

# Mcdonald 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
2871	Mcdonald Elementary School				\$235,630.00	

## 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 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 determined to be eligible by the Student Services Team is given a pre-packaged bag(s) of food to take home. During the 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. McDonald would like to use their TSSSA funds to enhance this program. The school would provide each student with at least one uniform shirt and the neediest students two shirts. McDonald would create a uniform closet with additional shirts, long sleeve uniform tops, bottoms, long pants, and sweatshirts that students can access throughout the school year or when the weather gets colder. Uniforms and uniform closet - \$13,300.00.

- Crisis Stabilization service – The school/community partners also work with the school to support families facing a crisis. In the past, families facing a problem received support such as shelter, food, clothing, and other miscellaneous supports, which helped the families recover and stabilize more quickly. McDonald would like to use some of its TSSSA funds to start a Healthcare Closet. The Healthcare Closet will be stocked with hygiene items for students to access. Coming to school clean and prepared to learn is linked to student success. Families of the 400 students would have access throughout the school year to essential items: shampoo, combs, dental supplies, feminine products, soap, and other products that ensure healthy body care. Healthcare Closet - \$5,000.00.

**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 establishing a clearly defined explanation of each pillar of the school plan and the rationale. 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.

Additionally, McDonald Elementary will employ supplemental instructional coaches and resource positions to support students and teachers. The academic team will consist of Resource Teachers and the Administration (discusses in Item 5) to maintain and monitor the implementation of their programs. The team will also work directly with classroom teachers to improve student learning, implement the professional development they provide, focus heavily on instructional strategies and best practices, help with classroom organization and management, and effectively implement district-provided resources.

McDonald Elementary keeps their two RTI Teachers funded by TSSSA again this year (1.0 FTE RTI position at @ \$99,113.93, which includes fringe). HCPS has a pending carry forward amendment for this budget line of \$73,478.82 to fund 1.0 FTE of the other RTI teacher for the 2021-2022 school year. The RTI Teachers will assist the school with data analysis of individual students to provide the most effective instruction and intervention according to each student's needs. McDonald Elementary will utilize these resource positions to reinforce the school's three pillars and defined action steps in their SIP. Updates will include a detailed report of their activities, an analysis of school discipline reports, and an analysis of i-Ready data and other students' academic work to track their progress.

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 400 students are prepared to learn, each student will receive up to \$20 worth of supplies on the first day of school, and additional supplies will be available throughout the year, as funds allow. Student supplies \$8,000.00.

Teachers at low socio-economic schools often spend their own money to buy items for their classrooms. The 40 teachers will be able to buy pens, markers, paper, notecards, poster paper, construction paper, ink, toner, and other general classroom supplies. Teacher supplies - \$8,000.00 and Tech related supplies of \$615.00

.Educators appreciate the impact that art and music play in student learning. Immersing children in music can help boost their brainpower. Music stimulates the parts of the brain associated with academic achievements, such as reading and math, and emotional development. Research has shown that participation in music at an early age can help improve memory. Exposing children to music in early development helps them learn word sounds and meanings. Children's brains develop faster with music, particularly in areas associated with language acquisition and reading skills. Therefore, the school would like to use its TSSSA funds to create a new music enrichment program. The Administration will conduct walkthroughs and provide quality feedback. The Specials Teachers, Resource Teachers, and the Administration will monitor data charts and iReady data to discuss student progress and

set expected outcomes for students. Music initiative - \$6,712.93.

To expand student access to quality reading materials, McDonald wants to use its TSSSA funds to purchase Scholastic Story Works (print and subscription) for all 400 students. Story Works empowers students to become confident, successful readers. The program provides printed magazines for each student, digital access to access the materials from home, and interactive activities to enhance reading skills. Scholastic Story Works - \$3,740.00. HCPS submitted a quote for Scholastic Story Works with its Title I application.

McDonald ES would like to use their TSSSA funds to purchase classroom libraries and Media Center books. The classroom libraries will help foster the love of reading and support teachers in incorporating up-to-date and current books to hook children on reading (\$250.00/teacher X 30 teachers = \$7,500.00). Currently, 65% of the books in the media center are over 10 years old. Many titles are not the latest books students are interested in reading. These books With a well-stocked library, every child will have access to the right book at the right time (Media Center books \$10,170.25).

### **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 keep its current Parent Involvement Aide. HCPS has a pending carry forward amendment for this budget line of \$24,028.68 to fund the 1.0 FTE of the Parent Involvement Aide for the 2021-2022 school year. The Aide will support the school's efforts to increase parental involvement and engagement and build community partnerships by planning and implementing parent nights, themed family engagement nights, multi-cultural reading nights, and one or more health and safety nights. She 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. She will work with the school leadership team to establish partnerships with local business organizations, community social service organizations, and local housing administrations.

### **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.

McDonald Elementary teachers will participate in the following professional development activities during the upcoming school year. As described in Item 2, McDonald Elementary academic team of 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. McDonald will keep their Resource Teacher funded by TSSSA for the first time in 2021-2022 (1.0 FTE Resource Teacher @ \$97,932.33, which includes fringe).

At McDonald, the PD provided by the Resource Teacher will focus on standards-based instruction. The Resource Teacher will also participate in side-by-side coaching, weekly grade level PLCs, PSLT, and MTSS/RtI meetings. The Resource Teacher will also assist teachers with learning how to analyze data from common assessments and work with small groups of students as needed to boost academic proficiency. McDonald will keep their second Resource Teachers again this year, funded by a different source. The Resource Teacher will pull out students and push into classrooms to work with these students daily based on their needs assessment of reading/writing standards that they have not mastered. The Resource Teacher will help in designing common assessments for teachers to use with students. The Resource Teacher will provide a weekly schedule of working students and a log sheet documenting plans and outcomes of services provided. The Resource Teacher will turn this report into the principal weekly. They will also meet weekly with the principal regarding the progress of students. Students will score at level or above the district on formative and semester assessments. Students will demonstrate improvement on common assessments by increasing their performance score each time assessed.

### **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.

However, the Administration's goal is to build leaders throughout their entire school community to address this need. The Resource Teachers at McDonald will provide data-driven, small group instruction to targeted students with the intent of improving their academic proficiency. Teachers will receive weekly support and feedback from the coaches, resource teachers, and Administration to assist them in providing focused instruction to improve student academic proficiency. McDonald Elementary academic team uses student data to create small group instruction for struggling students. The Resource Team and the two RtI Resource Teachers will work with after-school on focused instruction to help improve academic achievement. They will work with small groups of students identified as lower quartile or behind grade level. Another source will fund the after-school tutoring program.



## 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>\$18,300.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	590-Other Materials and Supplies	2871 - Mcdonald Elementary School	TSSSA		\$13,300.00
			<i>Notes: Uniforms for students</i>			
	5100	510-Supplies	2871 - Mcdonald Elementary School	TSSSA		\$5,000.00
			<i>Notes: Healthcare supplies for students and families</i>			
<b>2</b>	<b>III.2.</b>	<b>Academic and Character Standards</b>				<b>\$143,851.18</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	2871 - Mcdonald Elementary School	TSSSA	1.0	\$72,400.07
			<i>Notes: Resource Teacher Salary</i>			
	5100	210-Retirement	2871 - Mcdonald Elementary School	TSSSA		\$7,240.01
			<i>Notes: Resource Teacher Retirement (10%)</i>			
	5100	220-Social Security	2871 - Mcdonald Elementary School	TSSSA		\$4,488.80
			<i>Notes: Resource Teacher FICA (6.2%)</i>			
	5100	220-Social Security	2871 - Mcdonald Elementary School	TSSSA		\$1,049.80
			<i>Notes: Resource Teacher Medicare (1.45%)</i>			
	5100	230-Group Insurance	2871 - Mcdonald Elementary School	TSSSA		\$13,566.01
			<i>Notes: Resource Teacher Health and Life Insurance (19%)</i>			
	5100	240-Workers Compensation	2871 - Mcdonald Elementary School	TSSSA		\$369.24
			<i>Notes: Resource Teacher Workers Comp (.51%)</i>			
	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	2871 - Mcdonald Elementary School	TSSSA		\$6,712.00
			<i>Notes: Musical Instruments and supplies for students</i>			

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*Mcdonald Elementary School*

	5100	520-Textbooks	2871 - Mcdonald Elementary School	TSSSA		\$3,740.00
			<i>Notes: Subscription for students (Storyworks)</i>			
	5100	510-Supplies	2871 - Mcdonald Elementary School	TSSSA		\$16,000.00
			<i>Notes: Instructional supplies for students and teachers (Paper, pens, construction paper)</i>			
	5100	519-Technology-Related Supplies	2871 - Mcdonald Elementary School	TSSSA		\$615.00
			<i>Notes: Technology related supplies for teachers (Ink, Toner)</i>			
	5100	520-Textbooks	2871 - Mcdonald Elementary School	TSSSA		\$7,500.00
			<i>Notes: Classroom Libraries</i>			
	5100	620-Audio Visual Materials (Non-consumable)	2871 - Mcdonald Elementary School	TSSSA		\$10,170.25
			<i>Notes: Media Center books</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>\$73,478.82</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	2871 - Mcdonald Elementary School	TSSSA	1.0	\$53,710.13
			<i>Notes: Resource Teacher Salary</i>			
	5100	210-Retirement	2871 - Mcdonald Elementary School	TSSSA		\$5,371.01
			<i>Notes: Resource Teacher Retirement (10%)</i>			
	5100	220-Social Security	2871 - Mcdonald Elementary School	TSSSA		\$3,330.03
			<i>Notes: Resource Teacher FICA (6.2%)</i>			
	5100	220-Social Security	2871 - Mcdonald Elementary School	TSSSA		\$778.80
			<i>Notes: Resource Teacher Medicare (1.45%)</i>			
	5100	230-Group Insurance	2871 - Mcdonald Elementary School	TSSSA		\$10,014.93
			<i>Notes: Resource Teacher Health and Life Insurance (19%)</i>			
	5100	240-Workers Compensation	2871 - Mcdonald Elementary School	TSSSA		\$273.92
			<i>Notes: Resource Teacher Workers Comp (.51%)</i>			
<b>6</b>	<b>III.6.</b>	<b>Focused Instruction</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$235,630.00</b>