

Clay County Schools

Mcrae Elementary School



2018-19 Schoolwide Improvement Plan

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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) Elementary School PK-6	2017-18 Title I School Yes	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) 91%
Primary Service Type (per MSID File) K-12 General Education	Charter School No	2018-19 Minority Rate (Reported as Non-white on Survey 2) 9%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	C	C	B*

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title
Winkler, Tamera	Principal
Burt, Tracy	Assistant Principal
DeVore, Heather	Instructional Coach
Balkcom, Casey	Instructional Coach
Brown, Mary	School Counselor

Duties

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

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes iReady, Achieve 3000, Performance Matters Science benchmark assessments, and formal assessments such as the FSA. The principal is the leader of the meeting and the assistant principal attends the meetings in a support role for the principal. The coaches serve to suggest effective interventions for all tiered 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.

Early Warning Systems

Year 2017-18

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	1	0	0	3	4	3	0	0	0	0	0	0	11
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
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	3	4	3	0	0	0	0	0	0	10

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	1	0	0	3	4	3	0	0	0	0	0	0	11

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	2	1	1	0	0	0	0	0	0	0	0	0	5
Retained Students: Previous Year(s)	10	1	0	0	2	0	0	0	0	0	0	0	0	13

Date this data was collected

Thursday 9/20/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest was fourth grade math, with only 37% of students being proficient. This decline is not a trend.

Which data component showed the greatest decline from prior year?

The data component that had the greatest decline was fourth grade math. Fourth grade proficiency declined by 17% from the 2017 to 2018 school year. In 2017 54% of students were proficient, while in 2018 only 37% were proficient. This is not a trend.

Which data component had the biggest gap when compared to the state average?

When compared to the state average, fourth grade math showed the biggest gap with a 25% deficiency. This has not been a trend in previous years.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement was sixth grade math, showing a 19% increase from the previous year. This is not a trend.

Describe the actions or changes that led to the improvement in this area.

The change that led to the improvement in sixth grade math was an increase in the rigor of work through the use of the new curriculum, Eureka.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	59%	63%	56%	57%	58%	52%
ELA Learning Gains	60%	59%	55%	54%	55%	52%
ELA Lowest 25th Percentile	48%	50%	48%	39%	47%	46%
Math Achievement	61%	69%	62%	56%	61%	58%
Math Learning Gains	69%	68%	59%	49%	59%	58%
Math Lowest 25th Percentile	67%	56%	47%	34%	49%	46%
Science Achievement	50%	66%	55%	52%	56%	51%

EWS Indicators as Input Earlier in the Survey

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

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	62%	68%	-6%	57%	5%
	2017	77%	70%	7%	58%	19%
Same Grade Comparison		-15%				
Cohort Comparison						
04	2018	56%	62%	-6%	56%	0%
	2017	50%	61%	-11%	56%	-6%
Same Grade Comparison		6%				
Cohort Comparison		-21%				
05	2018	48%	59%	-11%	55%	-7%
	2017	50%	59%	-9%	53%	-3%
Same Grade Comparison		-2%				
Cohort Comparison		-2%				
06	2018	61%	63%	-2%	52%	9%
	2017	51%	61%	-10%	52%	-1%
Same Grade Comparison		10%				
Cohort Comparison		11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	71%	70%	1%	62%	9%
	2017	57%	67%	-10%	62%	-5%
Same Grade Comparison		14%				
Cohort Comparison						
04	2018	37%	66%	-29%	62%	-25%
	2017	54%	65%	-11%	64%	-10%
Same Grade Comparison		-17%				
Cohort Comparison		-20%				
05	2018	60%	65%	-5%	61%	-1%
	2017	47%	58%	-11%	57%	-10%
Same Grade Comparison		13%				
Cohort Comparison		6%				
06	2018	65%	68%	-3%	52%	13%
	2017	46%	66%	-20%	51%	-5%
Same Grade Comparison		19%				
Cohort Comparison		18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	47%	64%	-17%	55%	-8%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	38	47	46	35	53	56	18				
HSP	73			73							
WHT	57	57	44	60	69	70	50				
FRL	53	59	49	56	66	62	43				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	30	40	35	22	19	12	18				
HSP	50			50							
WHT	58	47	33	52	36	18	34				
FRL	51	47	39	45	36	24	30				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Differentiated, Small-Group Support

Rationale When all teachers implement differentiated, small group instruction with research-based interventions, we should see an increase in learning gains in math and reading, and struggling students will receive the necessary support to master skills

Intended Outcome Through teachers' use of differentiated instruction, our students will see increased proficiency in math. McRae's target will be fifth grade math. Our expectation will be that fifth grade students will see a 6% decrease in students who are 2 or more grade levels below in math according to the iReady Diagnostic test. Currently, 26% of students are 2 or more grade levels below and we expect to see this number at 20% by the end of the year.

Point Person Casey Balkcom (casey.balkcom@myoneclay.net)

Action Step

Description

- Use baseline data, which includes FSA scores, to identify struggling teachers
- BAS students for LLI Support
- Formative teacher assessments
- iReady Diagnostic results
- Use of math and reading coaches to help support small groups
- Use of Chromebooks to support work
- Eureka materials and manipulatives to support work

Through collecting and analyzing data, teachers will differentiate instruction based on students' areas of weakness.

Person Responsible Heather DeVore (heather.devore@myoneclay.net)

Plan to Monitor Effectiveness

Description

- Weekly monitoring by teachers, through the use of running records and exit tickets
- Data meetings
- Principal walkthroughs

Person Responsible Tamera Winkler (tamera.winkler@myoneclay.net)

Activity #2

Title Ownership of Learning

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

Intended Outcome The intended outcome is that students will see an increase in learning gains and proficiency through students taking ownership of their learning. McRae's target this year will be fifth grade science scores. Based on the midyear Performance Matters' test, there will be an increase from 24% to 50% of students who show mastery (on grade level).

Point Person Tracy Burt (tracy.burt@myoneclay.net)

Action Step

Description - Read and discuss "Leader in Me" and implement strategies set forth in the reading in classrooms across our campus.

- PITSCO lab
- PITSCO assistant, funded by the district and MRE, to help with organization
- Use of Chromebooks to support the work of the PITSCO missions.

Person Responsible Tracy Burt (tracy.burt@myoneclay.net)

Plan to Monitor Effectiveness

Description -Classroom walkthroughs
-PLC collaboration
-Students understanding strengths and weaknesses - evidenced by walkthroughs

Person Responsible Tracy Burt (tracy.burt@myoneclay.net)

Activity #3

Title	On-Grade Level Texts to Increase Rigor
Rationale	Students are exposed to independent-level work through IDR, iReady, and Achieve 3000. McRae is setting the focus for teachers to create two weekly opportunities where students will read and respond to on-grade level texts.
Intended Outcome	The intended outcome will be that students see an increase in Lexiles and reading proficiency. Our target area will be fifth grade reading. Our expectation will be that fifth grade students will see a 9% decrease in students who are 2 or more grade levels below in reading according to the iReady Diagnostic test. Currently, 49% of students are 2 or more grade levels below and we expect to see this number at 40% by the end of the year.
Point Person	Heather DeVore (heather.devore@myoneclay.net)

Action Step

Description	-Teachers will collaborate during PLCs to focus on rigorous, complex text that will give students the opportunity to increase their reading proficiency -Using appropriate resources -LLI program continuation -BAS kits -Pull out small groups: use of assistants, classroom teachers, and Title I teacher -LAFS
Person Responsible	Tracy Burt (tracy.burt@myoneclay.net)

Plan to Monitor Effectiveness

Description	-Walkthroughs -Analyze data from iReady and Achieve 3000 for growth monitoring -PLC binder -Data meetings
Person Responsible	Tamera Winkler (tamera.winkler@myoneclay.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Book Bingo
Dads and Donuts
Muffins with Mom
McRae Volunteer Training
Walk Your Child to School Day
End-of-Year Awards Banquet
Participation on School Advisory Committee

Quarterly Awards Assemblies
Monthly Terrific Kid Assemblies

PFEP Link

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

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.

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.

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

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.