Mcdonald Elementary School

2019-20 Schoolwide Improvement Plan

Table of Contents

Mcdonald Elementary School

501 W PRUETT RD, Seffner, FL 33584

[no web address on file]

Demographics

Principal: Deena Ham

Start Date for this Principal: 6/4/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (40%) 2017-18: D (35%) 2016-17: D (40%) 2015-16: D (36%) 2014-15: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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501 W PRUETT RD, Seffner, FL 33584

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	93%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	D	D	D

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Mission: Empowering a community of lifelong learners equipped with the tools necessary for success.

Provide the school's vision statement.

Vision: Create a safe and respectful environment of responsible indviduals who strive for excellence daily.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Cochrane, Melanie	Principal	PLCs, walkthroughs, teacher evaluation, parent communication, instructional priorities
Evans, Lhdi	Assistant Principal	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	68	76	89	88	101	88	0	0	0	0	0	0	0	510
Attendance below 90 percent	28	25	18	29	24	18	0	0	0	0	0	0	0	142
One or more suspensions	3	6	6	6	6	7	8	0	0	0	0	0	0	42
Course failure in ELA or Math	0	0	0	48	47	58	0	0	0	0	0	0	0	153
Level 1 on statewide assessment	0	0	0	26	43	51	0	0	0	0	0	0	0	120

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	3	2	1	20	13	20	0	0	0	0	0	0	0	59

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	14	11	2	18	0	0	0	0	0	0	0	0	0	45
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

28

Date this data was collected or last updated

Wednesday 7/31/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	33	22	30	34	25	0	0	0	0	0	0	0	144
One or more suspensions	0	6	2	12	10	7	0	0	0	0	0	0	0	37
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	17	62	48	0	0	0	0	0	0	0	127

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	9	27	17	0	0	0	0	0	0	0	53

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	33	22	30	34	25	0	0	0	0	0	0	0	144
One or more suspensions	0	6	2	12	10	7	0	0	0	0	0	0	0	37
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	17	62	48	0	0	0	0	0	0	0	127

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	9	27	17	0	0	0	0	0	0	0	53

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	33%	52%	57%	35%	52%	55%
ELA Learning Gains	48%	55%	58%	52%	55%	57%
ELA Lowest 25th Percentile	51%	50%	53%	49%	51%	52%
Math Achievement	32%	54%	63%	31%	53%	61%
Math Learning Gains	44%	57%	62%	37%	54%	61%
Math Lowest 25th Percentile	35%	46%	51%	29%	46%	51%
Science Achievement	37%	50%	53%	46%	48%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	68 (0)	76 (0)	89 (0)	88 (0)	101 (0)	88 (0)	510 (0)
Attendance below 90 percent	28 (0)	25 (33)	18 (22)	29 (30)	24 (34)	18 (25)	142 (144)
One or more suspensions	3 (0)	6 (6)	6 (2)	6 (12)	6 (10)	7 (7)	34 (37)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	48 (0)	47 (0)	58 (0)	153 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	26 (17)	43 (62)	51 (48)	120 (127)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	38%	52%	-14%	58%	-20%
	2018	25%	53%	-28%	57%	-32%
Same Grade Comparison		13%				
Cohort Comparison						
04	2019	34%	55%	-21%	58%	-24%
	2018	29%	55%	-26%	56%	-27%
Same Grade Comparison		5%				
Cohort Comparison		9%				
05	2019	26%	54%	-28%	56%	-30%
	2018	23%	51%	-28%	55%	-32%
Same Grade Comparison		3%				
Cohort Comparison		-3%				

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	32%	54%	-22%	62%	-30%
	2018	19%	55%	-36%	62%	-43%
Same Grade Comparison		13%				
Cohort Comparison						
04	2019	33%	57%	-24%	64%	-31%
	2018	30%	57%	-27%	62%	-32%
Same Grade Comparison		3%				
Cohort Comparison		14%				
05	2019	26%	54%	-28%	60%	-34%
	2018	33%	54%	-21%	61%	-28%
Same Grade Comparison		-7%				
Cohort Comparison		-4%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	36%	51%	-15%	53%	-17%
	2018	36%	52%	-16%	55%	-19%
Same Grade Comparison		0%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	5	30	26	12	30	25	11				
ELL	23	55	64	35	53	50	21				
BLK	30	37	42	21	34		21				
HSP	30	49	53	28	42	37	27				
MUL	20			20							
WHT	39	52	58	40	53	35	54				
FRL	32	46	51	30	43	36	36				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	22	25	24	18	26	17	18				
ELL	23	33	33	24	47	40	36				
BLK	16	25		22	38						
HSP	22	37	45	25	48	37	29				
MUL	60	40		36							
WHT	29	30	36	33	45	24	45				
FRL	26	33	40	28	45	33	37				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	13	31	25	5	30	33					
ELL	15	52	57	20	38		14				
BLK	38	53		28	47		30				
HSP	28	53	52	26	39	50	44				
MUL	58			50							
WHT	36	53	36	34	34	17	51				
FRL	32	51	49	30	39	29	41				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	337
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	20
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	47
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data showed that the math proficiency score was 32%. This this was an increase from the previous year (29%), but only a 1% increase from 2017.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The 2019 science proficiency data showed a 1% decline from 2018 and a 9% decline from 2017.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The ELA proficiency data showed the largest gap (24%). Our math (32%) and science (37%) proficiency also had gaps when compared to the state averages, 62% and 53%, respectively.

Which data component showed the most improvement? What new actions did your school take in this area?

The ELA Learning Gains improved from 33% to 48% (a total of 15%). These gains can be attributed to specifically targeting students and developing small groups based on student data. Moving forward, it is our intention to develop these groups earlier in the school year and also to utilize new ELA resources to provide specific and intentional small group instruction in every classroom.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Two areas of concern are the number of students scoring a 1 and the number of students not scoring a 3 or higher on FSA ELA and math.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Math learning gains
2. Science Achievemet
3. Math Achievement
4. Math lowest 25th percentile
5. ELA Achievement

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Create a classroom culture that is intentional in developing students' SEL, increase their connection within the school community and provide them with constructive responses to negative behavior.
Rationale	A need for more trainings in empathy and the impact poverty and trauma has on our student population. Teachers need to be provided the tools necessary to create a culturally responsive classroom to enhance the learning environment for all students.

State the measurable outcome the school plans to achieve	Our attendance will increase to 96 percent for the 2019-2020 school year. 59 percent of students from SCIP survey enjoy coming to school increase to 75 percent 2019-2020 year. 34 percent of students report that bullying is addressed at school increase to 70 percent 2019-2020 year.
Person responsible for monitoring outcome	Melanie Cochrane (melanie.cochrane@hcps.net)
Evidence-based Strategy	1.Students will check in and check out with attendance buddies. Monthly attendance celebrations and "Are You Here" challenge. 2. Effective use of technology to increase student engagement in the classroom and during after school clubs 3. Equip teachers with tools (flexible seating-standing desks, bucket chairs, bean bags, etc.) to appropriately respond to behavior issues and students with trauma/poverty. 4. Morning meetings and yoga in the mornings to decrease tardies. 5. Coaches will teach how to implement a culturally responsive classroom. 6. Celebrations for students modeling positive choices in behavior.
Rationale for Evidence-based Strategy	1. Increase accountability among students and parents to attend school regularly. 2.Students need to learn technology to be successful 3. Teachers will individualize to optimize learning for all students. 4. Increase and attract student motivation with class meetings, yoga, high student engagement activities at the beginning and end of the school day. 5. Teachers will utilize tools learned from coaches to create an optimal learning environment. 6. Students will encourage their peers to make positive choices to build the school community.

Action Step	
Description	1. Coaches, resource teachers and administration will conduct walk-throughs and fidelity checks to provide ongoing feedback on SEL culture in the classrooms. 2.Support the classroom teacher with technology to engage students while meeting learning objectives. 3.Tools, planning time and training will be provided to teachers to create an individualized classroom environment. 4. Planning, support and modeling by coaches will provide teachers with the resources to develop effective SEL lessons and clear and consistent behavior management strategies to be used in the classroom. 5.Collect feedback from teachers, coaches and resource teachers on effectiveness of technology based programs in relation to student engagement. 6. Coaches and teachers will find effective ways to celebrate student success within the school community.

Person Responsible   Melanie Cochrane (melanie.cochrane@hcps.net)

#2	
Title	Engage students by implementing rigorous differentiated lessons through standards based planning and data driven individualized instruction.
Rationale	A lack of understanding of the MTSS process in identifying the students in need of intervention. A lack of knowledge of standards based planning and implementation. A need for more differentiated instruction to meet state standards and student need.

State the measurable outcome the school plans to achieve	Improve student's ability to solve real world math problems: Math 18/19-29% 19/20 32% Improve student's ability to read for understanding, find evidence and write responses using supporting details from the text. ELA achievement- 18/19 27% 19/20 33%
Person responsible for monitoring outcome	Melanie Cochrane (melanie.cochrane@hcps.net)
Evidence-based Strategy	1. Weekly common planning 2. Ongoing coaching and feedback 3. Strengthen MTSS process
Rationale for Evidence-based Strategy	1. Support the development of standard based lesson plans and promote collaboration and gradual release of responsibility 2. Support the implementation of high quality lesson plans, instructional best practices and teacher clarity 3. Identify and support Tier 2 and Tier 3 students

Action Step	
Description	1. Coaches and resource teachers will facilitate during planning sessions with the goal of releasing responsibilities to teachers. - Develop instructional plans - Build teacher capacity - Evaluate student work, dis-aggregate data in order to plan differentiated learning -Increase teacher knowledge of standards based instruction, best practices and resources 2. Coaches, resource teachers and administration will conduct walk-throughs and fidelity checks to provide ongoing feedback. -Learning tools will be provided to enhance instruction throughout the school community. -Coaching cycle -protocol development -learning walks -Walk through look-fors 3. Create a structure to monitor MTSS data during PLC meetings -Weekly PSLT meetings -Monthly data driven PLC meetings using electronic data wall 4. Coaches and tutors will provide intensive small group instruction, with appropriate classroom supplies included 5. Aides will provide support for small group instruction 6. Utilize additional supplemental resources (ex; Scholastic Storyworks) for supplemental reading materials 7. Support K-1 Robotics with technology 8. Support classroom use of supplemental materials by providing the needed classroom supplies

Person Responsible	Melanie Cochrane (melanie.cochrane@hcps.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

1. Math learning gains
2. Science Achievemet
3. Math Achievement
4. Math lowest 25th percentile
5. ELA Achievement

These were our priorities. We addressed them above.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

We will build positive relationships through effective communication systems and opportunities for parent/community involvement in our school. McDonald will offer several after school events to include parents and caregivers. We will offer after school informational sessions to help parents provide academic and emotional support to their children.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student's performance including an assessment of how well the student masters the performance standards approved by the state board. The district's program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

The HCPS Student Progression Plan includes information on initial placement, reporting student progress, reading remediation, academic acceleration, grade promotion and retention, graduation requirements, transfer credits, student recognition, accommodations, dual enrollment, and extended learning opportunities.

For complete information, please visit our Student Progression Plan at: http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf

HCPS utilizes a variety of strategies for assisting students as they transition from one school to another.

HCPS employs multiple strategies for preparing children for entry into kindergarten. Over 6,000 children participate in one of several preschool programs offered by the School District (Head Start, VPK and PreK-ESE). Developmental screenings are available for all families prior to entry into kindergarten through Child Find, a service within the Florida Diagnostic and Learning Resources System (FDLRS). Additionally, the district works closely with School Readiness providers to share information.

HCPS utilizes multiple strategies for preparing students for their next school, including transitioning from elementary to middle school, middle school to high school, or simply moving to a new school mid-year. Examples include:

Bring 6th/9th graders back early for orientation
Train a cadre of student ambassadors to help orient other students
Parent information and/or education opportunities
Hold articulation meetings between 5th and 6th grade teachers
Campus visits
Shadow days
Middle school students visit, tutor and or perform at elementary schools
High school students visit, tutor, or perform at middle schools.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

To ensure efficient and systematic allocation and use of resources, the school's PSLT/ILT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction (varying intensity levels matched to most appropriate available resources)

Analyze student outcomes and make data-driven decisions:
What is the problem?
Why is it occurring?
What are we going to do about it?
Is it working?

Assess the implementation of the SIP:
Does the data show positive student growth?
Are we making progress toward the SIPs intended outcomes?
What can we do to sustain what's working?
What barriers to implementation are we facing?
What should be our plan of action?

Annually, schools take inventory of resource materials, staff, and funds allocated to determine necessary resource materials and personnel available to meet the needs of students. Resource maps identify gaps, ensuring resources are available and allocated for use by all.

To ensure support systems, small group, and individual needs are met, the PSLT:
Reviews school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels; Supports the implementation of high quality instructional practices during core and intervention blocks; Reviews progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicates school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The PSLT meets regularly (bi-weekly/monthly). The PSLT meeting calendar is structured around the district's assessment calendar, ensuring opportunities to review assessment outcome data and engage in the problem solving process for appropriate data-driven decisions. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC liaisons, others as needed

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Fieldtrip opportunities for career awareness; Fieldtrip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Fieldtrip opportunities for career awareness; Fieldtrip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Create a classroom culture that is intentional in developing students' SEL, increase their connection within the school community and provide them with constructive responses to negative behavior.			$0.00
2	III.A.	Areas of Focus: Engage students by implementing rigorous differentiated lessons through standards based planning and data driven individualized instruction.			$347,774.92

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2871 - Mcdonald Elementary School	Title, I Part A		$8,000.00
			Notes: Classroom supplies and resources to support student centered classrooms.			
			2871 - Mcdonald Elementary School			$15,000.00
			Notes: media center books			
			2871 - Mcdonald Elementary School			$2,000.00

			Notes: hands on math and science			
	5100	120-Classroom Teachers	2871 - Mcdonald Elementary School	UniSIG		$14,500.00
			Notes: Tutorial - ELP - Payroll for certified teacher as tutors (537 hrs @ $27/hr = $14,500)			
	6300	120-Classroom Teachers	2871 - Mcdonald Elementary School	UniSIG		$42,500.00
			Notes: T-payroll - teacher planning Tools, planning time and training will be provided to teachers to create an individualized classroom environment. (1,214 hrs @ $35/hr = $42,500)			
			2871 - Mcdonald Elementary School	Title, I Part A		$7,200.00
			Notes: teacher planning			
	5100	520-Textbooks	2871 - Mcdonald Elementary School	UniSIG		$3,735.60
			Notes: ELA resources/Storyworks Scholastic Storyworks @$8.49 x200 Schlastic Storyworks JR @$8.49 x200			
	5100	120-Classroom Teachers	2871 - Mcdonald Elementary School	UniSIG	1.0	$49,127.06
			Notes: Math Site Resource Teacher			
	5100	210-Retirement	2871 - Mcdonald Elementary School	UniSIG		$4,161.06
			Notes: Math Site Resource Teacher			
	5100	220-Social Security	2871 - Mcdonald Elementary School	UniSIG		$3,045.88
			Notes: Math Site Resource Teacher FICA			
	5100	220-Social Security	2871 - Mcdonald Elementary School	UniSIG		$712.34
			Notes: Math Site Resource Teacher Medicare			
	5100	230-Group Insurance	2871 - Mcdonald Elementary School	UniSIG		$8,695.49
			Notes: Math Site Resource Teacher			
	5100	240-Workers Compensation	2871 - Mcdonald Elementary School	UniSIG		$250.55
			Notes: Math Site Resource Teacher			
	5100	120-Classroom Teachers	2871 - Mcdonald Elementary School	UniSIG	1.0	$56,378.26
			Notes: Science Resource Teacher			
	5100	210-Retirement	2871 - Mcdonald Elementary School	UniSIG		$4,775.24
			Notes: 8.47% Science Resource Teacher			
	5100	220-Social Security	2871 - Mcdonald Elementary School	UniSIG		$3,495.45
			Notes: 6.2% Science Resource Teacher FICA			
	5100	220-Social Security	2871 - Mcdonald Elementary School	UniSIG		$817.48

			Notes: 1.45% Science Resource Teacher Medicare		
5100	230-Group Insurance	2871 - Mcdonald Elementary School	UniSIG		$9,978.95
			Notes: 17.7% Science Resource Teacher		
5100	240-Workers Compensation	2871 - Mcdonald Elementary School	UniSIG		$287.53
			Notes: .51% Science Resource Teacher		
6150	150-Aides	2871 - Mcdonald Elementary School	UniSIG	1.0	$22,600.00
			Notes: Parent Liaison		
6150	210-Retirement	2871 - Mcdonald Elementary School	UniSIG		$1,914.22
			Notes: Parent Liaison		
6150	220-Social Security	2871 - Mcdonald Elementary School	UniSIG		$1,401.20
			Notes: Parent Liaison - FICA		
6150	220-Social Security	2871 - Mcdonald Elementary School	UniSIG		$327.70
			Notes: Parent Liaison - Medicare		
6150	230-Group Insurance	2871 - Mcdonald Elementary School	UniSIG		$4,000.20
			Notes: Parent Liaison		
6150	240-Workers Compensation	2871 - Mcdonald Elementary School	UniSIG		$115.26
			Notes: Parent Liaison		
5100	644-Computer Hardware Non-Capitalized	2871 - Mcdonald Elementary School	UniSIG		$17,790.60
			Notes: 28 laptops @ 547ea 28 CASA @ $75ea Technology for k-2 and robotics - see SIP Effective use of technology to increase student engagement in the classroom and during after school clubs		
5100	120-Classroom Teachers	2871 - Mcdonald Elementary School			$17,000.00
			Notes: Tutorial - NBE - Part time and retired teachers to tutor students weekly during the school day (630 hrs @ $27/hr = $17,000)		
5100	210-Retirement	2871 - Mcdonald Elementary School			$1,439.90
			Notes: Tutorial - ELP - Payroll for certified teacher tutors (630 hrs @ $27/hr = $17,000)		
5100	220-Social Security	2871 - Mcdonald Elementary School			$1,054.00
			Notes: (FICA) Tutorial - ELP - Payroll for certified teacher tutors (630 hrs @ $27/hr = $17,000)		
5100	220-Social Security	2871 - Mcdonald Elementary School			$246.50
			Notes: (Medicare) Tutorial - ELP - Payroll for certified teacher tutors (630 hrs @ $27/hr = $17,000)		

	5100	240-Workers Compensation	2871 - Mcdonald Elementary School			$86.70
		Notes: Tutorial - ELP - Payroll for certified teacher tutors (630 hrs @ $27/hr = $17,000)				
	7200	790-Miscellaneous Expenses	2871 - Mcdonald Elementary School			$557.14
		Notes: Indirect Costs - Tutorial - ELP - Payroll for certified teacher tutors (630 hrs @ $27/hr = $17,000)				
	5100	210-Retirement	2871 - Mcdonald Elementary School	UniSIG		$1,228.15
		Notes: Tutorial - ELP - Payroll for certified teacher as tutors (537 hrs @ $27/hr = $14,500)				
	5100	220-Social Security	2871 - Mcdonald Elementary School	UniSIG		$899.00
		Notes: FICA - Tutorial - ELP - Payroll for certified teacher as tutors (537 hrs @ $27/hr = $14,500)				
	5100	220-Social Security	2871 - Mcdonald Elementary School	UniSIG		$210.25
		Notes: Medicare - Tutorial - ELP - Payroll for certified teacher as tutors (537 hrs @ $27/hr = $14,500)				
	5100	240-Workers Compensation	2871 - Mcdonald Elementary School	UniSIG		$73.95
		Notes: Tutorial - ELP - Payroll for certified teacher as tutors (537 hrs @ $27/hr = $14,500)				
	6300	210-Retirement	2871 - Mcdonald Elementary School	UniSIG		$3,599.75
		Notes: T-payroll - teacher planning Tools, planning time and training will be provided to teachers to create an individualized classroom environment. (1,214 hrs @ $35/hr = $42,500)				
	6300	220-Social Security	2871 - Mcdonald Elementary School	UniSIG		$2,635.00
		Notes: FICA - T-payroll - teacher planning Tools, planning time and training will be provided to teachers to create an individualized classroom environment. (1,214 hrs @ $35/hr = $42,500)				
	6300	220-Social Security	2871 - Mcdonald Elementary School	UniSIG		$616.25
		Notes: Medicare - T-payroll - teacher planning Tools, planning time and training will be provided to teachers to create an individualized classroom environment. (1,214 hrs @ $35/hr = $42,500)				
	6300	240-Workers Compensation	2871 - Mcdonald Elementary School	UniSIG		$216.75
		Notes: T-payroll - teacher planning Tools, planning time and training will be provided to teachers to create an individualized classroom environment. (1,214 hrs @ $35/hr = $42,500)				
	5100	210-Retirement	2871 - Mcdonald Elementary School			$1,228.15
		Notes: Tutorial - ELP - Payroll for certified teacher as tutors (537 hrs @ $27/hr = $14,500)				
	5100	220-Social Security	2871 - Mcdonald Elementary School			$899.00
		Notes: FICA - Tutorial - ELP - Payroll for certified teacher as tutors (537 hrs @ $27/hr = $14,500)				
	5100	220-Social Security	2871 - Mcdonald Elementary School			$210.25

			Notes: Medicare - Tutorial - ELP - Payroll for certified teacher as tutors (537 hrs @ $27/hr = $14,500)			
	5100	240-Workers Compensation	2871 - Mcdonald Elementary School			$73.95
			Notes: Tutorial - ELP - Payroll for certified teacher as tutors (537 hrs @ $27/hr = $14,500)			
	7200	790-Miscellaneous Expenses	2871 - Mcdonald Elementary School			$475.21
			Notes: Indirect Costs - Tutorial - ELP - Payroll for certified teacher as tutors (537 hrs @ $27/hr = $14,500)			
	7200	790-Miscellaneous Expenses	2871 - Mcdonald Elementary School			$337.20
			Notes: Indirect costs			
	5100	210-Retirement	2871 - Mcdonald Elementary School			$1,228.15
			Notes: Tutorial - ELP - Payroll for certified teacher as tutors (537 hrs @ $27/hr = $14,500)			
	5100	220-Social Security	2871 - Mcdonald Elementary School			$899.00
			Notes: FICA - Tutorial - ELP - Payroll for certified teacher as tutors (537 hrs @ $27/hr = $14,500)			
	5100	220-Social Security	2871 - Mcdonald Elementary School			$210.25
			Notes: Medicare - Tutorial - ELP - Payroll for certified teacher as tutors (537 hrs @ $27/hr = $14,500)			
	5100	240-Workers Compensation	2871 - Mcdonald Elementary School			$73.95
			Notes: Tutorial - ELP - Payroll for certified teacher as tutors (537 hrs @ $27/hr = $14,500)			
	7200	790-Miscellaneous Expenses	2871 - Mcdonald Elementary School			$475.21
			Notes: Indirect Costs - Tutorial - ELP - Payroll for certified teacher as tutors (537 hrs @ $27/hr = $14,500)			
	6300	210-Retirement	2871 - Mcdonald Elementary School			$3,599.75
			Notes: T-payroll - teacher planning Tools, planning time and training will be provided to teachers to create an individualized classroom environment. (1,214 hrs @ $35/hr = $42,500)			
	6300	220-Social Security	2871 - Mcdonald Elementary School			$2,635.00
			Notes: FICA - T-payroll - teacher planning Tools, planning time and training will be provided to teachers to create an individualized classroom environment. (1,214 hrs @ $35/hr = $42,500)			
	6300	220-Social Security	2871 - Mcdonald Elementary School			$616.25
			Notes: Medicare - T-payroll - teacher planning Tools, planning time and training will be provided to teachers to create an individualized classroom environment. (1,214 hrs @ $35/hr = $42,500)			
	6300	240-Workers Compensation	2871 - Mcdonald Elementary School			$216.75
			Notes: T-payroll - teacher planning Tools, planning time and training will be provided to teachers to create an individualized classroom environment. (1,214 hrs @ $35/hr = $42,500)			

	7200	790-Miscellaneous Expenses	2871 - Mcdonald Elementary School			$1,392.85
			Notes: Indirect Costs - T-payroll - teacher planning Tools, planning time and training will be provided to teachers to create an individualized classroom environment. (1,214 hrs @ $35/hr = $42,500)			
	7200	790-Miscellaneous Expenses	2871 - Mcdonald Elementary School			$337.20
			Notes: Indirect costs			
	5100	210-Retirement	2871 - Mcdonald Elementary School			$1,228.15
			Notes: Tutorial - ELP - Payroll for certified teacher as tutors (537 hrs @ $27/hr = $14,500)			
	5100	220-Social Security	2871 - Mcdonald Elementary School			$899.00
			Notes: FICA - Tutorial - ELP - Payroll for certified teacher as tutors (537 hrs @ $27/hr = $14,500)			
	5100	220-Social Security	2871 - Mcdonald Elementary School			$210.25
			Notes: Medicare - Tutorial - ELP - Payroll for certified teacher as tutors (537 hrs @ $27/hr = $14,500)			
	5100	240-Workers Compensation	2871 - Mcdonald Elementary School			$73.95
			Notes: Tutorial - ELP - Payroll for certified teacher as tutors (537 hrs @ $27/hr = $14,500)			
	7200	790-Miscellaneous Expenses	2871 - Mcdonald Elementary School			$475.21
			Notes: Indirect Costs - Tutorial - ELP - Payroll for certified teacher as tutors (537 hrs @ $27/hr = $14,500)			
	6300	210-Retirement	2871 - Mcdonald Elementary School			$3,599.75
			Notes: T-payroll - teacher planning Tools, planning time and training will be provided to teachers to create an individualized classroom environment. (1,214 hrs @ $35/hr = $42,500)			
	6300	220-Social Security	2871 - Mcdonald Elementary School			$2,635.00
			Notes: FICA - T-payroll - teacher planning Tools, planning time and training will be provided to teachers to create an individualized classroom environment. (1,214 hrs @ $35/hr = $42,500)			
	6300	220-Social Security	2871 - Mcdonald Elementary School			$616.25
			Notes: Medicare - T-payroll - teacher planning Tools, planning time and training will be provided to teachers to create an individualized classroom environment. (1,214 hrs @ $35/hr = $42,500)			
	6300	240-Workers Compensation	2871 - Mcdonald Elementary School			$216.75
			Notes: T-payroll - teacher planning Tools, planning time and training will be provided to teachers to create an individualized classroom environment. (1,214 hrs @ $35/hr = $42,500)			
	7200	790-Miscellaneous Expenses	2871 - Mcdonald Elementary School			$1,392.85
			Notes: Indirect Costs - T-payroll - teacher planning Tools, planning time and training will be provided to teachers to create an individualized classroom environment. (1,214 hrs @ $35/hr = $42,500)			

	5100	510-Supplies	2871 - Mcdonald Elementary School	UniSIG		$8,846.23
			Notes: Per 5% office supply cap			
					Total:	**$354,824.02**