

Clay County Schools

# Mcrae Elementary School



2016-17 School Improvement Plan

## Mcrae Elementary School

6770 COUNTY ROAD 315 C, Keystone Heights, FL 32656

<http://mre.oneclay.net>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Elementary School PK-6	Yes	73%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	9%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	C	C

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### SIP Authority and Template

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.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Mcrae Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Wayne Green</a>	Not In DA - None

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement

So that all children will know the joy of self-fulfillment, the importance of respect for others, and their responsibility to family, community and country, McRae Elementary is dedicated to providing an educational atmosphere which will give each child the freedom to dream, the desire to achieve, the courage to act, the knowledge to assist, and the challenge to excel. "Together We Can"

##### b. Provide the school's vision statement

Our major goal is to prepare students to become responsible citizens and to be the best they can be. We feel that education is a cooperative effort between school and community.

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

McRae creates a culture of family between its students and teachers by numerous activities before and after school. Teachers are always present and key to the success of our parent nights where students attend and interact with teachers outside the classroom. Student / Parent /Faculty surveys are utilized throughout the school year to share concerns and needs of our families and help with school planning and initiation of student centered programs. Teachers also sponsor Friday club activities for students with a variety of different interests.

##### b. Describe how the school creates an environment where students feel safe and respected before, during and after school

McRae has had a school-wide anti-bullying, positive affirmation program in place for the previous 4 years. Students, along with teachers, utilize kindness and compassion strategies gained through the program's curriculum to create a safe environment for all McRae students. "Making Meaning" and "Being a Writer" curriculum also have built in social emotional components. Teachers/staff are on duty in common areas/walkways and the bus loop both before and after school.

##### c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

McRae has a district approved student code of conduct. This is presented to our students and parents at an open house. Teachers have classroom behavior management systems that are comprised of scientifically based behavior management strategies. These procedures, along with behavioral expectations, are reviewed with students on a daily basis. School personnel are apprised of disciplinary expectations and procedure and faculty meetings and grade level meetings. Feedback from teacher to administrators is conveyed via surveys and needs assessments.

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

A Behavioral Resource Teacher (BRT) is on-site to provide extra support for teachers who have students in need of extra behavioral intervention. The BRT is available to work individually with

students, in small groups, as well as create individual behavior plans for specific students. "Making Meaning" and "Being a Writer" curriculum also have built in social emotional components

### 3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

#### a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance is taken daily via FOCUS. Once a student receives 5 absences or tardies in a 30 day period, the teacher is asked to contact the parent. If the teacher is unable to contact the parent, they generate a parent attendance letter and give it to the Attendance Secretary to mail.

Parents are contacted immediately upon initial suspension and MTSS is considered as a student behavioral support.

Parents are notified prior to retention in grade 6. Student attends summer school, completes credit recovery to move to grade 7.

Level 1 students are tested to see if they meet qualifications for intensive instruction class. If they do not qualify, they are then placed in content area intervention.

Attendance of 90%, regardless of whether absence is excused or a result of OSS, one or more suspensions either in or out of school course failure in ELA or Math

All Level 1 on statewide standardized assessments in ELA or Math

#### b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	8	0	0	0	0	0	0	8
One or more suspensions	0	0	0	0	0	0	4	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	24	0	0	0	0	0	0	24

##### The number of students identified by the system as exhibiting two or more early warning indicators:

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

#### c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students are tested to see if they meet qualifications for Intensive instruction. Specific content area intervention classes are available for students who do not meet intensive class criteria. Varying level of services models of MTSS are provided for students. After school tutoring is offered to targeted students based on performance data. Small group instruction is available for identified students

**ATTENDANCE:**

Contract  
Doctors note  
Social Work Referral

**GRADES:**

Tutoring  
Remediation

**DISCIPLINE:**

Behavior contract  
School service work  
Detention  
Saturday School

**TESTING:**

Intensive Reading and / or Math

## **B. Family and Community Engagement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

### **1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

#### **a. Will the school use its PIP to satisfy this question?**

Yes

##### **1. PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/320600>.

##### **2. Description**

A PIP has been uploaded for this school or district - see the link above.

### **2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

McRae holds and builds partnerships with the local community by having them participate as representatives and leaders in key school committees, seeking their input on school planning, and making them viable stakeholders in the success of McRae and its students.

## **C. Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### **1. School Leadership Team**

#### **a. Membership**

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



Name	Title
Dooley, Marcus	Principal
Taylor, Debbie	Instructional Coach
Chappell, Vicki	Assistant Principal
Norman, Kathy	Guidance Counselor
Harrison, Kimberly	Teacher, K-12

## b. Duties

### **1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-2 Basic Skills Assessment, K-6 Performance Matters Math benchmark assessments, 3-6 Performance Matters ELA benchmark assessments, and formal assessments such as FSA. The principal is the leader of the meeting. Assistant principals attend the meetings in a support role for the principal. The reading/intervention coach serves to suggest effective interventions for Tier 1 instructional needs. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers sometimes serve on the SBLT as a liaison to other teachers in their grade/content area grouping.

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

All K-10 and level 1 & 2 11th and 12th grade students will take a benchmark assessment 3 times per year. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Coaches are in place at each school and will focus upon supporting quality Tier 1 instruction in all content areas. Administrators will meet monthly with all grade level/content area teams. At these monthly meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level / course expectations. These monthly meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs.

Title 1 Funds are allocated for:

Additional instructional and support staff

Increased opportunity and frequency of professional development for teachers

Availability of Parent Involvement Opportunities

Additional Instructional Material and Technology for teachers to utilize during classroom instruction

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Kimberly Harrison	Teacher
Rebecca MacGregor	Parent
Leigh Hopkins	Education Support Employee
Virgina Acevedo	Parent
Marcus Dooley	Principal
Sandra Stahmann	Parent
Dawn Wilson	Parent
Shelly Alvers	Parent
Christina Bettey	Parent
Brooke Herman	Parent
Lynn Rutkowski	Parent
Mindy Park	Parent

### b. Duties

**1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*a. Evaluation of last year's school improvement plan*

Input and design for key elements to 2015/16 SIP were developed, reviewed and approved by McRae Elementary SAC committee

*b. Development of this school improvement plan*

The SAC committee reviews all proposed professional development, parent involvement, and any other activities involving the use of School Improvement Funds for approval prior to use. The input for Parent Involvement Plan is reviewed through SAC as well as approval of the Student/School/Parent Compact each year.

*c. Preparation of the school's annual budget and plan*

All budget items and proposed spending for parent involvement, professional development and other instructional projects are presented to SAC and brought under discussion for approval prior to placing them into school plan.

**2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

School Improvement funds are projected to be used for AP Salary supplement for summer employment in planning 2016-17 professional development and scheduling.

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

School is in compliance

**3. Literacy Leadership Team (LLT)**

### a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Dooley, Marcus	Principal
Harrison, Kimberly	Teacher, K-12
Taylor, Debbie	Instructional Coach
Chappell, Vicki	Assistant Principal
Norman, Kathy	Guidance Counselor

### b. Duties

#### 1. Describe how the LLT or similar group promotes literacy within the school, if applicable

Innovate using writing across all content areas  
Engage students throughout their academic day  
Empower to strength of the learning community by weekly year-long professional learning communities  
Students read books on their appropriate academic level in IDRs through the Making Meaning curriculum

## D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

#### 1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

McRae utilizes monthly data and grade level meetings to review student performance data and introduce new instructional materials and disseminate information. The implementation of year-long weekly professional learning communities helps foster and ensure a collaborative planning relationship with administration and among teachers. McRae has committed to PLCs weekly to ensure collaboration

#### 2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Clay County Teacher Recruitment Fair, online advertising of open instructional positions, positive school climate, additional funding, support personnel, professional development (CCE opportunities), and instructional materials due to Title 1 status. All teachers in McRae are highly-qualified as required by Title 1 compliance

#### 3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teachers are paired with an expert teacher within their grade level or team for mentoring. New teachers are also mentored by our Title 1 Curriculum Coach & District Curriculum Specialists.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

**1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards**

Teachers are provided a list of standards (Florida State Standards) that direct instruction throughout the year. The county has developed, approved and disseminated curriculum maps for each grade level with a specific scope and sequence of when concepts are to be introduced. All standards and maps have been approved by the Department of Education along with the school board and curriculum council. Supplemental materials are also utilized to ensure standards are met to proficiency

**b. Instructional Strategies**

**1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

McRae takes student performance progress monitoring data and meets monthly as a School-based Literacy Team to identify struggling students and assess instruction and curriculum modifications. Individual grade level meetings are always held the following day to relay information, have discussions and adjust academic programming needs. Students are considered for appropriate level of support from MTSS.

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 4,050

Additional Computer Lab access before and after school focusing on reading and math instruction and additional practice.

**Strategy Rationale**

Additional time working towards county targets increase probability for success on state and district assessments

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Harrison, Kimberly, kim.harrison@myoneclay.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Reports are printed and analyzed for individual student progress & proficiency.

**Strategy: Summer Program**

**Minutes added to school year: 720**

KinderCamp and Kindergarten Screeners assist in preparation of readiness skills for incoming Kindergarten parents and students.

**Strategy Rationale**

Preparing incoming KG students with proper readiness skill will increase probability of success.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Harrison, Kimberly, kim.harrison@myoneclay.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Initial Kindergarten placement screeners are given to determine student readiness for Kindergarten.

**Strategy: Before School Program**

**Minutes added to school year: 2,400**

Additional intensive instructional strategies more than four months prior to FSA administered in small group.

**Strategy Rationale**

Intensive instruction immediately preceding state assessments will increase probability of success

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Harrison, Kimberly, kim.harrison@myoneclay.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Teachers collect and monitor data from initial placement to conclusion of tutoring service.

**Strategy: After School Program**

**Minutes added to school year: 4,800**

McRae Tutoring Program provides additional research/scientific-based instruction by highly-qualified teachers to students with identified academic deficits.

**Strategy Rationale**

Targeting at risk students through performance monitoring data will help increase learning gains in lower quartile

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Harrison, Kimberly, kim.harrison@myoneclay.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Previous year's FSA scores determine eligibility. A pre-test and post-test are used to determine initial placement and monitor student progress for duration of program.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

- 1) Each spring, McRae offers a Kindergarten Make & Take where parents of incoming Kindergarteners are given information on readiness skills and expectations of Kindergarten teachers.
- 2) Each summer, McRae holds KinderCamp and administration of Kindergarten Screeners available to all incoming Kindergarten families.
- 3) Kindergarten registration was open beginning May 2, 2016.
- 4) McRae offered a separate Kindergarten Open House on Wednesday, August 10, 2016.

**b. College and Career Readiness**

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

N/A

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

N/A

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

N/A

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

N/A

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

### C. Strategic Goals

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Students' math skills will increase by 3% through incorporating problem solving and multi-step word problems throughout the math curriculum by the end of the 2017-2018 school year.
  
- G2.** Students' reading proficiency will increase by 3% school-wide in the area of integration of knowledge and ideas by incorporating strategic reading instruction throughout every content area by the end of the 2017-18 school year.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*



**G1.** Students' math skills will increase by 3% through incorporating problem solving and multi-step word problems throughout the math curriculum by the end of the 2017-2018 school year. **1a**

G086106

**Targets Supported** **1b**

Indicator	Annual Target
FSA Mathematics Achievement	68.0

**Targeted Barriers to Achieving the Goal** **3**

- Time for Professional Development.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- iReady, Performance Matters, Go Math Chapter Tests

**Plan to Monitor Progress Toward G1.** **8**

Formative assessments, and both local and district student performance data, Monthly data meetings with each grade level.

**Person Responsible**

Vicki Chappell

**Schedule**

Monthly, from 9/15/2016 to 5/25/2017

**Evidence of Completion**

Formative assessments will be developed and implemented by PLC's, student work from the formative assessments will be looked at in PLC's, and both district and school level benchmark data will be analyzed in PLC's. Teachers will track the Florida Standards Assessment Math proficiency rate.

**G2.** Students' reading proficiency will increase by 3% school-wide in the area of integration of knowledge and ideas by incorporating strategic reading instruction throughout every content area by the end of the 2017-18 school year. 1a

G086107

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	65.0

**Targeted Barriers to Achieving the Goal** 3

- Time Knowledge of effective collaboration methods

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- iReady, SIPPS integrated into the K-2 curriculum and utilized in another grade level for remediation of foundational skills to improve reading proficiency, Making Meaning, Continuous use of student data to structure instruction time for interventions and enrichment, PLC's discussing reading strategies and integration of knowledge and ideas within various content areas, Title 1 Curriculum Coach on campus to model instruction and co-plan with teachers, Additional Title 1 Personnel for small group instruction, Additional availability of PD, PALs

**Plan to Monitor Progress Toward G2.** 8

Formative assessments, and both local and district student performance data, Monthly data meetings with each grade level.

**Person Responsible**

Vicki Chappell

**Schedule**

Monthly, from 9/15/2016 to 5/25/2017

**Evidence of Completion**

Formative assessments will be developed and implemented by PLC's, student work from the formative assessments will be looked at in PLC's, and both district and school level benchmark data will be analyzed in PLC's.

## Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Students' math skills will increase by 3% through incorporating problem solving and multi-step word problems throughout the math curriculum by the end of the 2017-2018 school year. **1**

 G086106

**G1.B1** Time for Professional Development. **2**

 B228766

**G1.B1.S1** All teachers will spend 1 hour each week collaborating on the 5 components of the framework and will plan lessons using the framework components to implement in the classroom each week. **4**

 S241228

### Strategy Rationale

When teachers spend structured time weekly collaborating around teaching and learning, both intentionally and teaching practices improve. The framework for intentional teaching provides educators with the framework needed to do the right work in the classroom to support student learning and growth.

### Action Step 1 **5**

Classroom Walkthroughs, Formative Assessment data analyzed at the PLC meetings.

#### Person Responsible

Vicki Chappell

#### Schedule

Weekly, from 9/15/2016 to 5/25/2017

#### Evidence of Completion

Classroom Walkthroughs on the Framework and the principles of the collaborative classroom will be done monthly. Feedback will be given to teachers on the implementation of the framework components and the collaborative classroom principles.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1 6**

Classroom Walkthroughs, Formative Assessment data analyzed at the PLC meetings.

**Person Responsible**

Vicki Chappell

**Schedule**

Monthly, from 9/15/2016 to 5/25/2017

***Evidence of Completion***

Classroom Walkthroughs on the Framework and the principles of the collaborative classroom will be done monthly. Feedback will be given to teachers on the implementation of the framework components and the collaborative classroom principles.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Classroom Walkthroughs, Formative Assessment data analyzed at the PLC meetings.

**Person Responsible**

Vicki Chappell

**Schedule**

Monthly, from 9/15/2016 to 5/25/2017

***Evidence of Completion***

Classroom Walkthroughs on the Framework and the principles of the collaborative classroom will be done monthly. Feedback will be given to teachers on the implementation of the framework components and the collaborative classroom principles.

**G2.** Students' reading proficiency will increase by 3% school-wide in the area of integration of knowledge and ideas by incorporating strategic reading instruction throughout every content area by the end of the 2017-18 school year. 1

G086107

**G2.B1** Time Knowledge of effective collaboration methods 2

B228767

**G2.B1.S1** Classroom Walkthroughs, Formative Assessment data analyzed at the PLC meetings. 4

S241229

### Strategy Rationale

Classroom Walkthroughs on the Framework and the principles of the collaborative classroom will be done monthly. Feedback will be given to teachers on the implementation of the framework components and the collaborative classroom principles.

### Action Step 1 5

On going PLCs and Professional development for increasing reading proficiency

#### Person Responsible

Debbie Taylor

#### Schedule

Weekly, from 9/15/2016 to 5/25/2017

#### Evidence of Completion

Observation of lessons taught using learned strategies Formative assessment data

### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Observation implementation of student collaboration activities, Classroom Walkthroughs, Formative Assessment data analyzed at the PLC meetings.

#### Person Responsible

Vicki Chappell

#### Schedule

Monthly, from 11/17/2016 to 5/25/2017

#### Evidence of Completion

Classroom Walkthroughs on the Framework and the principles of the collaborative classroom will be done monthly. Feedback will be given to teachers on the implementation of the framework components and the collaborative classroom principles.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Increased student engagement time, Classroom Walkthroughs, Formative Assessment data analyzed at the PLC meetings.

**Person Responsible**

Vicki Chappell

**Schedule**

Monthly, from 11/17/2016 to 5/25/2017

***Evidence of Completion***

Classroom Walkthroughs on the Framework and the principles of the collaborative classroom will be done monthly. Feedback will be given to teachers on the implementation of the framework components and the collaborative classroom principles.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2016</b>					
G1.MA1  M321408	Formative assessments, and both local and district student performance data, Monthly data meetings...	Chappell, Vicki	9/15/2016	Formative assessments will be developed and implemented by PLC's, student work from the formative assessments will be looked at in PLC's, and both district and school level benchmark data will be analyzed in PLC's. Teachers will track the Florida Standards Assessment Math proficiency rate.	5/25/2017 monthly
G2.MA1  M321411	Formative assessments, and both local and district student performance data, Monthly data meetings...	Chappell, Vicki	9/15/2016	Formative assessments will be developed and implemented by PLC's, student work from the formative assessments will be looked at in PLC's, and both district and school level benchmark data will be analyzed in PLC's.	5/25/2017 monthly
G1.B1.S1.MA1  M321406	Classroom Walkthroughs, Formative Assessment data analyzed at the PLC meetings.	Chappell, Vicki	9/15/2016	Classroom Walkthroughs on the Framework and the principles of the collaborative classroom will be done monthly. Feedback will be given to teachers on the implementation of the framework components and the collaborative classroom principles.	5/25/2017 monthly
G1.B1.S1.MA1  M321407	Classroom Walkthroughs, Formative Assessment data analyzed at the PLC meetings.	Chappell, Vicki	9/15/2016	Classroom Walkthroughs on the Framework and the principles of the collaborative classroom will be done monthly. Feedback will be given to teachers on the implementation of the framework components and the collaborative classroom principles.	5/25/2017 monthly
G2.B1.S1.A1  A312214	On going PLCs and Professional development for increasing reading proficiency	Taylor, Debbie	9/15/2016	Observation of lessons taught using learned strategies Formative assessment data	5/25/2017 weekly
G1.B1.S1.A1  A312213	Classroom Walkthroughs, Formative Assessment data analyzed at the PLC meetings.	Chappell, Vicki	9/15/2016	Classroom Walkthroughs on the Framework and the principles of the collaborative classroom will be done monthly. Feedback will be given to teachers on the implementation of the framework components and the collaborative classroom principles.	5/25/2017 weekly
G2.B1.S1.MA1  M321410	Observation implementation of student collaboration activities, Classroom Walkthroughs, Formative...	Chappell, Vicki	11/17/2016	Classroom Walkthroughs on the Framework and the principles of the collaborative classroom will be done monthly. Feedback will be given to teachers on the implementation of the framework components and the collaborative classroom principles.	5/25/2017 monthly
G2.B1.S1.MA1  M321409	Increased student engagement time, Classroom Walkthroughs, Formative Assessment data analyzed at...	Chappell, Vicki	11/17/2016	Classroom Walkthroughs on the Framework and the principles of the collaborative classroom will be done monthly. Feedback will be given to teachers on the implementation of the framework components and the collaborative classroom principles.	5/25/2017 monthly

## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Students' math skills will increase by 3% through incorporating problem solving and multi-step word problems throughout the math curriculum by the end of the 2017-2018 school year.

**G1.B1** Time for Professional Development.

**G1.B1.S1** All teachers will spend 1 hour each week collaborating on the 5 components of the framework and will plan lessons using the framework components to implement in the classroom each week.

### PD Opportunity 1

Classroom Walkthroughs, Formative Assessment data analyzed at the PLC meetings.

#### Facilitator

Administration

#### Participants

MRE Faculty

#### Schedule

Weekly, from 9/15/2016 to 5/25/2017

**G2.** Students' reading proficiency will increase by 3% school-wide in the area of integration of knowledge and ideas by incorporating strategic reading instruction throughout every content area by the end of the 2017-18 school year.

**G2.B1** Time Knowledge of effective collaboration methods

**G2.B1.S1** Classroom Walkthroughs, Formative Assessment data analyzed at the PLC meetings.

### PD Opportunity 1

On going PLCs and Professional development for increasing reading proficiency

#### Facilitator

Vicki Chappell

#### Participants

MRE Teachers

#### Schedule

Weekly, from 9/15/2016 to 5/25/2017



## VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

## VII. Budget

1	G1.B1.S1.A1	Classroom Walkthroughs, Formative Assessment data analyzed at the PLC meetings.				\$0.00
2	G2.B1.S1.A1	On going PLCs and Professional development for increasing reading proficiency				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0511 - Mcrae Elementary School			\$0.00
					<b>Total:</b>	<b>\$0.00</b>