Mcdonald Elementary School

2021-22 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: 6/11/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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.](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

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	85%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	D

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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	Position Title	Job Duties and Responsibilities
Cochrane, Melanie	Principal	Instructional leader; facilitates PLCs, conducts teacher evaluations, communicates with all stakeholders, and coordinates instructional priorities
Hachiya, Janis	Teacher, K-12	Work with school's leadership team (including community, families, students, and staff) to develop a Community School Plan based on a needs and assets assessment. Facilitate and coordinate programs and strategies that align with the Community School Plan.
Holling, Sheri	Teacher, K-12	Coordinates attendance, behavioral, and/or academic interventions at the school site. Assists site administrators and staff develop individual, class, and school-wide interventions, including data collection and analysis.
Markle-Silva, Christina	Assistant Principal	Assist with the instructional, administrative, and operational leadership of an elementary school.

Demographic Information

Principal start date
Friday 6/11/2021, 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.*
1

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.*
5

Total number of teacher positions allocated to the school

44

Total number of students enrolled at the school

519

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data

Early Warning Systems

2021-22

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	95	87	98	85	74	80	0	0	0	0	0	0	0	519
Attendance below 90 percent	38	28	37	29	18	23	0	0	0	0	0	0	0	173
One or more suspensions	0	0	1	0	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	8	0	0	0	0	0	0	0	0	0	8
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	32	32	42	0	0	0	0	0	0	0	106
Level 1 on 2019 statewide FSA Math assessment	0	0	0	38	40	51	0	0	0	0	0	0	0	129
Number of students with a substantial reading deficiency	19	21	33	28	21	20	0	0	0	0	0	0	0	142

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	3	3	9	2	0	0	0	0	0	0	0	17

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	0	4	2	8	22	0	0	0	0	0	0	0	0	36
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

Thursday 9/30/2021

2020-21 - 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	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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				33%	52%	57%	27%	52%	56%
ELA Learning Gains				48%	55%	58%	33%	52%	55%
ELA Lowest 25th Percentile				51%	50%	53%	40%	46%	48%
Math Achievement				32%	54%	63%	29%	55%	62%
Math Learning Gains				44%	57%	62%	45%	57%	59%
Math Lowest 25th Percentile				35%	46%	51%	33%	44%	47%
Science Achievement				37%	50%	53%	38%	51%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	38%	52%	-14%	58%	-20%
Cohort Comparison						
04	2021					
	2019	34%	55%	-21%	58%	-24%
Cohort Comparison		-38%				
05	2021					
	2019	26%	54%	-28%	56%	-30%
Cohort Comparison		-34%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	32%	54%	-22%	62%	-30%
Cohort Comparison						
04	2021					
	2019	33%	57%	-24%	64%	-31%
Cohort Comparison		-32%				
05	2021					
	2019	26%	54%	-28%	60%	-34%
Cohort Comparison		-33%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	36%	51%	-15%	53%	-17%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady Reading and iReady Math were used for ELA and Math data for all grade levels. For 5th grade science the HCPS Baseline and Midyear tests were used for data.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16%	25%	42%
	Economically Disadvantaged	16%	25%	42%
	Students With Disabilities	0%	20%	38%
	English Language Learners	17%	18%	36%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12%	18%	41%
	Economically Disadvantaged	12%	16%	38%
	Students With Disabilities	10%%	20%	50%
	English Language Learners	0%	17%	27%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	15%	27%	41%
	Economically Disadvantaged	12%	29%	43%
	Students With Disabilities	15%	18%	27%
	English Language Learners	0%	10%	11%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	5%	21%	41%
	Economically Disadvantaged	5%	19%	41%
	Students With Disabilities	8%	18%	27%
	English Language Learners	0%	0%	22%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34%	42%	56%
	Economically Disadvantaged	31%	41%	54%
	Students With Disabilities	33%	25%	50%
	English Language Learners	0%	20%	40%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	13%	16%	40%
	Economically Disadvantaged	13%	13%	37%
	Students With Disabilities	27%	27%	25%
	English Language Learners	0%	0%	20%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16%	21%	23%
	Economically Disadvantaged	16%	20%	22%
	Students With Disabilities	12%	6%	12%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	7%	20%	27%
	Economically Disadvantaged	8%	22%	25%
	Students With Disabilities	7%	17%	19%
	English Language Learners	0%	11%	0%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16%	19%	32%
	Economically Disadvantaged	16%	19%	31%
	Students With Disabilities	33%	33%	46%
	English Language Learners	0%	0%	11%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11%	10%	26%
	Economically Disadvantaged	8%	9%	25%
	Students With Disabilities	29%	20%	38%
	English Language Learners	0%	11%	33%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	33.95%	34.94%	n/a
	Economically Disadvantaged	33.95%	34.94%	n/a
	Students With Disabilities	38.5%	30.91%	n/a
	English Language Learners	27.95%	14.35%	n/a

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	4	36		4	8						
ELL	24	40		29	50						
BLK	50			50							
HSP	26	32		31	33		41				
MUL	23			38							
WHT	33	44		24	19		41				
FRL	30	39	50	28	26	30	36				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	300

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	13
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	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	31
Multiracial Students Subgroup Below 41% in the Current Year?	YES

Multiracial Students	
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	32
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

IReady data indicates significant improvement across all grade levels from fall to spring in ELA and math.. Economically disadvantaged students also showed strong improvement. Students with disabilities showed growth in primary grades but were inconsistent in intermediate grades. All grade levels, except one grade level which maintained, showed improvement in ELA with students with disabilities. All grade levels, except on grade level which maintained, demonstrated progress from fall to spring for ELL across all subjects.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

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. Our math (32%) and science (37%) proficiency also had gaps when compared to the state averages, 62% and 53% respectively. Overall, fewer than 50% of students met grade level standards except for third grade ELA where 56% of students met grade level standards on IReady assessments.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors: Covid absenteeism for students and faculty, high mobility, teachers with less than three years experience in intermediate grades, early implementation of online platforms

Actions: Discontinued ELearning, improved systems for teacher absenteeism, improved systems and expectations for quarantined students, tiering of teachers for coaching support, training and support for online platforms for parents and faculty.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The ELA learning gains improved from 33% to 48% (a total of 15%). IReady data showed significant gains in ELA across all grade levels.

What were the contributing factors to this improvement? What new actions did your school take in this area?

These gains can be attributed specifically targeting students and developing small groups based on student data. We developed these groups earlier in the school year and are utilize new ELA resources to provide specific and intentional small group instruction in every classroom, more strategic use of data to drive planning and instruction.
More strategic use of our human resources to improve core and intensive instructional practices.

What strategies will need to be implemented in order to accelerate learning?

Aggressive monitoring, use of preplanned higher order standards based question stems and accountable talk,

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Launched aggressive monitoring PD with ongoing embedded support from instructional coaches during content specific planning. DRTs will provide additional training on accountable talk and higher order standards based question stems.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Improved and refined systems to create a strong data culture. Systems to include content planning, deepening teachers' understanding of state accountability system to set and monitor goals and to target instruction. Improve our school structures so that monthly data monitoring becomes a habit of practice.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

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 2021-2022 school year.
Monitoring:	- Coaches, resource teachers, student services and administration will conduct walkthroughs and fidelity checks to provide ongoing feedback on SEL culture in the classrooms. - Student Services, RtI Resource Teachers 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. - Faculty and staff will consistently enforce the uniform policies. - Admin, Student Services team, RtI Resource Teachers, Community School Resource Teacher, and teachers will follow up with students to determine additional needs and check on emotional well being of students. - Admin, RtI Resource Teachers, Student Services team, teachers will log and track increase of positive student behavior throughout the year. - 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 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 for individuals and whole classes. 2. Effective use of technology to increase student engagement in the classroom and during and/or 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/Resource teachers, and Student Services will teach and monitor how to implement a culturally responsive classroom. 6. Celebrations for students modeling positive choices in behavior. 7. 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. Attract and increase 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 RtI Resource Teachers 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, RtI Resource Teachers 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 Cochrane (melanie.cochrane@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 consistently enforce the uniform policies.

Person Responsible   Melanie Cochrane (melanie.cochrane@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, Community School Resource Teacher, and teachers will follow up with students to determine additional needs and check on emotional well being of students.

Person Responsible   Melanie Cochrane (melanie.cochrane@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, RtI Resource Teacher, Student Services team, teachers will log and track increase of positive student behavior throughout the year.

Person Responsible   Melanie Cochrane (melanie.cochrane@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 Cochrane (melanie.cochrane@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 Cochrane (melanie.cochrane@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 standards-based lessons which focus on instructional delivery practices requiring students to do the cognitive lift. 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, a need for standards-based planning, and support of teacher instructional practices and classroom management. Teachers generally design standards based lessons, but admin observations show that teachers are often over scaffolding. This rationale was gathered from standards based assessments and observations (e.g., FSA, common assessments, walkthroughs, etc).
Measurable Outcome:	By October 2021, 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 2021, 100% of teachers will provide opportunities for students to engage in standards-aligned tasks. ELA achievement- 19/20 27% 20/21 ??% 21/22 35% Math achievement 19/20-29% 20/21 ??% 21/22 35% Science achievement 19/20 37% 20/21 ??% 21/22 45% Ongoing common assessments achievement 33% or higher
Monitoring:	- Admin, resource teachers/coaches, and student services will collect and monitor protocols, expectations, roles, and responsibilities of PLCs; Admin and resource teachers/ coaches will attend PLCs to monitor implementation - Admin and resource teachers/coaches will collect qualitative data that can be quantifiable; data will be used to improve standards-based instruction and learning
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 standards-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, disaggregate 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)

The Science Resource Teacher will provide support in science with planning standards-based science instruction and STEAM/STEM activities (ie. robotics, coding, web development, art, etc.) The Science Resource Teacher will also pull students in small groups based on common grade-level assessments, district assessments, and teacher-designed assessments 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 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. Providing additional time for students to master the standards and learning tasks will lead to increased student achievement.

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)

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)

The Math Resource Teacher will provide support in math with planning standards-based math instruction. The Math Resource Teacher will also pull students in small groups based on common grade-level assessments, district assessments, and teacher-designed assessments 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 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)

Tutors, certified former teachers, will provide small group instruction in reading and math, with appropriate classroom supplies included. Working with the Reading Coach, Reading, Math, and/or Science Resource Teachers, groups will be based on common grade-level assessments, district assessments, and teacher-designed assessments 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 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)

MTSS/RtI Resource Teachers will provide small group instruction in reading, with appropriate classroom supplies included. Working with the Reading Coach and/or Reading Resource Teacher, groups will be based on common grade-level assessments, district assessments, and teacher-designed assessments 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 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)

Field trips will provide students with content standards and real world-based learning experiences. Students will be provided integrated learning curriculum in reading, writing, math, and science before and after the field trip to ensure that learning is connected to grade-level standards.

Monitoring: Admin and resource teachers/coaches will collect and monitor protocols, expectations, roles, and responsibilities of students and teachers regarding standards-based field trips.

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

To support student learning and increase teacher resources the school's library collection needs to be updated. More than 1,500 pieces are over 31 years old and over 65% of the collection is more than 10 years old. These books, periodicals, and other resources would be housed in the media center, so they

are accessible to all students and staff. It would allow a larger and more updated collection to support learning and instruction in all content areas.

Monitoring: Admin, media specialist, 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)

Teachers will be provided with supplemental collaborative beyond the school day to develop high quality standards based lesson plans, analyze, discuss and reflect on student work, assessment data and walk through feedback.

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)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on the 2021 ELA FSA scores, 33% of students in grades 3-5 scored at proficiency, which is level 3 or higher. This score was due to limited student engagement and ownership of their learning. By focusing on ELA, the instructional improvements will include the incorporation of cooperative learning, higher level questioning, and discussion resulting in an improvement in student proficiency on the ELA FSA in 2022.
Measurable Outcome:	The percent of 3rd - 5th grade students scoring at a level 3 or higher on the ELA FSA assessment will increase to 40% as measured by ELA FSA.
Monitoring:	- Admin and resource teachers/coaches will collect and monitor attendance at trainings and the planning of cooperative learning, questioning, and discussion instructional strategies - Admin and resource teachers/coaches will conduct walkthroughs and observations to monitor implementation. - Admin and resource teachers/coaches will collect qualitative data that can be quantifiable; data will be used to improve standards-based instruction and learning.
Person responsible for monitoring outcome:	Melanie Cochrane (melanie.cochrane@hcps.net)
Evidence-based Strategy:	Increase the effectiveness of higher order questioning that leads to productive student conversation and provides a window into student understandings and misconceptions by: incorporating structures and strategies that encourage student discussion, ownership of work, and active engagement.
Rationale for Evidence-based Strategy:	In 2021, the data showed 33% of students in grades 3-5 scored at proficiency, which is level 3 or higher, on the ELA FSA. The improvement strategy of incorporating structures and strategies that encourage student discussion, ownership of work, and active engagement, will enable students to retain knowledge of the material, and allow teachers and students to attend to misconceptions and misunderstandings. Thus, mastering state standards which will result in improved student academic performance in ELA.

Action Steps to Implement

Introduce teachers to Webb's Depths of Knowledge in their weekly planning session. Review the verbs and sample tasks. Reading Resource Teacher and/or Reading Coach will model in planning how to build rich questions that can lead to various collaborative structures to promote discussion amongst students.

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

Conduct coaching cycles with teachers around the implementation of higher order questions and discussions among students. Support teachers in the development of anchor charts to promote discussions, selecting an appropriate collaborative structure and/or modeling for students how to use accountable talk stems

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

Monitor the implementation of the use of higher order questions and discussions amongst students. Provide feedback to teachers

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

One of our main Areas of Focus is Culture & Environment specifically relating to Positive Behavior Intervention and Supports. So, when analyzing McDonald's discipline data it showed that we need to focus on "physical attacks" (2.5 incidents per 100 students) and according to more specific discipline data provided by the district the highest number of incidents were "disruptive behaviors" (89 incidents total).

Student Services, the RtI teachers, Community School Resource Teacher, and Parent Liaison will monitor behavior data, conference with students, teachers, and families to determine action plans for individual students. Social service supports/resources, that include, but are not limited to social, emotional, and mental health, will be included to create wrap-around support for students and families. Without needing to focus on basic needs, then academic support will be more successful.

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.

We will build positive relationships through effective communication systems and opportunities for student, parent, staff, and 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 will be available to effectively communicate school culture and expectations and to provide emotional and academic support. The Mustang Market will be available for families and students to provide them with essentials that might be in limited supply or inaccessible at home. The RtI teacher will provide support to students and families for students who have social and emotional challenges. McDonald has started the process to become a Community School, using the NEA model. With support from CTA, the district, and the NEA McDonald will work towards build capacity within all stakeholder groups (students, staff, families, and the community) to build relationships, use Improvement Science to problem-solve concerns, and build a hub that supports the whole-child.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Stakeholders: Students, Staff, Families, and Community
Role: all stakeholders will have an active role that work independently and interdependently to support academic, social, and emotional growth of everyone. Each stakeholder group will participate in determining the needs and assets of their group and the school, will determine strengths and areas for improvement, and ultimately will determine a priority list of concerns. From there all stakeholders will work together to determine solutions, on-going progress monitoring, and next steps. The Plan-Do-Act-Assess model will be implemented for all concerns. With the participation and active involvement of all stakeholders the culture and environment should improve.

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				$210,703.82
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	2871 - Mcdonald Elementary School	UniSIG	1.0	$67,200.09
			Notes: *Science Resource Teacher: Will provide STEM/Science support and integration across curriculum content and in the science blocks for all grade levels.			
	5100	210-Retirement	2871 - Mcdonald Elementary School	UniSIG		$7,271.05
			Notes: *Science Resource Teacher Retirement (10.82%)			
	5100	220-Social Security	2871 - Mcdonald Elementary School	UniSIG		$4,166.41
			Notes: *Science Resource Teacher FICA (6.2%)			
	5100	220-Social Security	2871 - Mcdonald Elementary School	UniSIG		$974.40
			Notes: *Science Resource Teacher Medicare (1.45%)			
	5100	230-Group Insurance	2871 - Mcdonald Elementary School	UniSIG		$12,768.02
			Notes: *Science Resource Teacher Health and Life Insurance (19%)			
	5100	240-Workers Compensation	2871 - Mcdonald Elementary School	UniSIG		$342.72
			Notes: *Science Resource Teacher Workers Comp (.51%)			
	5100	120-Classroom Teachers	2871 - Mcdonald Elementary School	UniSIG	1.0	$61,110.09
			Notes: *Math Resource Teacher will focus on coaching, modeling, and lesson planning with teachers in grades 3-5. The coaching and modeling will occur weekly under the supervision of the school principal. Follow-up data will be collected weekly to progress monitor.			
	5100	210-Retirement	2871 - Mcdonald Elementary School	UniSIG		$6,612.11
			Notes: *Math Resource Teacher Retirement (10.82%)			

	5100	220-Social Security	2871 - Mcdonald Elementary School	UniSIG		$3,788.83
		*Notes: *Math Resource Teacher FICA (6.2%)*				
	5100	220-Social Security	2871 - Mcdonald Elementary School	UniSIG		$886.10
		*Notes: *Math Resource Teacher Medicare (1.45%)*				
	5100	230-Group Insurance	2871 - Mcdonald Elementary School	UniSIG		$11,610.92
		*Notes: *Math Resource Teacher Health and Life Insurance (19%)*				
	5100	240-Workers Compensation	2871 - Mcdonald Elementary School	UniSIG		$311.66
		*Notes: *Math Resource Teacher Workers Comp (.51%)*				
	5100	120-Classroom Teachers	2871 - Mcdonald Elementary School	UniSIG		$11,340.00
		Notes: Tutorial - A tutor will be hire during the day to support 90 students in grades 3rd-5th. The tutor will work 15 hours per week for 28 weeks beginning September 1, 2021 and at the district negotiated rate of $27/hour for extended learning. The tutor will focus on Tier 2 students and students who scored a level 2 on FSA in ELA.				
	5100	210-Retirement	2871 - Mcdonald Elementary School	UniSIG		$1,226.99
		Notes: Tutorial -Retirement (10.82%)				
	5100	220-Social Security	2871 - Mcdonald Elementary School	UniSIG		$703.08
		Notes: Tutorial -FICA (6.2%)				
	5100	220-Social Security	2871 - Mcdonald Elementary School	UniSIG		$164.43
		Notes: Tutorial -Medicare (1.45%)				
	5100	240-Workers Compensation	2871 - Mcdonald Elementary School	UniSIG		$57.83
		Notes: Tutorial -Workers Comp (.51%)				
	6300	120-Classroom Teachers	2871 - Mcdonald Elementary School	UniSIG		$8,057.12
		Notes: Instructional Duties- All instructional staff members (45) will have a designated 1 hours each week for 5 weeks to plan with instructional resource teachers and coaches at an estimated hourly rate of $36.00. During their planning time, they will plan for standards aligned lessons to be highly engaged and meet the needs of all learners.				
	6300	210-Retirement	2871 - Mcdonald Elementary School	UniSIG		$871.78
		Notes: Instructional Duties Added-Retirement (10.82%)				
	6300	220-Social Security	2871 - Mcdonald Elementary School	UniSIG		$499.54
		Notes: Instructional Duties Added-FICA (6.2%)				
	6300	220-Social Security	2871 - Mcdonald Elementary School	UniSIG		$116.83
		Notes: Instructional Duties Added-Medicare (1.45%)				

	6300	240-Workers Compensation	2871 - Mcdonald Elementary School	UniSIG		$41.09
			Notes: Instructional Duties Added-Workers Comp (.51%)			
	5100	730-Dues and Fees	2871 - Mcdonald Elementary School	UniSIG		$3,522.87
			Notes: To allow students to participate in grade level appropriate experiences to expand their knowledge of specific standards through hands-on experiences. Second and third graders will attend Lowry Park supporting the following standards: SC.2.L.17.1, SC.2.N.1.1, SC.2.N.1.3.,: LAFS.3.L.3.4, LAFS.3.L.3.5, SC.3.L.15.1.The cost is $15.00 per student for a total of 350 students in K-3.			
	5100	510-Supplies	2871 - Mcdonald Elementary School	UniSIG		$4,743.00
			Notes: The school will purchase supplies for teachers to support students with their learning. The school will purchase notebook paper, pens, pencils, notebooks, file folders, two pocket folders, dividers, colored pencils, highlighters, chart paper, composition notebooks, and markers.			
	5100	519-Technology-Related Supplies	2871 - Mcdonald Elementary School	UniSIG		$1,729.71
			Notes: Purchase toner, flash drives, surge protectors, and headphones for K-5 teachers for academic usage.			
	7800	390-Other Purchased Services	2871 - Mcdonald Elementary School	UniSIG		$587.15
			Notes: Transportation for 2nd and 3rd grade students to Zoo Tampa (Lowry Park Zoo) 4 buses at 150 each			
3	III.A.	Areas of Focus: Instructional Practice: ELA				$0.00
					Total:	$221,563.75