Chester A. Moore Elementary School

2020-21 TSSSA Plan

Table of Contents

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
0111	Chester A. Moore Elementary School	Y			$274,585.00	

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 Administrative Team at C. A. Moore Elementary, with input from teachers and parents and the support of the District's Title I funded Program Specialist, will develop and implement a responsive format for delivery of services to students and parents in need, including a quarterly schedule of parent workshops, open houses, and virtual field trips. The Family and Community Engagement Teacher is tasked with coordinating these efforts and building capacity of all staff to continue meaningful engagement strategies. A Language Lab will be offered to parents outside of school hours to support English acquisition. Increasing language proficiency in parents will allow them to better support their students in school. To extend the reach of these activities, the school will tap into existing programs, including the Boys and Girls Club and St. Lucie SOARS with the Children's Services Council. The programs will be designed to keep parents positively involved in their student's success.

Leverage Community Assets
1. Determine priority areas of focus and a yearlong plan.
2. Make contact with community assets; make face-to-face meetings; and invite them to participate in school. Leads: Principal, Assistant Principal, Title I Program Specialist

Improve School and Community Collaboration
1. Create a list of contacts.
2. Create/update public awareness campaign and communication systems with clear two-way channels of
communication.
3. Create year-long schedule of events, with determined themes; communicate to community partners.
Leads: Principal, Assistant Principal

Develop Family and Community Partnerships
1. Survey parents/analyze existing surveys.
2. Invite parents and community partners to participate in planning and implementation.
3. Continue Family and Community Engagement (FACE) Teacher position to provide direct support and

resources to family and community members.
4. Teachers host parent nights for all parents using Scholastic Read and Rise Family Event kits.
5. Facilitate a Language Lab for parents to provide after-hours English acquisition for parents using Rosetta
Stone and Zoom.
Leads: Principal, Assistant Principal, FACE Teacher, Teachers, Title I Program Specialist

The Language Lab personnel and technology, FACE position, Technology, and Scholastic Read and Rise Family Events will be funded through TSSSA.
The remainder of these activities are general-funded.

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

Academic Standards
Every teacher is provided with detailed course expectations and resources based on state standards, with accompanying scales which indicate the proficiency levels and the highest level of student achievement on each standard. Integrated Literacy Units of Study are prepared for all teachers and students. Math Routines are expected and monitored. Administrators monitor the delivery of on-level standards-based instruction as well as small group instruction. Leveled Literacy Intervention is in place to provide targeted reading instruction. Data is available for real time monitoring through district-developed Standards-Based Unit Assessments in ELA and Math in grades 2 through 5. These results are consistently and continually monitored at the district level by a team including the Principal Supervisors, Deputy Superintendent, Chief Academic Officer and others as well as School-Based Administrators and the School Renewal Support Team, allowing for immediate adjustments in instruction, as needed.

Using TSSSA funds, CAM will purchase an Accelerated Reader site license to encourage reading with a layer of accountability. Students will read texts of their choosing, at an appropriate reading level, and will complete a comprehension assessment upon the conclusion of the text. This will allow teachers to monitor independent student reading to ensure students are reading and, more importantly, are understanding what they are reading.

Character Standards
C. A. Moore Elementary is working with a consultant to develop "Single School Culture" which causes faculty and staff to commit to setting and explicitly teaching agreed upon expectations for academic and character standards. Based on a needs-assessment teachers, staff, and administrators set expectations for themselves and for students and plan for strategic progress-monitoring. Academic results are measured through unit assessments, iReady, and BAS data, as well as classroom observation. An in-depth analysis of behavior data measures the character/behavior targets. All discipline data, office visits, and suspensions are monitored. The types and severity of negative behaviors are measured, and interventions are put in place based on this analysis, on an on-going basis. CAM will be using Sanford Harmony lessons and SEL strategies supported by a District Team as well. Additionally, SLPS will be implementing Panorama to collect Social and Emotional student data.

Additionally, C. A. Moore Elementary participates in the Positive Behavior Intervention and Support Systems. C. A. Moore Elementary has been recognized as a PBIS Model School for six consecutive years for its excellent program implementation.

Using TSSSA funds, C. A. Moore will provide afterschool socio-emotional learning opportunities for students by paying a stipend to the facilitator. These learning sessions will equip students with tools and strategies for interacting successfully with peers and adults, both in and out of the school setting.

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

To increase parent involvement, C. A. Moore Elementary will implement the following strategies: 1) increase the number and availability of activities; 2) provide targeted communication; 3) increase relevancy of communication and engagement activities overall. To accomplish this, the Administrative Team will survey parents to identify their level of understanding of academic activities, identify "funds of knowledge," and identify parents' personal interests. Using this data, the school will develop activities which appeal to parents and provide a positive forum for teachers to connect with parents about their child's education.

Aligned with the 4C's, school policies and programs will be directed at improving family engagement by focusing on building the capacities of both staff and families to engage in partnerships. Events will be focused, targeting upcoming standards and reinforcing academic learning. At the same time, activities and events will prepare parents with knowledge and skills to support extended learning into the home and the community. As a result, parent engagement will be increased.

In practice, activities will include thematic school-wide events, parent workshops, APTT-style meetings, open houses, "data chats" for parents and children together, virtual field trips, extended hours to provide passive access to playgrounds and media centers, and parent-home visits. "Funds of knowledge" among parents will be identified; parents who have skills, resources, or experiences to guide the school in connecting with the community will be encouraged and invited to become active in the SAC and in reaching out to their peers.

Using TSSSA funds, the school will continue to fund one Family and Community Engagement (F.A.C.E.) teacher to cultivate positive relationships with families and community stakeholders to become partners in student success. The F.A.C.E. teacher will also build teacher capacity to develop and conduct relevant family and community engagement events and communication. This will help ensure the sustainability of school-to-family and school-to-community engagement.

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 school will implement ambitious and innovative strategies to identify, recruit, retain, and reward instructional personnel. The goal of these strategies is to create a positive, engaging work environment which attracts successful teachers, allows flexibility in problem-solving, and supports teachers in and out of the classroom to grow. This will be accomplished through the following steps:

1. Identify & Recruit
Teachers will be recruited statewide and nationally, identifying and prioritizing highly effective teachers utilizing the evaluation data available on each candidate and any candidate with a state VAM of 1 or 2 will be excluded from hire at CAM. Candidates will be screened for specific skills needed at the school sites. Desired qualities include: (a) belief in learning potential of all students; (b) ability to document prior student achievement, demonstrating consistent student gains; (c) being a highly-qualified, high-impact educator; (d) being growth-minded, an analytical thinker, an active listener, a data-driven problem solver; (e) ability to effectively communicate failures as well as success and have the ability to respond to necessary changes in program implementation; and (f) being an active member in community groups. Positions for CAM are advertised on Indeed and through all Social Media Outlets. Specialized job fairs have been held for five top priority schools including CAM. In addition, at general Teacher Job Fairs, CAM is allowed earlier hours and a location at the front of the room.

This year, the Principal as well as several district staff, including the Principal Supervisor and CAO have contacted teachers with 3 and 4 state VAM scores to invite them to apply for any openings at CAM. Special flyers seeking such effective and highly effective teachers have been posted and a special job posting was created to capture interest in these openings. Through SIG 4, CAM was also able to add a Master Teacher position which includes a longer contract and leadership/coaching responsibilities to recruit teachers. Applicants for these positions had to go through a rigorous district panel interview to illustrate why they were good candidates for this position and once hired, are provided with additional training throughout the year.

2. Retain
Recognizing working conditions significantly impact the recruitment and retention of effective teachers, the school site will create a consistent, positive working environment which rewards and values teachers. St. Lucie County Public Schools has recently passed a sales tax referendum to increase teacher pay to competitive levels in comparison with neighboring school districts. This referendum also increased safety and security needed to make students and teachers feel safe and valued. This also allowed us to negotiate a significant raise and contribute to insurance premiums.

All incentive activities are general-funded and/or referendum funded.

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.

Site-based leadership, working closely with the Office of Teaching and Learning's Talent Development staff, Curriculum Staff and the Office of School Renewal, will develop and implement training opportunities to support C. A. Moore Elementary. Training will take place afterschool, embedded in the school day (peer-to-peer instruction, modeling, and observation), within grade group meetings, and during faculty meetings. Professional development will support instructional and non-instructional staff.

District professional development will cover data-driven, standards-based instruction, the district Scope and Sequence, community services which support students and their families, differentiated instruction, the use of technology in the classroom, and district resources (such as the EWS and the Data Dashboard). Most of these activities will be general-funded, however collaborative planning stipends and supplies will be paid using TSSSA funds.

St. Lucie Public Schools' Office of Teaching and Learning Curriculum team supports the implementation of knowledge-rich curriculum at CAM with more intensive daily support provided by District-trained and monitored Instructional Partners and Master Teachers in each grade level. The district Scope and Sequence is aligned to prepare students to meet rigorous standards of achievement. At C. A. Moore Elementary, the knowledge-rich, spiraled curriculum will be applied and will focus on developing students' background knowledge. Currently, the Literacy Routine in grades K-5 supports short periods of systematic daily instruction of Foundational Skills and longer periods of instruction for reading complex texts that are grouped by a knowledge-rich topic. The purpose of this topic-based learning is for students to build knowledge and deepen their vocabulary over an extended period of time (units of study) within the school year and across grade levels.

The curriculum at the school will meet the following standards:
The curriculum is specific: Specific content and learning objectives will be clearly expressed in concrete terminology to students and parents. Teachers will be able to clearly define topics, subjects, and steps they will take to lead students to meet benchmarks and standards. Each grade level has specific topics, based on the grade-level Social Studies and Science expectations (e.g., matter, citizenship, practice of science, maps and globes, economics). The information within topics are organized into Units of Study. The specific Social Studies, Science, and Reading standards have been identified for each unit and indicated in the Scope and Sequence.

The curriculum is rigorous: Teachers will closely monitor student achievement through end of unit assessments as well as daily checks for understanding, providing differentiated instruction to meet individual student needs. Teachers will be prepared to increase the rigor with every step of learning, building a deeper understanding of content for each student. Planning is currently focused on the development of rigorous CFUs and strategies to aggressively monitor all students.

The curriculum is cumulative: The curriculum builds in nature, to ensure instruction and learning cumulate. Through the structure of the curriculum, instruction prepares students with both broad knowledge across subjects and a deep understanding of topics. Again, the topics are organized and assigned to grade levels through Units of Study based on developmental appropriateness. The units build on each other. To be specific, students in Kindergarten learn about Earth in Space and Time as do students in fifth grade. However, Kindergarten students learn the building blocks for that topic. The topics get increasingly difficult and richer as the years progress. In the very same way that the Social Studies and Science topics become more difficult and richer, so do the Reading standards. The Reading standards spiral throughout the grade levels to supply the support structures needed to analyze the complex topics within complex texts.

The curriculum is interdisciplinary and well-rounded: Instruction will utilize a variety of points of access to content. Vocabulary-rich classrooms will support students' ability to comprehend and apply new words, making connections through authentic learning experiences. The Units of Study in grades K-5 are integrated across the entire school day based on the Literacy Routine. The students are reading/being read rich and complex texts based on these topics

and will analyze those texts using their Reading standards. They are then writing to these texts during their writing block in alignment with their writing standards. Students then extend and deepen their knowledge in the content block with hands on experiments or other activities based on their science/social studies standards. Students may apply their learning about science through an art activity.

The curriculum builds the students' background knowledge: The curriculum is developed with intention to prepare students for their entire academic career. The cohesive, district-developed Scope and Sequence maps the knowledge and skills students will need in order to progress academically. Teachers utilize the Scope and Sequence, along with progress monitoring and differentiated instruction, to prepare students for future academic learning. Since the students are engaging in integrated literacy units of study, within the units the students are exposed to volume reading.

The implementation of knowledge-rich curriculum in every classroom is supported by the Office of Teaching and Learning and site-based leadership. Through ongoing professional development, teachers are equipped with knowledge and practical tools to use the curriculum. Through lesson-plan reviews, walk-throughs, classroom observation, and student achievement progress monitoring data, the fidelity of implementation is closely monitored.

Character education and social emotional learning concepts are embedded daily through restorative practices and lessons from Sanford Harmony Curriculum. The district supports this work through specialists in the Department of Social Emotional Learning. Master Teachers are trained to lead this work at CAM. The Certified School Counselor supplements classroom instruction through the Safer, Smarter Kids Curriculum. With their Single-School Culture focus at CAM, all students see consistent commitments to systems and structures of explicit character expectations.

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.

C. A. Moore Elementary will provide focused instruction to improve student academic proficiency during the normal school day via differentiated instruction. Students will receive small group and individualized instruction, based on academic need, to address deficiencies and gaps in skills and knowledge necessary to demonstrate proficiency and perform at grade level expectations. Using TSSSA funds, CAM will retain two interventionists to support the school's most fragile learners and will provide materials and supplies to support the work of the interventionists.

Literacy
During the regular literacy block, every student will receive whole group, small group, and individualized instruction to meet individual learning needs. Curriculum resources to be used during whole group instruction are the instructional materials purchased by the district and the district Scope and Sequence which is aligned to state standards. Small group instruction will be driven by student progress monitoring data. Flexible student groupings will be arranged to group students with similar deficiencies. Teacher-facilitated instruction will target the common learning needs and periodic assessment will take place to ensure student growth. Individualized student instruction will take place through the iReady Language Arts online platform, so students receive individualized instruction tailored to their unique needs.

Math
During the regular math block, every student will receive whole group, small group, and individualized instruction to meet individual learning needs. Curriculum resources to be used during whole group instruction are the instructional materials purchased by the district and the district Scope and Sequence which is aligned to state standards. Small group instruction will be driven by student progress monitoring data. Flexible student groupings will be arranged to group students with similar deficiencies. Teacher-facilitated instruction will target the common learning needs and periodic assessment will take place to ensure student growth. Individualized student instruction will take place through the iReady Math online platform, so students receive individualized instruction tailored to their unique needs.

Science
During the regular science block, every student will receive whole group and small group instruction to meet individual learning needs. Curriculum resources to be used during whole group instruction are the instructional materials purchased by the district and the district Scope and Sequence which is aligned to state standards. Small group instruction will be driven by student progress monitoring data. Flexible student groupings will be arranged to group students with similar deficiencies. Teacher-facilitated instruction will target the common learning needs and periodic assessment will take place to ensure student growth.

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				$36,811.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6150	311-Subagreements up to $25,000	0111 - Chester A. Moore Elementary School	TSSSA		$3,000.00
		Notes: Subagreements: Scholastic Read and Rise facilitator training and facilitator support for parent night ($3,000)				
	6150	510-Supplies	0111 - Chester A. Moore Elementary School	TSSSA		$7,900.00
		Notes: Materials and supplies: Scholastic Read and Rise family event kits and materials ($6,000) Parent language lab resources ($1,900)				
	6150	120-Classroom Teachers	0111 - Chester A. Moore Elementary School	TSSSA		$5,520.00
		Notes: Classroom Teacher: Stipends for parent language labs (2 teachers x 2hrs/ day x 60 days x $23/hr)				
	6150	210-Retirement	0111 - Chester A. Moore Elementary School	TSSSA		$552.00
		Notes: Retirement @10% on parent language lab stipends				
	6150	220-Social Security	0111 - Chester A. Moore Elementary School	TSSSA		$423.00

			Notes: FICA @7.65% on parent language lab stipends			
	6150	519-Technology-Related Supplies	0111 - Chester A. Moore Elementary School	TSSSA		$980.00
			Notes: Technology-related supplies: Headphones for parent language lab ($49 x 20)			
	6150	644-Computer Hardware Non-Capitalized	0111 - Chester A. Moore Elementary School	TSSSA		$15,600.00
			Notes: Computer hardware - noncapitalized: laptops for language labs ($650 x 24)			
	6150	692-Computer Software Non-Capitalized	0111 - Chester A. Moore Elementary School	TSSSA		$2,836.00
			Notes: Computer software - noncapitalized: Site license for Zoom, Rosetta Stone			
2	**III.2.**	**Academic and Character Standards**				**$24,583.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	691-Computer Software Capitalized	0111 - Chester A. Moore Elementary School	TSSSA		$7,734.00
			Notes: Computer Software: Site license for Accelerated Reader software			
	5100	120-Classroom Teachers	0111 - Chester A. Moore Elementary School	TSSSA		$5,520.00
			Notes: Classroom Teacher: Stipends for afterschool socio-emotional learning opportunities (2 teachers x 2 hours/day x 60 days x $23/hour)			
	5100	210-Retirement	0111 - Chester A. Moore Elementary School	TSSSA		$552.00
			Notes: Retirement @10% for afterschool socio-emotional learning stipends			
	5100	220-Social Security	0111 - Chester A. Moore Elementary School	TSSSA		$423.00
			Notes: FICA @7.65% for afterschool socio-emotional learning stipends			
	5100	510-Supplies	0111 - Chester A. Moore Elementary School	TSSSA		$1,000.00
			Notes: Materials and supplies for afterschool socio-emotional learning opportunities			
	5100	519-Technology-Related Supplies	0111 - Chester A. Moore Elementary School	TSSSA		$254.00
			Notes: Technology-Related Supplies: Headphones for SEL learning opportunities			
	5100	644-Computer Hardware Non-Capitalized	0111 - Chester A. Moore Elementary School	TSSSA		$9,100.00
			Notes: Computer hardware - noncapitalized: $650 x 14 laptops for students in SEL learning opportunities			
3	**III.3.**	**Parental Involvement**				**$61,710.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6150	120-Classroom Teachers	0111 - Chester A. Moore Elementary School	TSSSA	1.0	$43,569.00

			Notes: Classroom Teacher: Family and Community Engagement (FACE) Teacher salary for promoting parental involvement and education.			
	6150	210-Retirement	0111 - Chester A. Moore Elementary School	TSSSA		$4,357.00
			Notes: Retirement at 10% for FACE teacher			
	6150	220-Social Security	0111 - Chester A. Moore Elementary School	TSSSA		$3,334.00
			Notes: FICA at 7.65% for FACE teacher			
	6150	230-Group Insurance	0111 - Chester A. Moore Elementary School	TSSSA		$7,750.00
			Notes: Group Insurance for FACE teacher			
	6150	240-Workers Compensation	0111 - Chester A. Moore Elementary School	TSSSA		$1,200.00
			Notes: Worker's Compensation for FACE teacher			
	6150	510-Supplies	0111 - Chester A. Moore Elementary School	TSSSA		$1,500.00
			Notes: Materials and Supplies to support FACE teacher's role serving parents.			
4	**III.4.**	**Incentives for Instructional Personnel**				**$0.00**
5	**III.5.**	**Professional Development**				**$11,242.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	120-Classroom Teachers	0111 - Chester A. Moore Elementary School	TSSSA		$8,280.00
			Notes: Classroom Teacher: Stipends for collaborative planning (9 teachers x 4 hours/day x 10 days x $23/hour)			
	6400	510-Supplies	0111 - Chester A. Moore Elementary School	TSSSA		$1,500.00
			Notes: Materials and supplies for teacher collaborative planning.			
	6400	210-Retirement	0111 - Chester A. Moore Elementary School	TSSSA		$828.00
			Notes: Retirement @10% on collaborative planning stipends			
	6400	220-Social Security	0111 - Chester A. Moore Elementary School	TSSSA		$634.00
			Notes: FICA @7.65% on collaborative planning stipends			
6	**III.6.**	**Focused Instruction**				**$140,239.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0111 - Chester A. Moore Elementary School	TSSSA	2.0	$103,984.00
			Notes: Classroom Teachers: Salary for two (2) Interventionists to provide support to fragile students ($93,496) Stipends for tutoring for virtual students (12 teachers x 38 hours x $23/hour = $10,488)			
	5100	210-Retirement	0111 - Chester A. Moore Elementary School	TSSSA		$10,399.00

			Notes: Retirement @10%: (2) Interventionists ($9,350) Tutoring stipends ($1,049)			
	5100	220-Social Security	0111 - Chester A. Moore Elementary School	TSSSA		$7,956.00
			Notes: FICA @7.65%: (2) Interventionists ($7,153) Tutoring stipends ($803)			
	5100	230-Group Insurance	0111 - Chester A. Moore Elementary School	TSSSA		$15,500.00
			Notes: Group Insruance @$7,750 pp for (2) Interventionists			
	5100	240-Workers Compensation	0111 - Chester A. Moore Elementary School	TSSSA		$2,400.00
			Notes: Workers Compensation @$1,200 pp for (2) Interventionists			
					Total:	**$274,585.00**