Mcrae Elementary School

2015-16 School Improvement Plan

Mcrae Elementary School

6770 COUNTY ROAD 315 C, Keystone Heights, FL 32656

http://mre.oneclay.net

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	71%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	8%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	C	B

*Preliminary 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 with a grade of F within the prior two years. 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.

Table of Contents

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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

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"

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.

School Environment

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.

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.

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.

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

McRae has daily on-site mental health counseling provided by " Right Path". They meet targeted students for additional social emotional services on a regular basis. A Behavioral Resource Teacher (BRT) is also on-site to prove 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

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).

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

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

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

Indicator	Grade Level 6	Total
Attendance below 90 percent	8	8
One or more suspensions	4	4
Course failure in ELA or Math	1	1
Level 1 on statewide assessment	0	

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

Indicator	Grade Level 6	Total
Students exhibiting two or more indicators	1	1

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

Family and Community Involvement

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).

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).

Will the school use its PIP to satisfy this question?

Yes

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/194861.

Description

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

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.

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).

School Leadership Team

Membership:

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

Duties

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.

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

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kimberly Harrison	Teacher
Rebecca MacGregor	Parent
Leigh Hopkins	Education Support Employee
Jon McFarland	Parent
Virgina Acevedo	Parent
Marcus Dooley	Principal
Sandra Stahmann	Parent
Billy Jackson	Business/Community
Tosha Fernandez	Parent

Duties

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

Evaluation of last year's school improvement plan

Input and design for key elements to 2014/15 SIP were developed, reviewed and approved by McRae Elementary SAC committee

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.

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.

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 2015-16 professional development and scheduling.

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

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

School is in compliance

Literacy Leadership Team (LLT)

Membership:

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

Duties

Describe how the LLT promotes literacy within the school

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

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).

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

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

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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Instructional Strategies

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.

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, kkharrison@oneclay.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, kkharrison@oneclay.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: 1,200

Additional intensive instructional strategies two 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, kkharrison@oneclay.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, kkharrison@oneclay.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.

Student Transition and Readiness

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).

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 7, 2015.
4) McRae offered a separate Kindergarten Open House on Thursday, August 13, 2015.

College and Career Readiness

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

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

N/A

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

749

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:

.

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.

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.

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.   Increase students' writing skills through incorporating writing throughout every content area.

G2.   Increase student engagement through collaboration within 150 minute literacy block.

G3.   Empower teachers through improved PLCs with job-embedded PD.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase students' writing skills through incorporating writing throughout every content area. `1a`

G071384

Targets Supported `1b`

Indicator	Annual Target
FSA English Language Arts - Achievement	68.0

Resources Available to Support the Goal `2`

- Being a Writer, DBQ notebooks, Journal focus in content areas. 150 minute Literacy Block model focuses on increased writing throughout literacy instruction. Daily writing journal

Targeted Barriers to Achieving the Goal `3`

- Time for Professional Development.

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 9/7/2015 to 5/26/2016

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 ELA proficiency rate.

G2. Increase student engagement through collaboration within 150 minute literacy block. `1a`

🔍 G071385

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	73.0

Resources Available to Support the Goal `2`

- Title 1 Personnel, Kagan materials, Teacher Resource Binder with engagement strategies, Additional availability of PD, making meaning and being a writer materials, PALs, DBQ

Targeted Barriers to Achieving the Goal `3`

- Classroom management Time Knowledge of effective collaboration methods

Plan to Monitor Progress Toward G2. `8`

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

Person Responsible

Vicki Chappell

Schedule

On 5/27/2016

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.

G3. Empower teachers through improved PLCs with job-embedded PD. `1a`

🔍 G071386

Targets Supported `1b`

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	80.0

Resources Available to Support the Goal `2`

- Title 1 money for substitute teachers Title 1 personnel (district level and school level)

Targeted Barriers to Achieving the Goal `3`

- The need for improved effective instruction techniques

Plan to Monitor Progress Toward G3. `8`

Improved teacher instruction

Person Responsible

Vicki Chappell

Schedule

Weekly, from 9/3/2015 to 5/26/2016

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. All teachers are highly qualified due to Title 1 compliance and a minimum of 80% will meet highly effective criteria.

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. Increase students' writing skills through incorporating writing throughout every content area. `1`

🔍 G071384

G1.B1 Time for Professional Development. `2`

🔍 B186074

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`

🔍 S197477

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 need to do the right work in the classroom to support student engagement, learning and growth.

Action Step 1 `5`

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

Person Responsible

Vicki Chappell

Schedule

Weekly, from 9/7/2015 to 5/26/2016

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 9/7/2015 to 5/26/2016

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 9/7/2015 to 5/26/2016

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. Increase student engagement through collaboration within 150 minute literacy block. 1

G071385

G2.B1 Classroom management Time Knowledge of effective collaboration methods 2

B186075

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

S197478

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 using iPads in the classroom

Person Responsible

Kimberly Harrison

Schedule

Biweekly, from 9/22/2015 to 10/30/2015

Evidence of Completion

Observation of lessons taught using learned strategies Student work samples developed using iPads in the classroom

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 11/26/2015 to 5/26/2016

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 11/26/2015 to 5/26/2016

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.

G3. Empower teachers through improved PLCs with job-embedded PD. `1`

🔍 G071386

G3.B2 The need for improved effective instruction techniques `2`

🔍 B186077

G3.B2.S1 PLCs throughout 2015/2016 school year `4`

🔍 S197480

Strategy Rationale

Increasing teacher collaboration and planning to increase effective instruction and classroom engagement. 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`

Professional Learning Communities

Person Responsible

Vicki Chappell

Schedule

Weekly, from 9/11/2015 to 5/26/2016

Evidence of Completion

PLC meeting Logs instructional framework paperwork

Plan to Monitor Fidelity of Implementation of G3.B2.S1 [6]

Improved teacher instruction

Person Responsible

Vicki Chappell

Schedule

Weekly, from 9/11/2015 to 5/26/2016

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 G3.B2.S1 [7]

Improved teacher instruction

Person Responsible

Vicki Chappell

Schedule

Monthly, from 9/11/2015 to 5/26/2016

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.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Classroom Walkthroughs, Formative Assessment data analyzed at the PLC meetings.	Chappell, Vicki	9/7/2015	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.	5/26/2016 weekly
G2.B1.S1.A1	On going PLCs and Professional development for using iPads in the classroom	Harrison, Kimberly	9/22/2015	Observation of lessons taught using learned strategies Student work samples developed using iPads in the classroom	10/30/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.A1	Professional Learning Communities	Chappell, Vicki	9/11/2015	PLC meeting Logs instructional framework paperwork	5/26/2016 weekly
G1.MA1	Formative assessments, and both local and district student performance data, Monthly data meetings with each grade level.	Chappell, Vicki	9/7/2015	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 ELA proficiency rate.	5/26/2016 monthly
G1.B1.S1.MA1	Classroom Walkthroughs, Formative Assessment data analyzed at the PLC meetings.	Chappell, Vicki	9/7/2015	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.	5/26/2016 monthly
G1.B1.S1.MA1	Classroom Walkthroughs, Formative Assessment data analyzed at the PLC meetings.	Chappell, Vicki	9/7/2015	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.	5/26/2016 monthly
G2.MA1	Increased student engagement, Formative assessments, and both local and district student performance data, Monthly data meetings with each grade level.	Chappell, Vicki	9/11/2015	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.	5/27/2016 one-time
G2.B1.S1.MA1	Increased student engagement time, Classroom Walkthroughs, Formative Assessment data analyzed at the PLC meetings.	Chappell, Vicki	11/26/2015	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.	5/26/2016 monthly
G2.B1.S1.MA1	Observation implementation of student collaboration activities, Classroom Walkthroughs, Formative Assessment data analyzed at the PLC meetings.	Chappell, Vicki	11/26/2015	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.	5/26/2016 monthly
G3.MA1	Improved teacher instruction	Chappell, Vicki	9/3/2015	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. All teachers are highly qualified due to Title 1 compliance and a minimum of 80% will meet highly effective criteria.	5/26/2016 weekly
G3.B2.S1.MA1	Improved teacher instruction	Chappell, Vicki	9/11/2015	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.	5/26/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.MA1	Improved teacher instruction	Chappell, Vicki	9/11/2015	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.	5/26/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

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

G1. Increase students' writing skills through incorporating writing throughout every content area.

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 9/7/2015 to 5/26/2016

G2. Increase student engagement through collaboration within 150 minute literacy block.

G2.B1 Classroom management 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 using iPads in the classroom

Facilitator

Vicki Chappell

Participants

MRE Teachers

Schedule

Biweekly, from 9/22/2015 to 10/30/2015

G3. Empower teachers through improved PLCs with job-embedded PD.

G3.B2 The need for improved effective instruction techniques

G3.B2.S1 PLCs throughout 2015/2016 school year

PD Opportunity 1

Professional Learning Communities

Facilitator

Administration

Participants

MRE Faculty

Schedule

Weekly, from 9/11/2015 to 5/26/2016

Technical Assistance Items

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

Budget

Budget Data

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 using iPads in the classroom				$740.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide			$740.00
3	G3.B2.S1.A1	Professional Learning Communities				$0.00
					Total:	$740.00