

Putnam County School District

William D. Moseley Elementary School



2020-21 TSSSA Plan

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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
0351	William D. Moseley Elementary School			Y	\$248,220.00	

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.

Strategy 1- Community and Family Liaison: TSSSA funds will be utilized to hire a Community and Family Liaison at William D. Moseley Elementary. The Community and Family Liaison will create additional opportunities for school to home outreach, provide families with information on programs/services available to students and families as well as school and/or district activities and procedures and foster an ongoing partnership between the home and school. The position will serve to bridge the gap between available wrap-around services and student and family access to those services. In addition, the liaison will work to implement the comprehensive approach to family and community partnerships. The district's Parent and Community Involvement Coordinator will serve as a mentor and collaborator for the liaison, which will ensure that services are coordinated for the purpose of sustainable implementation.

Academic and Character Standards

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

Strategy 1- Implementation of the LSI Schools for Rigor Approach: TSSSA funds will be utilized at William D. Moseley Elementary to continue partnering with Learning Sciences International to implement a fourth year of the Schools for Rigor treatment. LSI has proven results in growing teachers in instructional pedagogy that increases equity and access for all, narrowing the achievement gap for student subgroups by equipping students with the social, emotional, and cognitive skills that are needed to thrive in the 21st century. These skills are crucial to breaking the cycle of poverty. Teachers will learn how to teach the soft skills required for student-led academic teams in classrooms. This teaming concept empowers students to practice active cognitive engagement and critical thinking skills, which are necessary to achieve the rigor of new academic standards and become good citizens. The self-management SEL competencies that students will be learning are impulse control, self-discipline, self-motivation, organization, goal setting, and stress management. Under the guidance of their teachers, students develop both the academic and social skills they will need to be successful in future careers. Student teaming encourages all group members to own each other's learning and engage in peer tutoring and support with rigorous grade level standards. In their teams, students learn how to communicate with each other in a respectful and productive

manner. William D. Moseley Elementary is striving to develop an academic culture that blends social emotional learning with rigorous instruction.

Strategy 2 - Caring School Community: TSSSA funds will be utilized at William D. Moseley Elementary to purchase supplemental materials aligned with the Caring School Community SEL resources that help teachers establish clearly defined character standards and develop SEL skill sets in students. Caring School Community is one of the district supported resources that we use for SEL. William D. Moseley Elementary will use TSSSA funds to purchase materials beyond what the district funds for all schools.

Parental Involvement

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

Strategy 1 - Community and Family Liaison: TSSSA funds will be utilized to hire a Community and Family Liaison at William D. Moseley Elementary. The Community and Family Liaison will create additional opportunities for school to home outreach, provide families with information on programs/services available to students and families as well as school and/or district activities and procedures and foster an ongoing partnership between the home and school. Developing positive relationships with parents will create academic sustainability by breaking down the barriers between school and home. Once parents become involved, there is a greater likelihood the school will be able to sustain increased involvement and positive student attendance habits after the grant period ends.

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 Putnam County School District is committed to recruiting, retaining and rewarding instructional personnel. Our district plan to identify and recruit personnel includes activities such as job fairs, virtual fairs, social media advertisements, personal recruitment emails sent to graduates on lists that are received from schools or job fairs, district job postings, promotional videos, and descriptions sent to colleges and organizations to post on each of their sites. In addition, we are currently implementing our second cohort of the Para to Pro program that recruits qualified paraprofessionals and assists them with earning an education degree to become teachers in our district.

Through the district Novice Teacher Mentor program, we are supporting novice teachers (those in their first three years) in their quest to become the effective teacher that every student deserves. Putnam County's mentor program focuses on the retainment of novice teachers. Four district level mentors provide differentiated support to the novice teachers based on their needs and experience levels (temporary/professional certificates). Mentors support teachers in

their strategies/structures, lesson planning, modeling, co-teaching, classroom management, and small group PLC's. The success of our novice teacher mentor program has improved retention rates over the past three years.

The Putnam County School District has fully implemented state reward programs in the past such as Best and Brightest and the UniSIG Supplemental Teacher Allocation. We also have a Pay for Performance program embedded in our teacher contract. The district has a collaborative relationship with the local Putnam Federation of Teachers/United union as language is built into union contract referencing recruitment, retention and reward of instructional personnel. District leadership will soon begin working to implement the recently approved pay increase legislation in House Bill 641.

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.

Strategy 1- Partnership with Learning Sciences International: TSSSA funds will be utilized at William D. Moseley Elementary for professional contracted services with Learning Sciences International (LSI) to continue the partnership that was established during the 2018-19 school year. Our district has a well established partnership with LSI that will allow us to implement a fourth year of the Schools for Rigor model supported by district staff with limited LSI expertise throughout. The model will provide supports and resources, with a flexible delivery of services to build teacher capacity in the following:

- Plan and deliver rigorous, standards-based lessons
- Implement powerful classroom strategies to increase rigor
- Empower students to engage in cognitively complex thinking
- Use real-time formative assessment data to strengthen instruction

Strategy 2 - Additional Hours for Professional Learning: TSSSA funds will be utilized at William D. Moseley Elementary to fund additional hours for teachers to participate in professional learning beyond the contract day.

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.

Strategy 1 - Paraprofessional to Support Interventions: TSSSA funds will be utilized at William D. Moseley Elementary for one additional paraprofessional to provide push-in classroom interventions for students based on individual and small group needs. Students in underserved sub-groups will be a priority, with a focus on improving academic proficiency and closing achievement gaps.

Strategy 2 - Intervention Teacher: TSSSA funds will be utilized at William D. Moseley Elementary for one additional intervention teacher to provide focused instruction to improve student outcomes. Students in underserved sub-groups will be a priority, with a focus on improving academic proficiency and closing achievement gaps.

Strategy 3 - Academic Tutors: TSSSA funds will be utilized at William D. Moseley Elementary to contract with Remedy Intelligent Staffing to fund two part-time academic tutors. The academic tutors will provide ELA and math support during the regular student school day.

Strategy 4 - Supplemental Instructional Supplies, Programs, and Student Chromebooks: TSSSA funds will be utilized at William D. Moseley Elementary to purchase supplemental instructional supplies and programs to support core instruction, intervention and tutoring in ELA and mathematics. Examples of these materials and programs include Reflex Math and novel sets. TSSSA funds will also be utilized to purchase 100 student Chromebooks at William D. Moseley Elementary to support student use of core and intervention programs including i-Ready Reading, myON, Reflex Math, and Ready Classroom Mathematics.

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.