Jesse J. Mccrary, Jr. Elementary School

2017-18 Schoolwide Improvement Plan

Jesse J. Mccrary, Jr. Elementary School

514 NW 77TH ST, Miami, FL 33150

http://littleriver.dadeschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	98%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	F*	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 Dade 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 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.

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 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Jesse J. Mccrary, Jr. Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Jesse J. McCrary, Jr. Elementary School is to create and develop each child's academic potential to the fullest, while simultaneously instilling a sense of self-worth in a positive, supportive environment which promotes lifelong learning and good citizenship in our diverse society. Our goal is to give our students the tools and inspiration necessary to become outstanding and active participants in our society.

b. Provide the school's vision statement.

The vision of Jesse J. McCrary, Jr. Elementary School is to provide authentic learning experiences that will enable and empower students to become lifelong learners and productive citizens.

2. School Environment

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

The staff at Jesse J. McCrary,Jr. Elem. learns about students' and builds relationships between the teachers and students. In addition, Jesse J. McCrary, Jr. Elementary School fosters student growth through several enrichment programs including: a Garden Club,UP Music Program, and Achieve Miami program. The school hosts open house as well as parent nights. The school also celebrates multicultural month with events including an assembly, parade, and door decorating competition. These extracurricular activities allows for students and teachers to bond and share a common interest.

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

Arrival and departure routines focus on the care and well-being of each child and encourage a daily exchange of family and school communications regarding their care, well-being, and educational progress of the child. Students arrive to the cafeteria in the morning where they have breakfast. School security, cafeteria monitors, and cafeteria staff monitor the safety of the students. After breakfast, students are picked up from the cafeteria (Pre-k), sheltered patio (K-1) and hard court area (2-5) by their homeroom teacher. All students are dismissed from the circular parent drop-off located on 75 street by their classroom teacher. The school also offers after school tutoring though the Miami Heat Academy and UP Music Program.

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.

Jesse J. McCrary, Jr. Elementary School has a schoolwide Positive Behavior System (PBS). The staff at Jesse J. McCrary, Jr. Elementary School reward positive behavior of students. Students recite the DOLPHIN pledge daily on the morning announcements. In addition, teachers use ClassDojo to give students PBS points. PBS points can be used at the end of the month to redeem prizes at the Dolphin Depot (school store) or monthly PBS events. The school also assigned a group of at-risk students to the Big Brothers/ Big Sisters mentoring program. Through this partnership, the students

have received a positive role model that works to instill character and self-control in the students. This has resulted in an improvement in behavior problems at Jesse J. McCrary, Jr. Elementary School.

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.

Jesse J. McCrary, Jr. Elementary School is committed to understanding the social and emotional factors that affects the day-to-day learning of the students. The school's counselor works directly with administration to inform them of issues that the students are facing including; behavioral issues, moving, homelessness, and truancy. The school counselor then provides the families with resources based on their need. Furthermore, Response to Intervention (RtI) meetings are held to discuss and monitor student progress.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Jesse J. McCrary, Jr. Elementary School's early warning system is used to identify students who need additional support to improve academic performance and stay engaged in school. The early warning system includes the following indicators:
• Attendance below 90 percent;
• Course failure in English language arts or mathematics; and
• Level 1 score on the statewide, standardized assessments in English language arts or mathematics.

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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	12	7	13	4	7	0	0	0	0	0	0	0	43
Level 1 on statewide assessment	1	17	12	34	26	27	0	0	0	0	0	0	0	117

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	2	18	12	19	31	23	0	0	0	0	0	0	0	105

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

Jesse J. McCrary, Jr. Elementary School uses funds to increase the achievement of all students through comprehensive, ongoing data analysis, curriculum and SAXON phonics intervention. Jesse J. McCrary, Jr. Elementary School also offers a non-violence and anti-drug program to students that incorporate community outreach assemblies, and counseling through Gang Alternative. The school also has a perfect attendance initiative to decrease the number of absences and tardies. Each class

receives a perfect attendance poster for the month that the teachers shade each day that their class has perfect attendance.At the end of the month the class with the most letters shaded receives a reward.

Jesse J. McCrary, Jr. Elementary School uses a schoolwide Positive Behavior System (PBS) to reduce disruptive behavior. PBS is a program comprised of strategies and systems to increase academic performance, increase safety, decrease problem behavior and establish a positive school culture. The staff at Jesse J. McCrary, Jr. Elementary School reward positive behavior of students.Students recite the DOLPHIN pledge daily on the morning announcements. In addition, teachers use ClassDojo to give students PBS points. PBS points can be used at the end of the month to redeem prizes at the Dolphin Depot (school store) or monthly PBS events.

In addition, the school implements the following Intervention strategies to improve academic performance of students identified by the EWS:

1. iReady (Math/Reading): a comprehensive, web-based assessment and instruction program that includes adaptive diagnostic assessment, instantaneous reporting, and engaging, online instructional modules. The assessment, the reporting, and the instruction all work together to give students the one-on-one attention they need to accelerate their learning and progress toward or beyond grade level.

2. MyOnReader (Reading): a browser-based online library. This digital content offers varied subjects both fiction and non-fiction selections so that students can personalize their reading interests.

3. Reflex Mathematics: is adaptive individualized digital software which continuously monitors student math fluency. It is game-based and highly engaging for students.

4. TenMarks Math- offers Common Core and state standards aligned math resources to help teachers deliver personalized instruction.

4. Wonder Works Tier II Intervention: is designed for students two years below grade level, the program
closes achievement gap, provides intensive, scaffolded support, addresses foundational skills (grades 2-5) and includes accessing complex text (grades 2-5).

5. Intensive Acceleration Course (IA): provides additional reading instruction to retained third graders and 4th graders promoted on good cause. Students receive additional instruction on foundational reading skills including phonemic awareness, phonics, and fluency. Comprehension strategies are taught to these struggling readers as a way of monitoring and improving their reading comprehension.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

1. PFEP Link

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

2. Description

The staff at Jesse J. McCrary, Jr. Elementary School works rigorously to keep parents informed of their child's academic progress. Parents are notified via progress reports, report cards and parent/ teacher conferences. Parents are encouraged to be volunteers and join the PTA. Parents are invited to school activities such as Open House and various events.

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.

Jesse J. McCrary, Jr. Elementary School is sponsored by The Miami Heat. The Miami Heat provides after-school and tutoring for 120 students through The Miami Heat Academy. In addition, The Miami Heat provides the school with volunteers, field trips, and an annual holiday celebration. Students who participate in The Miami Heat Academy are eligible to receive a college scholarship upon completion of the program throughout high school.Jesse J. McCrary, Jr. Elementary School is partnered with Florida International University, through the Education Effect. The partnership connects the community, schools, students and parents with university expertise, resources and research-based intervention programs to address pressing educational and social needs of students. This has resulted in an improvement in student behavior problems and increased parental involvement Jesse J. McCrary, Jr. Elementary School. The school is also partnered with Achieve Miami. Achieve Miami offers free Saturday and Summer enrichment programs for all students and professional development for staff. At-risk students are also identified and referred to Big Brothers/Big Sister to provide those students with positive community mentors. The school has also partnered with the Gang Alternative to provide students and their family with mental health resources.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Parrish-Gay, Trellany	Principal
Johnson, Lamar	Assistant Principal
Christian, Carla	Instructional Coach
Machado, Andy	Instructional Coach

b. Duties

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

Trellany Parrish-Gay, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Lamar Johnson, Assistant Principal: Assists the principal in ensuring the school-based team implements RtI, conducts assessment of RtI skills of school staff, ensures implementation of

intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Instructional Coach(es) Reading (Carla Christian)/Math (Andy Machado): Develop, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

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.

The school's leadership team meets with the Educational Excellence School Advisory Council (EESAC) and administration to help develop the SIP. The team provides data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and align processes and procedures.

Title I, Part A
Jesse J. McCrary Jr. Elementary provides students requiring additional remediation with the Miami Heat after-school, tutoring program, and pull-outs during the school day. Additional remediation is provided to students through before, after-school programs.

Curriculum coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include a parental program.

Title I, Part D
The District receives funds to support Educational Alternative outreach programs. Services are coordinated with district Drop-out Prevention programs.

Title II
Jesse J McCrary, Jr. Elementary uses the district supplemental funds for improving basic education as follows:
• Training to certify qualified mentors for the New Teacher (MINT) Program
• Training for add-on endorsement programs, such as Reading, Gifted, ESOL
• Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on
Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group

implementation and protocols

Title III
Services are provided through the district to Jesse J. McCrary Jr. Elementary School for educational materials and ELL district support services to improve the education of immigrant and English Language Learners. District Homeless Social Worker and school counselors will provide resources (clothing, school supplies, social services referrals) for students at Jesse. J. McCrary Jr. Elementary School identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education

Title VI, Part B - N/A

Title X- Homeless

Violence Prevention Programs
Jesse J. McCrary Elementary School offers a non-violence and anti-drug program to students that incorporate community outreach assemblies, and counseling.

Nutrition Programs
1) Jesse J. McCrary, Jr. Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start
Jesse J. McCrary houses two Head Start classrooms. Teachers participate in articulation activities, including professional development and transition processes.

Adult Education- N/A

Career and Technical Education
Students participate in a yearly Career Day, where students increase their awareness of various career fields.

Job Training- N/A

Other
Jesse J. McCrary Jr. Elementary School will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs and their rights under the No Child Left Behind Act and other referral services.

Jesse J. McCrary, Jr. Elementary school will Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. Additionally

the school will complete Title I Administration Parental Involvement Monthly School Reports and Title I Parental Involvement Monthly
Activities Report.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Trellany Parrish-Gay	Principal
Carla Christian	Teacher
Andy Machado	Teacher
Lamar Johnson	Education Support Employee
Daryana Figueroa	Student
Lovely Noel	Business/Community
Jodricka Vassell	Parent
Scarlens Felix	Student
Amanda Baez	Teacher
Paola Francese	Teacher
Marie Pierre-Louis	Teacher
Daniella Denis	Teacher
Glendina Saunders	Education Support Employee
Gwelda Lemon	Education Support Employee
Carlissa McCutchen	Parent
Chantale Bellevue	Parent
Quinzetta O'Neal	Parent
Samantha Wason	Parent
Francoise Petit	Parent
Tania Reina	Parent
Diondre Larmond	Parent
Tina Larmond	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
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The school's EESAC was the sole body responsible for the approval and implementation of the School Improvement Plan. The school's EESAC committee monitored the School Improvement Plan to ensure implementation. EESAC reviewed and approved the Mid-Year and End of Year review of the SIP.

b. Development of this school improvement plan

The EESAC met to approve the goals for this year's school's improvement plan. During the meeting the goals and strategies are discussed and voted upon for approval by the EESAC before the submission of the SIP.

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

During EESAC meetings the school's budget and spending is discussed. EESAC also votes on the spending of EESAC funds for school initiatives.

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

EESAC funds in the amount of $3016 was used to purchase student incentives (PBS rewards).

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.

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
Parrish-Gay, Trellany	Principal
Johnson, Lamar	Assistant Principal
Christian, Carla	Instructional Coach
Machado, Andy	Teacher, K-12

b. Duties

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

Throughout the school year the LLT will meet to review student data, progress monitor, and discuss SIP goals. The LLT is also responsible for school literacy initiatives including:Family Reading Night, Book Fair, Storybook Character Day Parade, Dr. Seuss Birthday Celebration, Author's Tea, Sight Word Parade, etc.

D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

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

Teachers participate in one hour of collaborative planning weekly per subject area. During collaborative planning the teachers plan with the instructional coach and other teachers to ensure that teachers understand the curriculum and share best practices. In addition, the school participates in need-based lesson studies during professional learning communities.

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

Administration participates in MDCPS hiring fairs during the summer to recruit teachers. In addition, administration works with Teach for America to recruit highly qualified teachers to work at Jesse J. McCrary, Jr. Elementary School. Beginning teachers are assigned a mentor teacher to assist with classroom setup, transitioning into the classroom, lesson planning, and support.

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

New Teacher's are assigned mentors through the Mentoring and Induction for New Teachers (MINT) program. This program is a three-year comprehensive induction program designed to assist and retain new teachers by providing high quality professional development opportunities that will enable teachers to enhance student learning and increase student achievement. The program is aligned with the Florida Educators Accomplished Practices (FEAP) and provides sustained support by enlisting veteran school, regional and district educators to mentor, coach and guide new teachers.

Mentor- Andy Machado; Mentees-Juliana Miller & Corey Puryear; Rationale for Pairing-Certification/ Math Coach; Planned Mentoring Activities- Modeling, Coaching, Conferencing

Mentor-Carla Christian; Mentees- Jennifer Figueroa & Vanessa Duboulay; Rationale for Pairing-Certification/ Reading Coach; Planned Mentoring Activities- Modeling, Coaching, Conferencing

Mentor- Alina Brady; Mentees- Kerry-Ann Talbert & Angela Hendricks; Rationale for Pairing-Certification/ Subject Area; Planned Mentoring Activities- Modeling/ Conferencing

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.

The instructional focus at Jesse J. McCrary, Jr. Elementary School is to use district, state, and Florida standards curriculum guidelines to drive academic and technology instruction. Jesse J. McCrary, Jr. Elementary School offers a core curriculum focusing on the Florida standards, as required by the State of Florida. Teachers use district curriculum pacing guides to ensure that student learning is aligned to the Florida standards. Teachers access various materials from the curriculum guides and item specifications to develop, teach, and implement the curriculum. Weekly lesson plans are developed based on, curriculum standards, developmentally appropriate practices, learning styles, and mastery of skills to ensure optimal student success.

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.

The school uses a wide variety of data to meet expectations for student learning. The teachers maintain data binders where test results are kept. The data binder is used to assist in instructional and intervention planning during collaborative planning meetings. Data such as student work folders, interim assessment results, Stanford Achievement Test, Florida Standards Assessment, and iReady Diagnostics performance results are also utilized by classroom teachers to identify areas of growth as

well as weaknesses. Other information and reports such as
individual student data, attendance records, and discipline reports are closely monitored and shared
with the stakeholders as deemed necessary. This data is then used to group students for small group
differentiated instruction.

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: 10,800

Based on student data, students will receive either SAXON phonics intervention or Wonders intervention. The instruction is embedded in the school day without changes to other curriculum programs.

Strategy Rationale

The extended school day is to offer each student in grades K-5 with an additional hour of reading intervention/enrichment.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Parrish-Gay, Trellany, tparrish@dadeschools.net

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

In August students will take the Phonics/ Inventory Assessment which will provide data for students to be grouped according to skills. In September, students take the iReady Diagnostics assessment. On-going Progress Monitoring will be used to track students and determine the effectiveness of the intervention program. Students take the I-Ready Diagnostics 3 times a year for additional progress monitoring.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Jesse J. McCrary, Jr. Elementary School receives supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full-time highly qualified teacher and a full-time paraprofessional. This assists with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

The ESSAC recommends the utilization of the guidance counselor, community involvement specialist, registrar, social worker, office staff, and the administration to render services to our early childhood students and their families throughout the school year.

Students take the Florida Kindergarten Readiness Screening within the first 30 days of school and certified teachers will work with students using strategies and developmentally appropriate academics after the specific weaknesses have been identified.

The school counselor, reading coaches, and administrators work with the feeder pattern middle school to provide data as students transition to middle school.

The reading and mathematics coaches will provide professional development to teachers as a result of all assessment data.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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"Â? 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. If core instruction is improved then there will be an increase in student achievement in all content areas.

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. If core instruction is improved then there will be an increase in student achievement in all content areas.
`1a`

🔍 G096955

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
FCAT 2.0 Science Proficiency	30.0

Targeted Barriers to Achieving the Goal `3`

- There is limited understanding of the Florida Standards to guide the instructional framework.

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

- MAFS Item Specifications, Go Math Resources, District Pacing Guides, Mathematical Practices and Indicators, Math instructional Coach, Math Curriculum Support Specialist

- Language Arts Florida Standards (LAFS) Item Specifications; Planning Cards; Daily Learning Targets; McGraw-Hill Wonders; McGraw-Hill WonderWorks; Saxon, Reading Instructional Coach, Reading Curriculum Support Specialist, Miami Heat After School Tutoring

- Pacing Guides, FSA Item Specifications, Year-at-a-Glance, Scope and Sequence, Essential Labs, AIMS Activity Books, Discover Education Videos, CER Tasks, Gizmos, Science Curriculum Support Specialist

Plan to Monitor Progress Toward G1. `8`

School based leadership team will analyze student performance data.

Person Responsible
Trellany Parrish-Gay

Schedule
Quarterly, from 8/17/2017 to 6/7/2018

Evidence of Completion
Assessment data

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. If core instruction is improved then there will be an increase in student achievement in all content areas. [1]

🔍 G096955

G1.B1 There is limited understanding of the Florida Standards to guide the instructional framework. [2]

🔍 B260839

G1.B1.S1 Utilize the Florida Standards when planning for and delivering instruction. [4]

🔍 S276207

Strategy Rationale

Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.

Action Step 1 [5]

Work collaboratively during common planning to create lesson plans using backwards planning that are aligned to the Language Arts Florida Standards (LAFS), Mathematics Florida Standards (MAFS), and Science Next Generation Sunshine State Standards..

Person Responsible

Trellany Parrish-Gay

Schedule

Weekly, from 8/17/2017 to 6/7/2018

Evidence of Completion

Lesson plans, classroom walk through observations, common planning sign-in sheet

Action Step 2 [5]

Unwrap the standards during common planning to ensure instruction is aligned to the Florida Standards.

Person Responsible

Trellany Parrish-Gay

Schedule

Weekly, from 8/17/2017 to 6/7/2018

Evidence of Completion

Lesson plans, classroom walk through observations, common planning sign-in sheet

Action Step 3 5

Conduct coaching cycles to model the different components of instructional routines based on teacher need. The teachers in need of intensive support will receive a full cycle of coaching on instructional routines and LAFS/MAFS/Science NGSSS-aligned instruction.

Person Responsible

Trellany Parrish-Gay

Schedule

Weekly, from 8/17/2017 to 6/7/2018

Evidence of Completion

Coaching and CSS Log, Lesson Plans, Reading Response Journals, Writing Notebooks, Math Interactive Journals, Interactive Science Journals

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

Consistently monitor collaborative planning with focus on the use of lesson planning and delivery.

Person Responsible

Trellany Parrish-Gay

Schedule

Weekly, from 8/17/2017 to 6/7/2018

Evidence of Completion

Common Planning Sign-In Sheet and Lesson Plans

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

Consistently monitor the delivery of instruction with fidelity of developed lessons aligned to the Standards (LAFS/MAFS/Science NGSSS)

Person Responsible

Trellany Parrish-Gay

Schedule

Weekly, from 8/17/2017 to 6/7/2018

Evidence of Completion

Lesson Plans, Reading Response Journals, Writing Notebooks, Math Interactive Journals, Interactive Science Journals, Informal Observation Notes.

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

Data Chats

Person Responsible

Trellany Parrish-Gay

Schedule

Quarterly, from 8/17/2017 to 6/7/2018

Evidence of Completion

Student performance data

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

Consistently monitor the effective delivery of developed lessons aligned to the Standards (LAFS/ MAFS/Science NGSSS)

Person Responsible

Trellany Parrish-Gay

Schedule

Daily, from 8/17/2017 to 6/7/2018

Evidence of Completion

Lesson Plans, Reading Response Journals, Writing Notebooks, Math Interactive Journals, Interactive Science Journals, Formal/Informal Observation Notes.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 🔍 M400035	School based leadership team will analyze student performance data.	Parrish-Gay, Trellany	8/17/2017	Assessment data	6/7/2018 quarterly
G1.B1.S1.MA1 🔍 M400023	Data Chats	Parrish-Gay, Trellany	8/17/2017	Student performance data	6/7/2018 quarterly
G1.B1.S1.MA4 🔍 M400024	Consistently monitor the effective delivery of developed lessons aligned to the Standards (LAFS/...	Parrish-Gay, Trellany	8/17/2017	Lesson Plans, Reading Response Journals, Writing Notebooks, Math Interactive Journals, Interactive Science Journals, Formal/Informal Observation Notes.	6/7/2018 daily
G1.B1.S1.MA1 🔍 M400025	Consistently monitor collaborative planning with focus on the use of lesson planning and delivery.	Parrish-Gay, Trellany	8/17/2017	Common Planning Sign-In Sheet and Lesson Plans	6/7/2018 weekly
G1.B1.S1.MA3 🔍 M400026	Consistently monitor the delivery of instruction with fidelity of developed lessons aligned to the...	Parrish-Gay, Trellany	8/17/2017	Lesson Plans, Reading Response Journals, Writing Notebooks, Math Interactive Journals, Interactive Science Journals, Informal Observation Notes.	6/7/2018 weekly
G1.B1.S1.A1 🔍 A371853	Work collaboratively during common planning to create lesson plans using backwards planning that...	Parrish-Gay, Trellany	8/17/2017	Lesson plans, classroom walk through observations, common planning sign-in sheet	6/7/2018 weekly
G1.B1.S1.A2 🔍 A371854	Unwrap the standards during common planning to ensure instruction is aligned to the Florida...	Parrish-Gay, Trellany	8/17/2017	Lesson plans, classroom walk through observations, common planning sign-in sheet	6/7/2018 weekly
G1.B1.S1.A3 🔍 A371855	Conduct coaching cycles to model the different components of instructional routines based on...	Parrish-Gay, Trellany	8/17/2017	Coaching and CSS Log, Lesson Plans, Reading Response Journals, Writing Notebooks, Math Interactive Journals, Interactive Science Journals	6/7/2018 weekly

V. Professional Development Opportunities

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

G1. If core instruction is improved then there will be an increase in student achievement in all content areas.

G1.B1 There is limited understanding of the Florida Standards to guide the instructional framework.

G1.B1.S1 Utilize the Florida Standards when planning for and delivering instruction.

PD Opportunity 1

Unwrap the standards during common planning to ensure instruction is aligned to the Florida Standards.

Facilitator

Instructional Coaches and Curriculum Support Specialists

Participants

All instructional staff

Schedule

Weekly, from 8/17/2017 to 6/7/2018

PD Opportunity 2

Conduct coaching cycles to model the different components of instructional routines based on teacher need. The teachers in need of intensive support will receive a full cycle of coaching on instructional routines and LAFS/MAFS/Science NGSSS-aligned instruction.

Facilitator

Instructional Coaches and Curriculum Support Specialists

Participants

Selected Instructional staff

Schedule

Weekly, from 8/17/2017 to 6/7/2018

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	Work collaboratively during common planning to create lesson plans using backwards planning that are aligned to the Language Arts Florida Standards (LAFS), Mathematics Florida Standards (MAFS), and Science Next Generation Sunshine State Standards..	$0.00
2	G1.B1.S1.A2	Unwrap the standards during common planning to ensure instruction is aligned to the Florida Standards.	$0.00
3	G1.B1.S1.A3	Conduct coaching cycles to model the different components of instructional routines based on teacher need. The teachers in need of intensive support will receive a full cycle of coaching on instructional routines and LAFS/MAFS/Science NGSSS-aligned instruction.	$0.00
		Total:	$0.00