

Clay County Schools

Mcrae Elementary School



2017-18 Schoolwide Improvement Plan

Mcrae Elementary School

6770 COUNTY ROAD 315 C, Keystone Heights, FL 32656

<http://mre.oneclay.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-6	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	9%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in 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 Mcrae Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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

McRae has a district approved student code of conduct. Administration reviewed behavior expectations with all students the first week of school. Parents receive guidelines for success through the daily planner and receive additional information during Open House. Teachers have classroom behavior management systems that are comprised of scientifically based behavior management strategies with student input. These procedures, along with behavioral expectations, are reviewed with students on a daily basis. Feedback from teacher to administrators is conveyed via surveys and needs assessments.

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

A Behavioral Resource Teacher (BRT) and Right Path counselors are on-site to provide extra support for teachers who have students in need of extra behavioral intervention. The Right Path counselors

work with a caseload of students and mentor and counsel them to work on any social-emotional needs. 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. In addition, the school guidance counselor works with students with needs.

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.

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

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

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

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

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

All Level 1 on statewide standardized assessments in ELA or Math

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	29	11	13	12	17	19	10	0	0	0	0	0	0	111
One or more suspensions	4	2	1	3	7	10	11	0	0	0	0	0	0	38
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	12	25	16	0	0	0	0	0	0	53

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	6	5	2	0	0	0	0	0	0	13

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

Students are assessed to target for remediation or reteaching. Varying levels of service 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
Attendance Letter sent home

GRADES:

Tutoring
Remediation

DISCIPLINE:

Behavior contract
School service work
ISS

TESTING:

Intensive Reading and / or Math
Tutoring

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/444223>.

2. Description

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

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

McRae holds and builds partnerships with the local community by having them participate as representatives and leaders in key school committees, seeking their input on school planning, and making them viable stakeholders in the success of McRae and its students. Feedback on the SIP was given during the first SAC meeting from 2017-2018.

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
Winkler, Tamera	Principal
Taylor, Debbie	Instructional Coach
Chappell, Vicki	Assistant Principal
Norman, Kathy	School Counselor

b. Duties

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

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes iReady, Achieve 3000, 5 Performance Matters Science 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 coaches serve to suggest effective interventions for Tier 2/Tier 3 instructional needs. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers sometimes serve on the SBLT as a liaison to other teachers in their grade/content area grouping.

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

All K-6 students will take benchmark assessments. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Coaches are in place at each school and will focus upon supporting quality Tier 1 instruction in all content areas. Administrators will meet monthly with all grade level/content area teams. At these monthly meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level / course expectations. These monthly meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs.

Title 1 Funds are allocated for:

Additional instructional and support staff

Increased opportunity and frequency of professional development for teachers

Availability of Parent Involvement Opportunities

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Debbie Taylor	Teacher
Rebecca MacGregor	Parent
Virgina Acevedo	Parent
Sandra Stahmann	Parent
Dawn Wilson	Parent
Shelly Alvers	Parent
Christina Bettey	Parent
Brooke Herman	Parent
Lynn Rutkowski	Parent
Mindy Park	Parent
Tammy Winkler	Principal
Jessica Thomas	Parent
Frances Shanks	Parent
Kathy Norman	Teacher

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

Input and design for key elements to 2017/18 SIP were developed, reviewed and approved by McRae Elementary SAC committee

b. Development of this school improvement plan

The SAC committee reviews all proposed professional development, parent involvement, and any other activities involving the use of School Improvement Funds for approval prior to use. The input for Parent Involvement Plan is reviewed through SAC as well as approval of the Student/School/Parent Compact each year. A mid-year data review and action plan was discussed with stakeholders during the midyear SAC meeting. All stakeholders have access to the SIP and PFEP on the McRae Elementary website and a green SIP/PFEP binder is located in the front office.

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

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

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

N/A

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

Yes

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

School is in compliance

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Winkler, Tamera	Principal
Taylor, Debbie	Instructional Coach
Chappell, Vicki	Assistant Principal
Norman, Kathy	School Counselor

b. Duties

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

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

D. Public and Collaborative Teaching

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

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

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

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

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

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

b. Instructional Strategies

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

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

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

Strategy: Extended School Day

Minutes added to school year: 3,000

Lessons will be pulled from iReady and Teachers Toolbox that focus on specific individualized skills in which students are struggling.

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

Taylor, Debbie, dstaylor@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. Each student will take a pretest and a posttest to determine effectiveness of tutoring.

Strategy: Summer Program

Minutes added to school year: 720

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Harrison, Kimberly, kim.harrison@myoneclay.net

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

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

Strategy: Before School Program

Minutes added to school year: 2,400

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

Strategy Rationale

Intensive instruction immediately preceding state assessments will increase probability of success

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Harrison, Kimberly, kim.harrison@myoneclay.net

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

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

Strategy: After School Program

Minutes added to school year: 4,800

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Harrison, Kimberly, kim.harrison@myoneclay.net

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may 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.

- 1) Each spring, McRae offers a Kindergarten Orientation 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 2018.
- 4) McRae offered a separate Kindergarten Open House on Thursday, August 10, 2017.
- 5) Each spring, McRae Elementary 6th grade students take a field trip to Keystone Heights Jr/Sr High School. Students have the opportunity to visit the school and meet 7th grade teachers.
- 6) KHHS invites 6th grade students to attend a week long Move Up program that takes place over the summer.
- 7) McRae has one VPK classroom.

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.

- 1) Each spring, McRae Elementary 6th grade students take a field trip to Keystone Heights Jr/Sr High School. Students have the opportunity to visit the school and meet 7th grade teachers.
- 2) Keystone Heights Jr/Sr High School invites 6th grade students to attend a week long Move Up program that takes place over the summer.

3) Each summer Keystone Heights Jr/Sr High School invites upcoming 7th graders and their parents to attend 7th grade orientation. Where they learn more about extra curricular activities and class schedules.

4) Each spring representatives from Keystone Heights Jr/Sr High School come out to McRae and students have an opportunity to learn more about extra curricular activities, class schedules, and elective courses for 7th grade students.

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.

The Title 1 LEA conducted a CNA visit to McRae Elementary in spring 2017 and fall 2017 to identify strengths and areas of needs based on school data. The data showed that MRE needs to focus on improving learning gains and proficiency in math, ELA, and science.

B. Problem Analysis Summary

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

MRE identified areas of need based on student data. Some of the areas of need that were identified focused on ensuring that teachers are implementing ELA and math curriculum with fidelity and

implementing more small group instruction using research based interventions. All teachers will be part of a weekly PLC, data chats with administration, and various professional learning opportunities.

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 we increase and reinforce student ownership of their learning, then we should see improvement in student engagement and mastery of standards.
- G2.** If all teachers implement small group instruction with research based interventions, then we should see learning gains increase in reading and math.
- G3.** If all teachers implement ELA and Math Curriculum with fidelity, we should see proficiency scores increase.
- G4.** If all teachers use rigorous common assessments aligned with standards and item specifications, we should see increase in reading, math, and science proficiency.

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 we increase and reinforce student ownership of their learning, then we should see improvement in student engagement and mastery of standards. 1a

G099463

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Staff	75.0

Targeted Barriers to Achieving the Goal 3

- Teachers not developing engaging lessons that are tied to the standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- PLC's in which teachers can collaborate and create engaging lessons that are tied to the standards.

Plan to Monitor Progress Toward G1. 8

PLC binders will be reviewed and classroom walkthroughs will be conducted.

Person Responsible

Tamera Winkler

Schedule

Monthly, from 8/15/2017 to 5/31/2018

Evidence of Completion

Logs of walkthroughs are kept weekly, PLC binders are reviewed weekly

G2. If all teachers implement small group instruction with research based interventions, then we should see learning gains increase in reading and math. 1a

G099464

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	30.0

Targeted Barriers to Achieving the Goal 3

- Having research based materials available to meet the needs of struggling students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- LLI, iReady small group lessons, Exit Tickets,

Plan to Monitor Progress Toward G2. 8

Monitor student gains

Person Responsible

Debbie Taylor

Schedule

Every 2 Months, from 8/21/2017 to 5/31/2018

Evidence of Completion

running records, iReady Achieve 3000 assessment data,

G3. If all teachers implement ELA and Math Curriculum with fidelity, we should see proficiency scores increase. 1a

G099465

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	55.0

Targeted Barriers to Achieving the Goal 3

- Teachers being comfortable with curriculum and using it with fidelity.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches (Debbie Taylor, Casey Balkcom)

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Tamera Winkler

Schedule

Monthly, from 8/21/2017 to 5/25/2018

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.

G4. If all teachers use rigorous common assessments aligned with standards and item specifications, we should see increase in reading, math, and science proficiency. 1a

G099466

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	55.0

Targeted Barriers to Achieving the Goal 3

- Time to collaborate to build rigorous assessments that align with the standards and item specifications.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Shared FLDOE website with faculty so that they know where to locate item specifications and test summary designs for each grade level. Teachers will have access to instructional coaches in order to build rigorous assessments. PLCs will meet weekly to review standards and create assessments.

Plan to Monitor Progress Toward G4. 8

PLC binders will be reviewed and classroom walkthroughs will be conducted.

Person Responsible

Tamera Winkler

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Logs of walkthroughs are kept weekly, PLC binders are reviewed weekly, coaches and administration will communicate monthly regarding current assessments.

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 we increase and reinforce student ownership of their learning, then we should see improvement in student engagement and mastery of standards. 1

G099463

G1.B1 Teachers not developing engaging lessons that are tied to the standards. 2

B267848

G1.B1.S1 Teachers will work with their PLC teams to create engaging lessons in which students can take ownership for their own learning. 4

S283747

Strategy Rationale

When teacher collaborate together to create lessons based on standards that are engaging students will take ownership of their own learning.

Action Step 1 5

Teachers will be trained on how to effectively work in PLC groups to collaborate and create lessons based on the standards.

Person Responsible

Tamera Winkler

Schedule

Weekly, from 8/15/2017 to 5/31/2018

Evidence of Completion

Lead teachers will keep a PLC binder and will turn it in each week to Administration to review.

Action Step 2 5

Teachers will collaborate together during PLC's to integrate formative assessment practices into routines to the extent that students begin to monitor and drive their own progress.

Person Responsible

Tamera Winkler

Schedule

Monthly, from 8/15/2017 to 5/31/2018

Evidence of Completion

Lead teachers will keep a PLC binder and will turn it in each week to Administration to review.

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

PLC binder will be reviewed weekly and classroom walkthroughs.

Person Responsible

Tamera Winkler

Schedule

Monthly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Logs of walkthroughs are kept weekly, PLC binders are reviewed weekly

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

PLC binder will be reviewed and walkthroughs.

Person Responsible

Tamera Winkler

Schedule

Monthly, from 8/22/2017 to 5/31/2018

Evidence of Completion

Logs of walkthroughs are kept weekly, PLC binders are reviewed weekly

G2. If all teachers implement small group instruction with research based interventions, then we should see learning gains increase in reading and math. 1

G099464

G2.B1 Having research based materials available to meet the needs of struggling students. 2

B267849

G2.B1.S1 Teachers will be trained to use the resources available to meet the needs of struggling students. 4

S283748

Strategy Rationale

Struggling students will receive the support the need that they need to master skills.

Action Step 1 5

Ordered LLI, district provided iReady Teacher's Toolbox- to have materials for teachers to use for small group instruction.

Person Responsible

Debbie Taylor

Schedule

Annually, from 8/15/2017 to 8/28/2017

Evidence of Completion

Materials are on campus-

Action Step 2 5

Train teachers and assistants to use materials- LLI, Teacher's Toolbox

Person Responsible

Debbie Taylor

Schedule

On 9/6/2017

Evidence of Completion

trainings held, sign in sheet

Action Step 3 5

Teachers will implement lessons

Person Responsible

Tamera Winkler

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Walkthroughs, observations, running record- LLI

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

Teachers will provide small group support using research-based interventions.

Person Responsible

Tamera Winkler

Schedule

Monthly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Walk-throughs, Observations, lesson plans, running records- LLI

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

Monitor student progress

Person Responsible

Debbie Taylor

Schedule

Every 6 Weeks, from 8/28/2017 to 5/31/2018

Evidence of Completion

Running records, student levels, iReady Diagnostic Assessment Data

G3. If all teachers implement ELA and Math Curriculum with fidelity, we should see proficiency scores increase. 1

G099465

G3.B1 Teachers being comfortable with curriculum and using it with fidelity. 2

B267850

G3.B1.S1 Teachers attended trainings and workshops in order to implement the curriculum with validity and fidelity. Teachers will work in PLCs weekly to plan lessons together teaching the standards using the core curriculum. 4

S283749

Strategy Rationale

With support teachers will be able to teach the standards using district adopted curriculums with fidelity. When teachers spend structured time weekly collaborating around teaching and learning teaching practices improve.

Action Step 1 5

Ensuring enough materials are available and teachers are using district adopted curriculum.

Person Responsible

Vicki Chappell

Schedule

On 5/31/2018

Evidence of Completion

Walkthroughs, Observations, Lesson Plans, PLC notebooks

Action Step 2 5

Teachers are trained using core curriculum.

Person Responsible

Tamera Winkler

Schedule

On 5/31/2018

Evidence of Completion

Sign-in Sheets, walkthroughs, observations, PLC meetings

Action Step 3 5

Implement core curriculum

Person Responsible

Tamera Winkler

Schedule

Daily, from 8/15/2017 to 5/31/2018

Evidence of Completion

Walkthroughs, Observations, Lesson Plans, PLC Notebooks

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

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

Person Responsible

Tamera Winkler

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

School leaders will monitor PLC work weekly by reviewing PLC binders. Teams will review and discuss data after progress monitoring assessments are completing. Walkthroughs will be conducted weekly to ensure teachers are using the curriculum with fidelity.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

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

Person Responsible

Tamera Winkler

Schedule

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

Evidence of Completion

School leaders will monitor PLC work weekly by reviewing PLC binders. Teams will review and discuss data after progress monitoring assessments are completed and include this information in the PLC binder. Walkthroughs will be conducted weekly to ensure teachers are using the curriculum with fidelity. Walkthrough logs will be completed weekly.

G4. If all teachers use rigorous common assessments aligned with standards and item specifications, we should see increase in reading, math, and science proficiency. 1

G099466

G4.B1 Time to collaborate to build rigorous assessments that align with the standards and item specifications. 2

B267851

G4.B1.S1 PLCs weekly to collaborate to build assessments. Students will complete rigorous tasks and assessments through iReady and Achieve 3000 weekly. Eureka math offers rigorous components in daily work. 4

S283750

Strategy Rationale

Students need to be able to comprehend and solve more difficult math concepts in order to reach proficiency.

Action Step 1 5

Through PLCs teachers will work collaboratively to review standards and build rigorous assessments.

Person Responsible

Tamera Winkler

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

When creating an assessment it will be included in the PLC binder for review.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

PLC binder will be reviewed weekly and classroom walkthroughs.

Person Responsible

Tamera Winkler

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Logs of walkthroughs are kept weekly, PLC binders are reviewed weekly, coaches and administration will communicate monthly regarding current assessments.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

PLC binder will be reviewed, walkthroughs and data chats.

Person Responsible

Tamera Winkler

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Logs of walkthroughs are kept weekly, PLC binders are reviewed weekly, coaches and administration will communicate monthly regarding current assessments. Data Chats will be conducted with teachers, administration, and coaches to review data and make next steps decisions.

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					
G3.B1.S1.MA1 M417010	Classroom Walkthroughs, Formative Assessment data analyzed at the PLC meetings.	Winkler, Tamera	9/15/2016	School leaders will monitor PLC work weekly by reviewing PLC binders. Teams will review and discuss data after progress monitoring assessments are completed and include this information in the PLC binder. Walkthroughs will be conducted weekly to ensure teachers are using the curriculum with fidelity. Walkthrough logs will be completed weekly.	5/25/2017 monthly
G2.B1.S1.A1 A383078	Ordered LLI, district provided iReady Teacher's Toolbox- to have materials for teachers to use for...	Taylor, Debbie	8/15/2017	Materials are on campus-	8/28/2017 annually
G2.B1.S1.A2 A383079	Train teachers and assistants to use materials- LLI, Teacher's Toolbox	Taylor, Debbie	8/14/2017	trainings held, sign in sheet	9/6/2017 one-time
G3.MA1 M417012	Formative assessments, and both local and district student performance data, Monthly data meetings...	Winkler, Tamera	8/21/2017	Formative assessments will be developed and implemented by PLC's, student work from the formative assessments will be looked at in PLC's, and both district and school level benchmark data will be analyzed in PLC's.	5/25/2018 monthly
G4.MA1 M417015	PLC binders will be reviewed and classroom walkthroughs will be conducted.	Winkler, Tamera	8/21/2017	Logs of walkthroughs are kept weekly, PLC binders are reviewed weekly, coaches and administration will communicate monthly regarding current assessments.	5/25/2018 monthly
G3.B1.S1.MA1 M417011	Classroom Walkthroughs, Formative Assessment data analyzed at the PLC meetings.	Winkler, Tamera	8/21/2017	School leaders will monitor PLC work weekly by reviewing PLC binders. Teams will review and discuss data after progress monitoring assessments are completing. Walkthroughs will be conducted weekly to ensure teachers are using the curriculum with fidelity.	5/25/2018 monthly
G4.B1.S1.MA1 M417013	PLC binder will be reviewed, walkthroughs and data chats.	Winkler, Tamera	8/21/2017	Logs of walkthroughs are kept weekly, PLC binders are reviewed weekly, coaches and administration will communicate monthly regarding current assessments. Data Chats will be conducted with teachers, administration, and coaches to review data and make next steps decisions.	5/25/2018 monthly
G4.B1.S1.MA1 M417014	PLC binder will be reviewed weekly and classroom walkthroughs.	Winkler, Tamera	8/21/2017	Logs of walkthroughs are kept weekly, PLC binders are reviewed weekly, coaches and administration will communicate monthly regarding current assessments.	5/25/2018 monthly
G4.B1.S1.A1 A383084	Through PLCs teachers will work collaboratively to review standards and build rigorous assessments.	Winkler, Tamera	8/21/2017	When creating an assessment it will be included in the PLC binder for review.	5/25/2018 weekly
G1.MA1 M417006	PLC binders will be reviewed and classroom walkthroughs will be conducted.	Winkler, Tamera	8/15/2017	Logs of walkthroughs are kept weekly, PLC binders are reviewed weekly	5/31/2018 monthly
G2.MA1 M417009	Monitor student gains	Taylor, Debbie	8/21/2017	running records, iReady Achieve 3000 assessment data,	5/31/2018 every-2-months

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1 M417004	PLC binder will be reviewed and walkthroughs.	Winkler, Tamera	8/22/2017	Logs of walkthroughs are kept weekly, PLC binders are reviewed weekly	5/31/2018 monthly
G1.B1.S1.MA1 M417005	PLC binder will be reviewed weekly and classroom walkthroughs.	Winkler, Tamera	8/21/2017	Logs of walkthroughs are kept weekly, PLC binders are reviewed weekly	5/31/2018 monthly
G1.B1.S1.A1 A383076	Teachers will be trained on how to effectively work in PLC groups to collaborate and create lessons...	Winkler, Tamera	8/15/2017	Lead teachers will keep a PLC binder and will turn it in each week to Administration to review.	5/31/2018 weekly
G1.B1.S1.A2 A383077	Teachers will collaborate together during PLC's to integrate formative assessment practices into...	Winkler, Tamera	8/15/2017	Lead teachers will keep a PLC binder and will turn it in each week to Administration to review.	5/31/2018 monthly
G2.B1.S1.MA1 M417007	Monitor student progress	Taylor, Debbie	8/28/2017	Running records, student levels, iReady Diagnostic Assessment Data	5/31/2018 every-6-weeks
G2.B1.S1.MA1 M417008	Teachers will provide small group support using research-based interventions.	Winkler, Tamera	8/28/2017	Walk-throughs, Observations, lesson plans, running records- LLI	5/31/2018 monthly
G2.B1.S1.A3 A383080	Teachers will implement lessons	Winkler, Tamera	8/14/2017	Walkthroughs, observations, running record- LLI	5/31/2018 monthly
G3.B1.S1.A1 A383081	Ensuring enough materials are available and teachers are using district adopted curriculum.	Chappell, Vicki	8/15/2017	Walkthroughs, Observations, Lesson Plans, PLC notebooks	5/31/2018 one-time
G3.B1.S1.A2 A383082	Teachers are trained using core curriculum.	Winkler, Tamera	8/15/2017	Sign-in Sheets, walkthroughs, observations, PLC meetings	5/31/2018 one-time
G3.B1.S1.A3 A383083	Implement core curriculum	Winkler, Tamera	8/15/2017	Walkthroughs, Observations, Lesson Plans, PLC Notebooks	5/31/2018 daily

V. Professional Development Opportunities

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

G1. If we increase and reinforce student ownership of their learning, then we should see improvement in student engagement and mastery of standards.

G1.B1 Teachers not developing engaging lessons that are tied to the standards.

G1.B1.S1 Teachers will work with their PLC teams to create engaging lessons in which students can take ownership for their own learning.

PD Opportunity 1

Teachers will be trained on how to effectively work in PLC groups to collaborate and create lessons based on the standards.

Facilitator

Tammy Winkler

Participants

All Teachers

Schedule

Weekly, from 8/15/2017 to 5/31/2018

G2. If all teachers implement small group instruction with research based interventions, then we should see learning gains increase in reading and math.

G2.B1 Having research based materials available to meet the needs of struggling students.

G2.B1.S1 Teachers will be trained to use the resources available to meet the needs of struggling students.

PD Opportunity 1

Ordered LLI, district provided iReady Teacher's Toolbox- to have materials for teachers to use for small group instruction.

Facilitator

Debbie Taylor

Participants

all teachers

Schedule

Annually, from 8/15/2017 to 8/28/2017

PD Opportunity 2

Train teachers and assistants to use materials- LLI, Teacher's Toolbox

Facilitator

Debbie Taylor, Dr. Stahlmna

Participants

ELA teachers, Title 1 assistants.

Schedule

On 9/6/2017

G3. If all teachers implement ELA and Math Curriculum with fidelity, we should see proficiency scores increase.

G3.B1 Teachers being comfortable with curriculum and using it with fidelity.

G3.B1.S1 Teachers attended trainings and workshops in order to implement the curriculum with validity and fidelity. Teachers will work in PLCs weekly to plan lessons together teaching the standards using the core curriculum.

PD Opportunity 1

Ensuring enough materials are available and teachers are using district adopted curriculum.

Facilitator

Tammy Winkler, Debbie Taylor, Casey Balkcom, Vicki Chappell

Participants

all teachers

Schedule

On 5/31/2018

PD Opportunity 2

Teachers are trained using core curriculum.

Facilitator

Tammy Winkler, Debbie Taylor, Casey Balkcom, Vicki Chappell, District Curriculum Specialists

Participants

all teachers

Schedule

On 5/31/2018

G4. If all teachers use rigorous common assessments aligned with standards and item specifications, we should see increase in reading, math, and science proficiency.

G4.B1 Time to collaborate to build rigorous assessments that align with the standards and item specifications.

G4.B1.S1 PLCs weekly to collaborate to build assessments. Students will complete rigorous tasks and assessments through iReady and Achieve 3000 weekly. Eureka math offers rigorous components in daily work.

PD Opportunity 1

Through PLCs teachers will work collaboratively to review standards and build rigorous assessments.

Facilitator

Debbie Taylor (ELA) Casey Balkcom (Math)

Participants

MRE Teachers

Schedule

Weekly, from 8/21/2017 to 5/25/2018

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	Teachers will be trained on how to effectively work in PLC groups to collaborate and create lessons based on the standards.				\$0.00
2	G1.B1.S1.A2	Teachers will collaborate together during PLC's to integrate formative assessment practices into routines to the extent that students begin to monitor and drive their own progress.				\$0.00
3	G2.B1.S1.A1	Ordered LLI, district provided iReady Teacher's Toolbox- to have materials for teachers to use for small group instruction.				\$0.00
4	G2.B1.S1.A2	Train teachers and assistants to use materials- LLI, Teacher's Toolbox				\$0.00
5	G2.B1.S1.A3	Teachers will implement lessons				\$0.00
6	G3.B1.S1.A1	Ensuring enough materials are available and teachers are using district adopted curriculum.				\$0.00
7	G3.B1.S1.A2	Teachers are trained using core curriculum.				\$0.00
8	G3.B1.S1.A3	Implement core curriculum				\$0.00
9	G4.B1.S1.A1	Through PLCs teachers will work collaboratively to review standards and build rigorous assessments.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0511 - Mcrae Elementary School			\$0.00
Total:						\$0.00