

Hillsborough County Public Schools

# Mcdonald Elementary School



2020-21 Schoolwide Improvement Plan

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# McDonald Elementary School

501 W PRUETT RD, Seffner, FL 33584

[ no web address on file ]

## Demographics

Principal: Deena Ham

Start Date for this Principal: 6/10/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2018-19: D (40%) 2017-18: D (35%) 2016-17: D (40%) 2015-16: D (36%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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](http://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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## Mcdonald Elementary School

501 W PRUETT RD, Seffner, FL 33584

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

### School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	D	D

### School Board Approval

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### SIP Authority

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<https://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.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

To provide a safe environment and develop a culture of learning that enables our community to excel.

**Provide the school's vision statement.**

Preparing hearts and minds for learning.

### School Leadership Team

**Membership**

Identify the name, email address, position title, and job duties/responsibilities 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	PLCs, walkthroughs, teacher evaluation, parent communication, instructional priorities

### Demographic Information

**Principal start date**

Sunday 6/10/2018, Deena Ham

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

**Total number of teacher positions allocated to the school**

38

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5

<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2018-19: D (40%) 2017-18: D (35%) 2016-17: D (40%) 2015-16: D (36%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## Early Warning Systems

### Current Year

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



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	94	83	68	104	68	81	0	0	0	0	0	0	0	498
Attendance below 90 percent	28	25	16	23	20	21	0	0	0	0	0	0	0	133
One or more suspensions	4	2	1	5	9	0	0	0	0	0	0	0	0	21
Course failure in ELA	0	0	0	55	66	65	0	0	0	0	0	0	0	186
Course failure in Math	0	0	0	49	69	65	0	0	0	0	0	0	0	183
Level 1 on 2019 statewide ELA assessment	0	0	0	32	32	42	0	0	0	0	0	0	0	106
Level 1 on 2019 statewide Math assessment	0	0	0	38	40	51	0	0	0	0	0	0	0	129

**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	4	3	0	0	0	0	0	0	0	0	7

**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	2	7	3	3	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Tuesday 6/9/2020

**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	
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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	

**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	
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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	

## 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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

**Grade Level Data**

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

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%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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

ESSA Federal Index	
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%	2
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%	0
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%	0
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%	0
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%	2
Hispanic Students	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	1
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%	0
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%	0
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%	0

## 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 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?**

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. ELA Achievement
3. Math Achievement
4. Math lowest 25th percentile
5. Science Achievement

## Part III: Planning for Improvement

**Areas of Focus:**

**#1. Culture & Environment specifically relating to Discipline****Area of Focus  
Description  
and Rationale:**

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:

Due to the trauma Covid-19 may have caused we need to be prepared to address the effects. Student absenteeism rose 3.1 percent from prior year with SWD/ESE and ELL students accounting for 1/3 of the total absenteeism for the year.

**Measurable  
Outcome:**

Our attendance will increase to 96 percent for the 2020-2021 school year.

**Person  
responsible for  
monitoring  
outcome:**

Melanie Cochrane (melanie.cochrane@hcps.net)

**Evidence-  
based  
Strategy:**

Using PBIS and PLC to address the following strategies:

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 to decrease tardies.
5. Admin., Coaches Resources, and Student Services will teach and monitor how to implement a culturally responsive classroom.
6. Celebrations for students modeling positive choices in behavior.
7. Creation of a wellness room allowing a calm place for students to relax and prepare themselves to enter the instructional environment.
8. Peer to peer mentors to help build connections to the school community.

**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 at school and home.
3. Teachers will individualize to optimize learning for all students.
4. Increase and attract student motivation with class meetings and high student engagement activities at the beginning and end of the school day.
5. Teachers will utilize tools learned from professional development to create an optimal learning environment.
6. Students will encourage their peers to make positive choices to build the school community.

**Action Steps to Implement**

Planning, support and modeling by coaches and student services will provide teachers with the resources to develop effective SEL lessons and clear and consistent behavior management strategies to be used in the classroom, especially focused on the following subgroups: black, multi-racial, and SWD/ESE.

Monitoring: Coaches, resource teachers, student services and administration will conduct walkthroughs and fidelity checks to provide ongoing feedback on SEL culture in the classrooms.

**Person  
Responsible**

Melanie Cochrane (melanie.cochrane@hcps.net)



The Rtl-B Resource Teacher and Student Services will plan PBIS events for monthly celebrations for a total of 9 events.

Coaches, student services and teachers will find effective ways to celebrate student success within the school community, especially focused on the following subgroups: black, multi-racial, and SWD/ESE.

Monitoring: Student Services, Rtl Behavior Resource Teacher and teachers will log and track the successes of students and will gather data to learn how to increase student participation in celebrations throughout the year.

**Person Responsible** Melanie Cochran (melanie.cochran@hcps.net)

Student uniforms will cultivate equity and unity among all SES levels and will create an increase of school spirit and build culture among the students.

Monitoring: Faculty and staff will enforce the uniform policies.

**Person Responsible** Melanie Cochran (melanie.cochran@hcps.net)

A health pantry will provide resources to our students with necessary health and hygiene supplies which will improve behavior, attendance, and social-emotional well-being.

Monitoring: Admin, Student Services team, Rtl Resource Teacher, and teachers will follow up with students to determine additional needs and check on emotional well being of students.

**Person Responsible** Melanie Cochran (melanie.cochran@hcps.net)

Wellness Center will establish a safe space for students and adults to use for de-escalation, counseling, mentoring, and peer-to-peer support. This space is meant to provide support to thrive in and out of school; behavioral, social, and emotional support.

Monitoring: Admin, Rtl-B Resource Teacher, Student Services team, teachers will log and track increase of positive student behavior throughout the year.

**Person Responsible** Melanie Cochran (melanie.cochran@hcps.net)

Provide professional development books and resources that support and increase students' SEL development, especially focused on the following subgroups: black, multi-racial, and SWD/ESE.

Monitoring: Admin and resource teachers/coaches will collect qualitative data that can be quantifiable; data will be used to improve instruction and learning using the professional development resources.

**Person Responsible** Melanie Cochran (melanie.cochran@hcps.net)

Weekly and quarterly attendance interventions and celebrations (e.g., attendance incentives, PBIS school store, etc.) to assist in improving overall attendance outcomes.

Monitoring: Coaches, resource teachers, student services and administration will conduct walkthroughs and fidelity checks to provide ongoing feedback on SEL culture in the classrooms.

**Person Responsible** Melanie Cochran (melanie.cochran@hcps.net)

**#2. Instructional Practice specifically relating to Standards-aligned Instruction****Area of Focus Description and Rationale:**

Area of Focus Description: Instructional practice will focus on supporting a teacher's ability to plan and implement high quality instructional standards based lessons that will increase student achievement.

Rationale: Students' inability to conceptually understand and apply strategies consistently to standards aligned tasks in ELA, math, and science. Also, teacher vacancies in prior years, high absentee rate of students, and teachers lack of high quality planning for standards-based lessons; high quality instructional practices and classroom management. This rationale was gathered from standards based assessments and observations (e.g., FSA, common assessments, walkthroughs, etc).

**Measurable Outcome:**

By October 2020, at least 80% of teachers will provide opportunities for students to engage in standards-aligned tasks according to learning walk data (both virtual and in-person). By December 2020, 100% of teachers will provide opportunities for students to engage in standards-aligned tasks.

ELA achievement- 19/20 27% 20/21 33%  
Math achievement 19/20-29% 20/21 32%  
Science achievement 19/20 37% 20/21 40%

Ongoing common assessments achievement 33% or higher

**Person responsible for monitoring outcome:**

Melanie Cochrane (melanie.cochrane@hcps.net)

**Evidence-based Strategy:**

Develop protocols and streamline the process and expectations for PLCs; in order to:

1. Support the development of standard based lesson plans and promote collaboration and gradual release of responsibility to the students.
2. Support the implementation of high quality lesson plans, instructional best practices and teacher clarity.
3. Analyze, discuss, and reflect on student work, common assessments, and instructional practices to develop high quality standards based lesson plans.
4. Identify and support Tier 2 and Tier 3 students throughout the school year.

**Rationale for Evidence-based Strategy:**

Students will be intellectually engaged in standards-based learning that will meet the needs of all students. PLCs will provide teachers with the necessary skills, strategies, and support that will help develop and execute high quality instruction.

**Action Steps to Implement**

Coaches/resource teachers and administration will facilitate PLCs with the goal of releasing responsibilities to teachers.

- Weekly common planning and data review sessions
- 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

Monitoring: Admin and resource teachers/coaches will collect and monitor protocols, expectations, roles,

and responsibilities of PLCs; Admin and resource teachers/coaches will attend PLCs to monitor implementation

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

Coaches, resource teachers and administration will conduct walkthroughs and fidelity checks to provide ongoing feedback.

- Learning tools will be provided to enhance instruction throughout the school community.
- Ongoing coaching and feedback cycles
- walkthrough look-for's protocols will be developed

Monitoring: Admin and resource teachers/coaches will collect qualitative data that can be quantifiable; data will be used to improve instruction and learning

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

Create structures to monitor MTSS data during PLC meetings:

- Weekly PSLT meetings
- Data driven PLC meetings to guide planning and standards-based instruction
- Especially focused on the following subgroups: black, multi-racial, and SWD/ESE.

Monitoring: Admin, resource teachers/coaches, and student services will collect and monitor protocols, expectations, roles, and responsibilities of PLCs; Admin, resource teachers/coaches, and student services will attend PLCs to collect and monitor data and implementation throughout the year.

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

Using data coaches, teachers, and tutors will plan, provide, and monitor intensive small group instruction, with appropriate classroom supplies included, for all content areas; to meet the needs of students, especially focused on the following subgroups: black, multi-racial, and SWD/ESE.

Monitoring: Admin, teachers, and resource teachers/coaches will collect and monitor protocols, expectations, roles, and responsibilities of tutors.

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

Aides/paraprofessionals will provide support for small group instruction during differentiated reading and math groups, with appropriate classroom supplies included, for all content areas; to meet the needs of students, especially focused on the following subgroups: black, multi-racial, and SWD/ESE.

Monitoring: Admin and resource teachers/coaches will collect and monitor protocols, expectations, roles, and responsibilities of aides.

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

Utilize additional supplemental resources (e.g., Scholastic Storyworks, Literacy Footprints, and Thinking Maps, etc.) for supplemental ELA materials

Monitoring: Admin and resource teachers/coaches will collect qualitative data that can be quantifiable; data will be used to improve instruction and learning using the supplemental resources.

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

Provide additional personnel support and supplemental resources in science that supports standards-based science instruction and STEAM/STEM activities (ie. robotics, coding, web development, art, etc.)

Monitoring: Admin and resource teachers/coaches will collect qualitative data that can be quantifiable; data will be used to improve instruction and learning using the supplemental resources.

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

Support classroom use of supplemental materials by providing the needed classroom supplies. Per UniSig 5% office supply cap.

Monitoring: Admin will oversee and determine the necessity and distribution of materials and supplies.

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

Extended Learning Program (ELP) will be offered for grades K-5 for reading and math, and science.

Monitoring: Admin and resource teachers/coaches will collect and monitor protocols, expectations, roles, and responsibilities of ELP teachers

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

Working towards creating a one to one school by purchasing needed Chromebooks and iPads for students. Students will be able to access iReady, Achieve 3000, etc within the classroom to complete lessons on-grade level standards and personalized needs of the students. Students will be able to take technology home if the need arises for eLearning.

Monitoring: Admin collects feedback from teachers, coaches, student services and resource teachers on effectiveness of technology based programs in relation to student achievement.

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

Books and resources will be provided to teachers, students and parents in the ESOL program to enhance and support English-language acquisition and cultural responsiveness at school and home.

Monitoring: ESOL teacher will utilize assessments to determine growth and needs of each student and will provide books and/or resources based on data and student needs.

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

Provide professional development books and resources that support standards-based instruction.

Monitoring: Admin and resource teachers/coaches will collect qualitative data that can be quantifiable; data will be used to improve instruction and learning using the professional development books and resources.

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

Parent Liaison will provide a connection between parents/guardians and school to help parents gain a deeper understanding of grade level standards and student expectations.

Monitoring: Admin and resource teachers/coaches will collect and monitor protocols, expectations, roles, and responsibilities of Parent Liaisons.

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

Computer software to enhance active and intellectual engagement using an interactive and immersive learning tool (e.g., Nearpod, Flipgrid, Flickr, Kahoot, etc.)

Monitoring: Admin will collect data and feedback from teachers, and coaches/resource teachers on effectiveness of technology based programs in relation to student achievement.

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

### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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. A parent liaison is available to effectively communicate school culture and expectations and to provide emotional and academic support. The health pantry is available for students to provide them with essentials they may not have access to at home. The RTI behavior teacher will provide support to students and parents for students needing social and emotional challenges. The wellness room will be available to students to use as a safe space for deescalation, counseling, mentoring and peer to peer support.

### Parent Family and Engagement Plan (PFEP) Link

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

## Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Discipline				\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$876,271.73
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	2871 - Mcdonald Elementary School	Title, I Part A	1.0	\$95,000.00
			Notes: Reading Coach will support teachers: providing professional development, instructional planning, coaching cycles and data analysis in order to increase teacher capacity and student achievement. For the 2020-2021 school year, we will maintain fidelity of the role to building capacity of faculty and staff.			
	5100	120-Classroom Teachers	2871 - Mcdonald Elementary School	UniSIG	1.0	\$57,750.13
			Notes: *Math Resource Teacher: To improve proficiency and learning gains for math, a Math Resource Teacher is a continued resource needed to build capacity in teachers to implement effective lessons and instructional strategies. The math resource teacher will facilitate planning sessions that support: development of high quality lesson plans, deepen teachers' understanding around content and best practices, and support the infusion of technology on a weekly basis. For the 2020-2021 school year, we will maintain fidelity of the role to building capacity of faculty and staff.			
	5100	120-Classroom Teachers	2871 - Mcdonald Elementary School	UniSIG	1.0	\$66,150.12
			Notes: *The Science Resource Teacher will provide STEAM/Science support and integration across curriculum content and in the science blocks for all grade levels.			
	5100	120-Classroom Teachers	2871 - Mcdonald Elementary School	TSSSA	1.0	\$89,700.00
			Notes: The RtI-Academics Resource Teacher will work collaboratively with teachers, administrators and the student services team to facilitate the RtI process for Academics. The RtI-A teacher will work with the entire student services team to ensure RtI processes and procedures are followed and students needs are being met.			
	5100	120-Classroom Teachers	2871 - Mcdonald Elementary School	TSSSA	1.0	\$89,700.00
			Notes: The RtI-Behavior Resource Teacher will be assigned to students presenting mental health challenges as reported and documented throughout the school year. The RtI-B teacher will assist in the facilitation of weekly Student Services meetings in which behavior, attendance, and mental health data is reviewed to plan necessary supports in addition to needs in regards to RtI-A and B services.			
	5100	510-Supplies	2871 - Mcdonald Elementary School	Other		\$13,320.00
			Notes: Literacy Footprints K-6 Collection: Research-based approach collection of books K-5 for guided reading, intervention, second language learners, and students with disabilities.			
	5100	510-Supplies	2871 - Mcdonald Elementary School	UniSIG		\$11,619.67
			Notes: Classroom supplies and materials will be provided to teachers and students to increase student achievement. Classroom supplies - copy paper, markers, chart paper, highlighters, post-its, ink/toner, folders, labels, binders, freeze bags, pens, pencils, and instructional resources to support the ELA, Math, Science, and Social Studies curriculum.			
	5100	360-Rentals	2871 - Mcdonald Elementary School	Other		\$3,735.60



			<i>Notes: ELA resources(Storyworks): Scholastic Storyworks @\$8.49 x200 Scholastic Storyworks 2@ \$8.49 x100 Scholastic Storyworks JR @\$8.49 x100</i>			
		610-Library Books	2871 - Mcdonald Elementary School	Title, I Part A		\$15,000.00
			<i>Notes: Books for Media Center</i>			
		140-Substitute Teachers	2871 - Mcdonald Elementary School	Title, I Part A		\$18,000.00
			<i>Notes: Curriculum and content planning sessions that support the development of high quality lesson plans, deepen teachers understanding around content and best practices, infuse technology weekly. Students will also have data chats and have goal setting sessions to increase ownership in learning. Substitute coverage will be needed to help support this activity. Subs for coverage (5 subs for 4 days a month for 9 months) \$100 X 180 = \$1800</i>			
	5100	120-Classroom Teachers	2871 - Mcdonald Elementary School	Title, I Part A		\$63,000.00
			<i>Notes: Facilitation of professional development and lesson development that may occur outside of the regular school day will require extra teacher planning; paid those attending and facilitating sessions. Extra professional development and planning for teachers: 2 hrs of planning twice a month (weeks 1&amp;3 K, 1st, and 2nd - weeks 2&amp; 4 3rd, 4th, and 5th) for 9 months for 50 teachers. 1800 hours @\$27 an hour</i>			
		590-Other Materials and Supplies	2871 - Mcdonald Elementary School	Title, I Part A		\$25,000.00
			<i>Notes: Weekly and quarterly attendance interventions and celebrations (e.g., attendance incentives, PBIS school store, etc.) to assist in improving overall attendance outcomes. The Rtl-B Teacher and Student Services will also plan PBIS events for monthly celebrations for a total of 9 events.</i>			
		519-Technology-Related Supplies	2871 - Mcdonald Elementary School	Title, I Part A		\$15,000.00
			<i>Notes: STEAM/STEM supplies, Lego robotic kits, software, etc. for robotics, coding, web design, and maker's space activities.</i>			
		160-Other Support Personnel	2871 - Mcdonald Elementary School	Title, I Part A		\$61,200.00
			<i>Notes: During the school day tutors (part-time and retired teachers) will provide intensive small group instruction, with appropriate classroom supplies included. 4 Tutors (5 hours each for 5 days a week) 100 hrs a month for 9 months equals 3600 hrs @\$17 an hour</i>			
	6150	150-Aides	2871 - Mcdonald Elementary School	TSSSA		\$49,000.00
			<i>Notes: Parent Liaison will provide a connection between parents/guardians and school.</i>			
		150-Aides	2871 - Mcdonald Elementary School	TSSSA		\$26,000.00
			<i>Notes: Paraprofessionals will provide academic and behavioral support to high-needs/at-risk students. Paraprofessional/Teacher Aides x 2 x \$32,000.</i>			
	5100	120-Classroom Teachers	2871 - Mcdonald Elementary School	Title, I Part A		\$33,458.06
			<i>Notes: Extended Learning Program (ELP) will be offered weekly for grades K-5 for reading and math, and 1 Saturday a month for science ELP teachers: 2 hours Weekly for Grades K-5 Reading on Wednesdays and Math on Thursdays. 4 hours the 2nd Saturday of the month for grades K-5 @\$27.00 an hour.</i>			
			2871 - Mcdonald Elementary School	Title, I Part A		\$20,000.00
			<i>Notes: Student uniforms: This is the first year of mandatory uniforms, so we need to build-up a stock pile of extra shirts and bottoms. The extra uniforms are needed to supply students who need a change of clothes during the day and for students who are not able to afford uniforms.</i>			

			2871 - Mcdonald Elementary School	Title, I Part A		\$10,000.00
			<i>Notes: Health Pantry: resources to provide our students with necessary health and hygiene supplies; which will help improve behavior, attendance, and social-emotional well-being.</i>			
			2871 - Mcdonald Elementary School	Title, I Part A		\$5,000.00
			<i>Notes: Wellness Center: supplies, resources, and equipment to establish a safe space for students and adults to use for de-escalation, counseling, mentoring, and peer-to-peer support. This space is meant to provide support to thrive in and out of school; behavioral, social, and emotional support.</i>			
			2871 - Mcdonald Elementary School	Title, I Part A		\$4,000.00
			<i>Notes: Professional Development: books for book studies that support the academic, behavioral, and social-emotional needs of the students.</i>			
		644-Computer Hardware Non-Capitalized	2871 - Mcdonald Elementary School	Title, I Part A		\$10,066.94
			<i>Notes: Chromebooks &amp; periphery accessories (e.g., headphones mouse, thumbdrives, charging cords, etc.)</i>			
		644-Computer Hardware Non-Capitalized	2871 - Mcdonald Elementary School	Title, I Part A		\$3,950.00
			<i>Notes: iPads &amp; periphery accessories (e.g., headphones mouse, thumbdrives, charging cords, etc.)</i>			
			2871 - Mcdonald Elementary School	TSSSA		\$155.00
			<i>Notes: Bilingual books: Books and resources will be provided to teachers, students and parents in the ESOL program to enhance and support English-language acquisition and cultural responsiveness at school and home.</i>			
	5100	210-Retirement	2871 - Mcdonald Elementary School	UniSIG		\$4,891.44
			<i>Notes: Math Resource Teacher-Retirement 8.47%</i>			
	5100	220-Social Security	2871 - Mcdonald Elementary School	UniSIG		\$3,580.51
			<i>Notes: Math Resource Teacher-FICA 6.2%</i>			
	5100	220-Social Security	2871 - Mcdonald Elementary School	UniSIG		\$837.38
			<i>Notes: Math Resource Teacher-Medicare 1.45%</i>			
	5100	240-Workers Compensation	2871 - Mcdonald Elementary School	UniSIG		\$294.53
			<i>Notes: Math Resource Teacher-Workers Comp .51%</i>			
	5100	230-Group Insurance	2871 - Mcdonald Elementary School	UniSIG		\$10,972.52
			<i>Notes: Math Resource Teacher-Health Ins 19%</i>			
	5100	210-Retirement	2871 - Mcdonald Elementary School	UniSIG		\$5,602.92
			<i>Notes: Science Resource Teacher Retirement 8.47%</i>			
	5100	220-Social Security	2871 - Mcdonald Elementary School	UniSIG		\$4,101.31



			<i>Notes: Science Resource Teacher FICA 6.2%</i>			
	5100	220-Social Security	2871 - Mcdonald Elementary School	UniSIG		\$959.18
			<i>Notes: Science Resource Teacher Medicare 1.45%</i>			
	5100	240-Workers Compensation	2871 - Mcdonald Elementary School	UniSIG		\$337.37
			<i>Notes: Science Resource Teacher Workers Comp .51%</i>			
	5100	230-Group Insurance	2871 - Mcdonald Elementary School	UniSIG		\$12,568.52
			<i>Notes: Science Resource Teacher Health Ins 19%</i>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	2871 - Mcdonald Elementary School	UniSIG		\$7,107.23
			<i>Notes: The school will purchase 4 laptops. The laptops will allow teachers to connect with the Qomo boards while circulating around the room; monitoring and engaging students in order to increase student achievement.</i>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	2871 - Mcdonald Elementary School	UniSIG		\$8,464.90
			<i>Notes: The school will purchase (5) laptop carts and (13) iPads. The carts will be used to house and charge laptops and iPads. The school is working to create a 1 to 1 device for their students. This will enhance student achievement and provide more equity for our students by allowing them access to programs and software that they do not access regularly. iPad are used with their primary students because they are easier for the students to access and use in order to increase student achievement.</i>			
	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	2871 - Mcdonald Elementary School	UniSIG		\$7,641.24
			<i>Notes: Technology- per 10% Cap- Technology under \$1,000 Computer software to enhance active and intellectual engagement using an interactive and immersive learning tool (e.g., Nearpod, Flipgrid, Flickr, Kahoot, etc.)</i>			
	5100	120-Classroom Teachers	2871 - Mcdonald Elementary School	UniSIG		\$5,160.00
			<i>Notes: T-Payroll to bring students in for Extended Learning to bridge the learning slide that may have taken place during the months of March- August. Select students will be chosen based upon informal data that will be collected at the beginning of the year. 6 hours per week x 6 weeks x 5 select teachers x \$24 per hour ~ \$5,160.</i>			
	5100	210-Retirement	2871 - Mcdonald Elementary School	UniSIG		\$437.05
			<i>Notes: T-payroll retirement</i>			
	5100	220-Social Security	2871 - Mcdonald Elementary School	UniSIG		\$319.92
			<i>Notes: T-payroll FICA</i>			
	5100	220-Social Security	2871 - Mcdonald Elementary School	UniSIG		\$74.82
			<i>Notes: T-payroll Medicare</i>			
	5100	240-Workers Compensation	2871 - Mcdonald Elementary School	UniSIG		\$26.32
			<i>Notes: T-payroll Workers Comp</i>			

	6400	120-Classroom Teachers	2871 - Mcdonald Elementary School	UniSIG		\$11,463.70
			<i>Notes: They are asking to conduct 3 PD trainings based on several professional development books. The trainings will be conducted by their resource teachers. 35 teachers at \$15 an hour for 5 hours per training plus fringe</i>			
	6400	510-Supplies	2871 - Mcdonald Elementary School	UniSIG		\$1,489.75
			<i>Notes: Purchases of the PD books Game Changer 25 x 16.84=421.00, Creating a Culture of Reflective Practice 25 x 22.75=568.75, and Data Driven 2.0 25x20=500=1489.75.</i>			
	6300	120-Classroom Teachers	2871 - Mcdonald Elementary School	UniSIG		\$4,135.60
			<i>Notes: Planning session with K-5 teachers along with resource staff 25 teachers at 2 hours of planning, for 2 weeks at \$35 = 4135.60 with fringe.</i>			
<b>Total:</b>						<b>\$882,679.35</b>