The paraprofessionals will pull students for small group instruction, participate in academic planning with teachers, and assist teachers in the preparation of instructional aids and enrichment activities. When assistance is needed, paraprofessionals will also assist teachers with academic instruction and with supervising student behavior during class time.

McDonald will plan afterschool-tutoring sessions to offset the learning losses as a result of the mandatory school closures. The school will identify the most at-risk student to stay after school for remedial lessons in reading and math. The dates for these sessions have not been determined, due to the uncertainty of school reopening procedures. 98 hours X \$40/hour (which includes fringe) = \$3,920, plus \$35 in supplies.



### **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.