

Bay District Schools

Lucille Moore 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 |
|-----------|---------------------------------|--------------|---------------|---------------|------------------------|--------------------|
| 0131 | Lucille Moore Elementary School | | | Y | \$227,750.00 | |

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.

Collaboration between family and community partnerships allows Lucille Moore staff to address each child's social, emotional, health and academic needs. Before the school year begins, churches from across the southwest, Tyndall Air Force Base, and the local Navy Base, volunteer and assist with campus beautification. Hundreds of volunteers donate their time to assist with gardening, cleaning, and painting Lucille Moore Elementary. This allows us to provide an inviting atmosphere for our families to feel welcomed. Once parents feel welcomed, they utilize our many resources which includes Bay District Schools' Student Wellness Team, consisting of licensed mental health counselors, social workers, and a psychologist to address the social and emotional needs of our students and their families. Through weekly and daily social skills groups, character building exercises, and appropriate social and emotional development strategies, this team collaborates amongst each other, staff members as well as with our students' families to develop a comprehensive approach to address the needs of the students. This approach involves students' families and the school environment to address the whole child. Lucille Moore's parent/volunteer liaison and Title I coordinator continually provide support services to build partnerships between the parents, volunteers, and the school. Implementing the Pre-K transition meeting with the school staff provides strategies to assist preschoolers with low readiness rates. We host a kindergarten academy each summer. We provide information to the parents about kindergarten readiness and administer a screener to all the students during this time. This enables us to

identify

students requiring additional support early and prior to the first day of school. Additionally, we have

partnered with several churches and businesses to offer school supplies and clothing to families during

our orientation before school begins and throughout the school year. Also, during our orientation our

business partner, Oceaneering, brings a team of volunteers that assists in cooking and feeding students

and families.

Throughout the school year our collaboration with community partners provides opportunities and

resources that assist with family needs. Tyndall Airforce Base adopts several families and provides meals

and presents for them during the holiday season. Several churches donate food and money to ensure that

our students have something to eat on weekends and holidays. Local companies provide field trips to

educate children on different career fields and opportunities. Business partners assist in providing

materials needed for our family nights and after school activities. Hiland Park Baptist Church sponsors a

shoe drive that helps our families with providing shoes to our students at least twice a year.

Our school also works with Pancare to provide health care for our students. Students have the opportunity to see a doctor for any health concerns they may have all without leaving campus

and free of

charge!

At least once a nine weeks, we provide training to our parents to better equip them in their vital role with

their child's education:

- Focus training (online reporting system) to stay current with their child's attendance and grades

- Dojo, which helps parents understand how to monitor their child's daily behavior and how to navigate

through communicating with teachers

- Love and Logic classes which share strategies and support with parents to empower them to be better

parents.

This upcoming school year we will continue our work with 7-Dippity consultation services on the Trauma

Sensitive Classroom Project. (Note: 7-Dippity services are paid for by other funds.) In response to a

dramatic increase in, Community of Care referrals as well as calls for help from teachers and administrators, 7-Dippity implemented a variety of Focus Groups which included teachers,

parents, and

other staff members. The purpose of these Focus Groups was to ascertain the needs of each group so that

they could provide support to students. This information when combined with student discipline reports,

Community of Care submissions, and other similar data revealed a need to implement a Trauma Sensitive

Classroom project in Bay District Schools. Planning for the Trauma Sensitive Classroom Project began

prior to Spring Break this school year but was interrupted by the Covid-19 Pandemic. In addition to the Trauma Sensitive Classroom Project, Bay District Schools will also be working closely with Dr. Jill Ehrenreich from the University of Miami to create videos specifically to provide to parents during parent nights or on social media as they also cope with the anxiety or other socio-emotional disorders brought about due to Hurricane Michael and COVID-19 recovery. As you can see, the partnerships that Lucille Moore has established with families and community creates a comprehensive support system for students.

Academic and Character Standards

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

TSSSA funds are being requested for additional classroom support and three additional teachers to

support teachers as they build on past success. The additional classroom support includes (3) paraprofessionals to assist in providing additional face to face academic instructional time with students, and two additional teachers to have smaller class sizes to assist in providing effective support for more individualized instruction to address the students' academic needs therefore ensuring success.

The third teacher will be utilized to provide additional support within classrooms that focuses on addressing the students' social and emotional needs. Over the past two years our students have encountered traumatic events (a category 5 hurricane and the Covid-19 pandemic) that exacerbate already existing challenges and hinder their ability to focus on academics and character development. Having a trauma trained teacher that will support students within their classroom environment will provide additional and specific guidance with teaching students strategies and exercises to help address students' needs. This teacher will work closely with our Wellness (Triad) Team, behavior interventionist, and classroom teacher to focus on resilience-enhancing strategies specifically designed to work with children that have experienced trauma so that learning can occur.

Bay District will continue the implementation of the EL Curriculum and also use supplemental materials as needed. We feel this curriculum sets high academic standards for students to achieve and a pathway for teachers to follow to get them there. Lucille Moore has worked closely with TNTP to ensure our ELA instruction is challenging, builds background knowledge, and exposes our students to high quality text. This along with small group targeted instruction using SRA in 2018-2019 our ELA learning gains increased by 18.6% and the learning gains for the lowest 25% in ELA increased by 22.5%.

Bay District will continue the 5th year implementation of Eureka Math. This curriculum has had great benefits for Lucille Moore Elementary students. Increasing our school rating for the 2018-2019 school year from a D to a C, we saw the math growth increased: math learning gains up 11.3% and math learning gains of the lowest 25% up 9.8% . For the 2019-2020 school year, all grades were showing growth, according to the winter MAP assessment and working toward meeting their spring RIT goal. Therefore, in order to continue to meet high academic standards, Bay District Schools will continue implementation.

Science will continue to be a part of the focus. The 5th grade science and STEAM teachers will plan with the Science Specialist to ensure rigor, pacing, and engagement for students in science is continued. Science proficiency increased 2018-2019 school year 13% and the current Science MAP indicates a significant increase in the observed growth of students as well. 5.6 RIT point growth was the goal for students, but they have actually grown 10.6 RIT

points in just half of a school year! It should be noted that the EL Curriculum uses many informational texts that will build students' science background knowledge. This integrated approach, combined with the collaboration between teachers noted previously, will continue the high academic standards for LME students.

Focusing on character standards has allowed students to increase desired behaviors and focus on

academics. Utilizing Core Essentials allows us to emphasize specific character traits and teach students how to display behaviors that demonstrate that desired trait. In addition to the Core Essential Curriculum, we combined, created, and implemented our Patriot Pledge based on the core values. This allows us to create an atmosphere where students understand the expectations and know what behaviors to exhibit to meet and exceed those expectations.

Every month a pep rally is held to celebrate students' understanding of the current trait and a student is selected and recognized from each class that demonstrates that trait.

Relationship building is also an area that we will continue to focus on. Implementation of "circles" in the daily schedule has supported teachers with forming relationships in the classroom and assisted in their understanding the background of each student. Circle time has created a safe and sharing environment that offers teachers a snapshot into thought processes and background of our students, therefore helping teachers differentiate their interaction with students based on the information that is shared.

In addition to the Core Essential program, monthly pep rallies, relationship building and Patriot Pledge,

collaboration with our Wellness Team allows us to implement strategic courses of action that address many teachable opportunities to assist students with social and emotional direction and provides much needed strategies for our students to respond appropriately with situations they may encounter. Providing this level of support allows us to be proactive instead of reactive in regards to students' behavioral and mental health needs.

Addressing and establishing clear and definable standards is also important academically. In addition to

the specific curriculum and added academic support mentioned earlier, attendance and academic goals are

established and celebrated several times a year. Two times a year an academic party is held to celebrate students achieving or exceeding their goal in learning growth as demonstrated by the NWEA assessment.

Implementation of this character/behavioral plan has led to a 37% reduction in the number of out of

school suspension discipline referrals throughout the school. Because of this success, we will continue to

implement and refine this path towards academic focus and our student's healthy emotional and social

well-being.

We will continue our focus on creating trauma sensitive classrooms. This will allow us to provide additional social/emotional support for our students to ensure students are able to focus on learning within the classroom. We will provide additional professional development that will assist teachers with recognizing and accommodating students affected by trauma.

We will also have calm down corners in every classroom and provide behavior paraprofessionals, a certified teacher that specializes in providing behavior support at the primary level, and the Wellness Team to push-in support for students that are struggling. The Wellness Team consists of a licensed

mental health counselor, a case manager, two social workers, and a behavior interventionist.

Parental Involvement

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

Parent involvement is essential for the success of family engagement in a child's education. Implementing strategies that increase this involvement is an area that is our focus every year. Communicating is vital and there are several strategies that assist with bridging the gap and assist us with keeping parents up to date and included in their child's education. Such strategies include utilizing a communication app (Dojo) that shares reports and information between parents, teachers, and administration. This app also provides a translation of languages for our parents that speak other languages. Considering $\frac{1}{4}$ of our student population is ELL, this app and our onsite interpreters are critical to our communication process. Utilizing social platforms such as Facebook allows parents to continue to have access to educational resources and information at their fingertips. This means of communication is updated daily and allows parents to interact with messages and ask questions as needed. Everbridge is another method of communication that is sent to parents' phones and computers to share important messages regarding safety, events, and information. This program is an immediate way to notify a mass amount of people through text messages, voice messages, and emails efficiently. Also, being visible in the morning and afternoon when parents are dropping off and picking up students helps us establish relationships with families to encourage them to be comfortable and opens lines of communication. Offering various interactive family nights is a way to encourage parent involvement. Each family event has interactive stations in which parents visit and participate in. For example, at orientation, parents will be invited to interact with the parent center, the Student Wellness team, Title I coordinator, media center, car tags, Focus mini training, telehealth, and administration. Once stations are completed a meal would be provided to the entire family. This introduction allows parents to know the services that are available for them to utilize. There are also other factors that limit the parent involvement such as transportation. At times parents cannot make it to school and in many instances we do home visits allowing us to eliminate that barrier. These home visits start before the school year begins, the entire faculty will visit the neighborhoods in our zone to distribute school supplies, clothes, and build relationships with students and 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.

Bonus dollars are provided to teachers via the Bay County Teacher Contract. Bonus language is as

follows:

Recruitment/Retention Bonuses (for Schools in Differentiated Accountability or Turnaround Status):

- The total amount of the bonuses will not exceed \$500,000.00 annually. This amount does not include Turnaround Years 3 or more.

- Teachers selected to work at these schools shall receive a bonus of up to \$5,000.00.

Beginning in

the 2019-2020 school year, teachers at Differentiated Accountability schools shall receive a onehalf share of the bonus paid to teachers at a Turnaround School. The full amount of the bonus will

be paid for teachers who work the full school year and those who work less than the full school year

will receive a pro-rated amount. Payment of the bonus shall begin with the second pay check after

the FTE mini count.

- If the school grade increases to "C" or better, and at the recommendation of the Superintendent and

the approval of the Board, a one-half share bonus will be given to returning instructional staff and

newly-recruited instructional staff. Bonus payments will begin within two pay periods of the release

and finalization of school grades and pro-rated accordingly for late hires.

- For the purpose of the recruitment/retention bonus, the term "teacher" is defined as all personnel

paid on the Instructional Salary Schedule.

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.

Providing professional development that focuses on mental health to reduce academic barriers, therefore

increasing the effectiveness of academic rigor is an area of focus this year. Collaboration with 7-dippity

assists with providing professional development that educates teachers and paras with addressing students' mental health needs therefore enhancing the effectiveness of our current academic plans while incorporating innovative research based strategies.

Providing professional development regarding trauma sensitive classrooms allows our teachers to understand the effects of trauma on academics and empowers teachers with school-based mental health services and strategies that focus on targeted interventions and selective prevention strategies. Over the past two school years, our students have experienced a category 5 hurricane and now a worldwide pandemic that has interrupted their school year. Implementing these interventions and specific strategies allows our students and teachers to have the tools to be able to focus on the high academic standards, direct instruction, and academic rigor.

As teachers participate in continuous professional development they will have the opportunity to apply what they have learned to plan and prepare through their professional learning communities (PLC). These learning communities meet at least once a week to collaborate with teachers on their grade level and also allows them to collaborate, with 7-Dippity and the school based Student Wellness Team. The collaboration with 7-Dippity, the school based Student Wellness Team and other teachers ensures additional support is received if needed and the journey to creating and implementing high academic standards are met. Through the work of the PLC, teachers are able to apply what they have learned to provide academic rigorous instruction that aligns with Florida Standards.

Monthly data chats are held regarding behavior, attendance, and academics. Each data chat consists of an in-depth discussion to develop a plan to meet the needs of each student that reflects concern according to data. Understanding the data and developing a plan to address the needs ensures that Lucille Moore's focus continues to be academic rigor, direct instruction that meets the needs of all students regardless if it is enrichment or intervention thus creating high academic and character standards.

Additionally, each quarter members of the district School Improvement Team along with the school principal, problem solve together based on most recent data and classroom walkthrough observations. These monthly meetings are an important tool in ensuring district resources and support systems are in line with the school's needs.

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.

With the amount of focused instruction that needs to occur to improve students' academic proficiency and increase learning gains, we will utilize TSSSA grant funds to provide smaller class sizes. Through the funds provided by TSSSA we will have an additional two teachers to reduce the class size. Smaller classes has many benefits such as focused learning, increased differentiated instructional time, and more desired behaviors. The TSSSA grant and the TSSSA rollover funds will be used to provide instructional and behavior paraprofessionals. Having instructional paraprofessionals ensures that each student receives the most from each lesson. They will provide additional small group instruction, assist in maintaining a positive classroom, and help with increasing academic engagement. Having the appropriate number of teachers and paraprofessionals will also allow us to provide additional small group direct instruction through the SRA curriculum and small group individualized direct instruction interventions and enrichment to increase academic proficiency. In 2019 were we able to provide small class sizes and academic success was measured by our NWEA MAP data, over 90% of our students made their targeted yearly growth as projected by MAP. In 2020 we were unable to document yearly growth for MAP due to distance learning requirements caused by the pandemic, but winter data displayed every grade level demonstrated growth according to their RIT score. We have additional time in our school day. The district provides compensation to our faculty in order to provide our students with an additional hour of reading each day which supplements the 90 minute reading block. During the additional hour, students are provided individualized support based on their specific needs. This will continue during the 2020-2021 school year. After-School Tutoring will also be provided for those students identified as being in the lowest 25% in Reading and Math.

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 | | | | \$2,839.34 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2020-21 |
| | 5100 | 510-Supplies | 0131 - Lucille Moore Elementary Schl | TSSSA | | \$2,839.34 |
| | | | <i>Notes: 50 student subscription for math academic intervention \$599.00 60 x \$12.87 SRA Decoding Level B2 workbook \$772.20 40 x \$11.13 SRA Reading Mastery Signature Edition kindergarten workbook A \$445.20 30 x \$15.18 SRA Reading Mastery Signature Edition fifth grade workbooks \$ 455.40 30 x \$12.24 SRA Reading Mastery Signature Edition third grade workbooks A \$367.20 18 x \$11.13 SRA Reading Mastery Signature Edition Second grade workbook A \$200.34</i> | | | |
| 3 | III.3. | Parental Involvement | | | | \$0.00 |
| 4 | III.4. | Incentives for Instructional Personnel | | | | \$0.00 |
| 5 | III.5. | Professional Development | | | | \$0.00 |
| 6 | III.6. | Focused Instruction | | | | \$224,909.40 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2020-21 |
| | 5100 | 120-Classroom Teachers | 0131 - Lucille Moore Elementary Schl | TSSSA | 3.0 | \$142,500.00 |
| | | | <i>Notes: Three teachers salaries including benefits: \$160676.18</i> | | | |
| | 5100 | 210-Retirement | 0131 - Lucille Moore Elementary Schl | TSSSA | | \$14,250.00 |
| | | | <i>Notes: Retirement</i> | | | |
| | 5100 | 220-Social Security | 0131 - Lucille Moore Elementary Schl | TSSSA | | \$10,901.25 |
| | | | <i>Notes: Social Security</i> | | | |
| | 5100 | 230-Group Insurance | 0131 - Lucille Moore Elementary Schl | TSSSA | | \$23,499.00 |
| | | | <i>Notes: Group Insurance</i> | | | |
| | 5100 | 240-Workers Compensation | 0131 - Lucille Moore Elementary Schl | TSSSA | | \$2,137.50 |
| | | | <i>Notes: Workers Comp</i> | | | |
| | 5100 | 150-Aides | 0131 - Lucille Moore Elementary Schl | TSSSA | 2.0 | \$26,522.57 |
| | | | <i>Notes: Two paras including benefits</i> | | | |
| | 5100 | 210-Retirement | 0131 - Lucille Moore Elementary Schl | TSSSA | | \$2,652.26 |
| | | | <i>Notes: Retirement</i> | | | |
| | 5100 | 220-Social Security | 0131 - Lucille Moore Elementary Schl | TSSSA | | \$2,028.98 |
| | | | <i>Notes: Social Security</i> | | | |
| | 5100 | 230-Group Insurance | 0131 - Lucille Moore Elementary Schl | TSSSA | | \$20.00 |

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|---------------|------|--------------------------|--------------------------------------|-------|--|---------------------|
| | | | <i>Notes: Insurance</i> | | | |
| | 5100 | 240-Workers Compensation | 0131 - Lucille Moore Elementary Schl | TSSSA | | \$397.84 |
| | | | <i>Notes: Workers Comp.</i> | | | |
| Total: | | | | | | \$227,748.74 |