



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Jesse J. Mccrary, Jr. Elementary School

514 NW 77TH ST

Miami, FL 33150

305-754-7531

<http://littleriver.dadeschools.net>

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
98%

Alternative/ESE Center
No

Charter School
No

Minority Rate
100%

School Grades History

2013-14
C

2012-13
D

2011-12
C

2010-11
C

2009-10
C

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

| DA Category | Region | RED |
|-------------|--------|-----|
| Not in DA | N/A | N/A |

| Former F | Post-Priority Planning | Planning | Implementing TOP |
|----------|------------------------|----------|------------------|
| No | No | No | No |

Current School Status

School Information

School-Level Information

School

Jesse J. Mccrary, Jr. Elementary School

Principal

Maria Calvet Cuba

School Advisory Council chair

Rosena Norelus

Names and position titles of the School-Based Leadership Team (SBLT)

| Name | Title |
|-------------------|---------------------|
| Lamar Johnson | Assistant Principal |
| Samuel Louis | Math Coach |
| Jose Porras | Science Coach |
| Barbara Leyva | Reading Coach |
| Brittani Mandrell | Reading Coach |
| Zuleica Pena | Counselor |
| Joy Foley | Media Specialist |

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Principal-1
 Teachers-5
 Alternate Teacher-1
 Educational Support Employee-1
 Alternate Educational Support-1
 Parents-9
 Alternate Parent-1
 Student-1
 Alternate Student-1

Business Community Representative-1
UTD Steward-1

Involvement of the SAC in the development of the SIP

The school's EESAC is the sole body responsible for the approval and implementation of the School Improvement Plan. During EESAC meetings EESAC monitors the implementation of the SIP. EESAC also does a Mid-Year and End of Year review of the SIP.

Activities of the SAC for the upcoming school year

EESAC meetings to monitor the implementation of the SIP, Monitoring of the School's Intervention Program, and support of the School's Positive Behavior Support program.

Projected use of school improvement funds, including the amount allocated to each project

EESAC funds will be used for Student Incentives (PBS rewards and monthly events).

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Maria Calvet Cuba

Principal

Years as Administrator: 12

Years at Current School: 5

Credentials

Elementary Ed.,
 Exceptional Student Education, M.S.
 Ed. Leadership

Performance Record

2013 – D
 Rdg. Proficiency, 30%
 Math Proficiency, 51%
 Rdg. Lrg. Gains, 54 points
 Math Lrg. Gains, 60 points
 Rdg. Imp. of Lowest 25% - 65 points
 Math Imp. of Lowest 25% - 61 points
 Rdg. AMO –35
 Math AMO–54
 2012 – C
 Rdg. Proficiency, 29%
 Math Proficiency, 44%
 Rdg. Lrg. Gains, 75 points
 Math Lrg. Gains, 61 points
 Rdg. Imp. of Lowest 25% - 82 points
 Math Imp. of Lowest 25% - 77 points
 Rdg. AMO –29
 Math AMO–50
 2011 – C
 Rdg. Proficiency, 37%
 Math Proficiency, 65%
 Rdg. Lrg. Gains, 51 points
 Math Lrg. Gains, 64 points
 Rdg. Imp. of Lowest 25% - 50 points
 Math Imp. of Lowest 25% - 69 points
 Rdg. AMO –22
 Math AMO–45
 '10 '09 '
 School Grades C B
 AYP N N
 High Standards-Reading 40 68
 High Standards-Math 56 67
 Lrng Gains-Reading 62 63
 Lrng Gains- Math 67 62
 Gains-R 25 68 50
 Gains-M-25 69 60

Lamar Johnson

| | | |
|----------------|---------------------------|----------------------------|
| Asst Principal | Years as Administrator: 1 | Years at Current School: 1 |
|----------------|---------------------------|----------------------------|

Credentials

Public Relations, B.S.
 Educational Leadership, M.S.
 Elementary Ed. K-6

Performance Record

2013 – D
 Rdg. Proficiency, 30%
 Math Proficiency, 51%
 Rdg. Lrg. Gains, 54 points
 Math Lrg. Gains, 60 points
 Rdg. Imp. of Lowest 25% - 65 points
 Math Imp. of Lowest 25% - 61 points
 Rdg. AMO –35
 Math AMO–54
 2012 – C
 Rdg. Proficiency, 27%
 Math Proficiency, 43%
 Rdg. Lrg. Gains, 63 points
 Math Lrg. Gains, 64 points
 Rdg. Imp. of Lowest 25% - 73 points
 Math Imp. of Lowest 25% - 65 points
 Rdg. AMO –36
 Math AMO–51
 2011 – C
 Rdg. Proficiency, 46%
 Math Proficiency, 68%
 Rdg. Lrg. Gains, 51 points
 Math Lrg. Gains, 72 points
 Rdg. Imp. of Lowest 25% - 50 points
 Math Imp. of Lowest 25% - 63 points
 Rdg. AMO –30
 Math AMO–46
 '10 '09
 School Grade D A
 High Standards Rdg. 45 64
 High Standards Math 43 82
 Lrng Gains-Rdg. 57 66
 Lrng Gains-Math 45 72
 Gains-Rdg-25% 60 53
 Gains-Math-25% 57 87

Instructional Coaches

of instructional coaches

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

| Samuel Louis | | |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| Full-time / School-based | Years as Coach: 3 | Years at Current School: 3 |
| Areas | Mathematics | |
| Credentials | Elementary Ed. ESOL Endorsement MS Educational Computing and Technology | |
| Performance Record | 2013 – D Rdg. Proficiency, 30% Math Proficiency, 51% Rdg. Lrg. Gains, 54 points Math Lrg. Gains, 60 points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 61 points Rdg. AMO –35 Math AMO–54 2012 – C Rdg. Proficiency, 29% Math Proficiency, 44% Rdg. Lrg. Gains, 75 points Math Lrg. Gains, 61 points Rdg. Imp. of Lowest 25% - 82 points Math Imp. of Lowest 25% - 77 points Rdg. AMO –29 Math AMO–50 2011 – C Rdg. Proficiency, 37% Math Proficiency, 65% Rdg. Lrg. Gains, 51 points Math Lrg. Gains, 64 points Rdg. Imp. of Lowest 25% - 50 points Math Imp. of Lowest 25% - 69 points Rdg. AMO –22 Math AMO–45 '10 '09 School Grades C B High Standards-Reading 60 68 High Standards-Math 65 67 Lrng Gains-Reading 63 69 Lrng Gains- Math 62 62 Gains-R 25 50 61 Gains-M-25 60 64 | |

| Jose Porras | | |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| Full-time / School-based | Years as Coach: 5 | Years at Current School: 4 |
| Areas | Science | |
| Credentials | B.S. Science Elementary Ed. K-6 M.S. ESOL | |
| Performance Record | 2013 – D Rdg. Proficiency, 30% Math Proficiency, 51% Rdg. Lrg. Gains, 54 points Math Lrg. Gains, 60 points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 61 points Rdg. AMO –35 Math AMO–54 2012 – C Rdg. Proficiency, 29% Math Proficiency, 44% Rdg. Lrg. Gains, 75 points Math Lrg. Gains, 61 points Rdg. Imp. of Lowest 25% - 82 points Math Imp. of Lowest 25% - 77 points Rdg. AMO –29 Math AMO–50 2011 – C Rdg. Proficiency, 37% Math Proficiency, 65% Rdg. Lrg. Gains, 51 points Math Lrg. Gains, 64 points Rdg. Imp. of Lowest 25% - 50 points Math Imp. of Lowest 25% - 69 points Rdg. AMO –22 Math AMO–45 '10 '09 ' School Grades C A AYP N N High Standards-Reading 40 87 High Standards-Math 56 85 Lrng Gains-Reading 62 72 Lrng Gains- Math 67 71 Gains-R 25 68 75 Gains-M-25 69 66 | |

| Brittani Mandrell | | |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| Full-time / School-based | Years as Coach: 1 | Years at Current School: 1 |
| Areas | Reading/Literacy | |
| Credentials | M.S. Reading E.S. Curriculum and Instruction, E.S. Management and Administration Elementary Ed. K-6 Reading K-12 | |
| Performance Record | 2013 – C Rdg. Proficiency, 39% Math Proficiency, 54% Rdg. Lrg. Gains, 73 points Math Lrg. Gains, 63 points Rdg. Imp. of Lowest 25% - 75 points Math Imp. of Lowest 25% - 58 points 2012 – D Rdg. Proficiency, 38% Math Proficiency, 41% Rdg. Lrg. Gains, 59 points Math Lrg. Gains, 33 points Rdg. Imp. of Lowest 25% - 70 points Math Imp. of Lowest 25% - 23 points 2011 – C Rdg. Proficiency, 57% Math Proficiency, 77% Rdg. Lrg. Gains, 46 points Math Lrg. Gains, 62 points Rdg. Imp. of Lowest 25% - 42 points Math Imp. of Lowest 25% - 73 points '10 '09 ' School Grades B B High Standards-Reading 66 65 High Standards-Math 73 71 Lrng Gains-Reading 62 69 Lrng Gains- Math 56 54 Gains-R 25 58 67 Gains-M-25 60 67 | |

Classroom Teachers

of classroom teachers

38

receiving effective rating or higher

27, 71%

Highly Qualified Teachers

47%

certified in-field

38, 100%

ESOL endorsed

22, 58%

reading endorsed

3, 8%

with advanced degrees

11, 29%

National Board Certified

1, 3%

first-year teachers

9, 24%

with 1-5 years of experience

16, 42%

with 6-14 years of experience

11, 29%

with 15 or more years of experience

6, 16%

Education Paraprofessionals

of paraprofessionals

2

Highly Qualified

2, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Administration works with Teach for America and the ETO office 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. Common Planning also allows for teachers to plan with the instructional coach and other teachers to ensure that teachers understand the curriculum and as well as best practices. Administration also meets with beginning teachers monthly to provide professional development and support.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

| | | | |
|-------------------|--------------------|------------------------------------------------|------------------------------------------------|
| Mentor Name | Mentee Name | Rationale for Pairing | Planned Mentoring Activities |
| Samuel Louis | Ronald Cortina | Certification/ | Math Coach Modeling, Coaching, Conferencing |
| Arnetra Bean | Certification/ | Math Coach Modeling, Coaching, Conferencing | |
| Jose Porras | Katherine Yeaworth | Certification/ | Science Coach Modeling, Coaching, Conferencing |
| Barbara Leyva | Kristen Suarez | Certification/ | Reading Coach Modeling, Coaching, Conferencing |
| Aimee Schrls | Certification/ | Reading Coach Modeling, Coaching, Conferencing | |
| Brittani Mandrell | Candice Morris | Certification/ | Reading Coach Modeling, Coaching, Conferencing |
| Kyonel Rivera | Ingrid Aguiar | Certification/ | Subject Area Modeling/ Planning |
| Carla Christian | LeandraVickers | Certification/ | Subject Area Modeling/ Planning |

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS Leadership Team meets with the Educational Excellence School Advisory Council (EESAC) and principal 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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

Lamar Johnson, Assistant Principal: Assists principal in ensuring the school-based team implements Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Grade Level Teachers- Provide information about core instruction, participates in student data collection, ESOL and SPED teachers provide information about ELL and SPED best practices, participate in student data collection, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Instructional Coach(es) Reading/Math/Science: 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.

Zuleica Pena, School Counselor: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Carla Johnson, Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills

Woodlyne Desroches, Social Worker: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Maryann Dominguez, School Psychologist- Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Interventionist- Delivers the TIER 2 interventions and conducts the ongoing progress monitoring.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system to bring out the best in our school, our teachers, and in our students? The team meets monthly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks who are in the high zone, students at the moderate zone or the low zone for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. The team will make recommendations for Tier 3 activities.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data: Interim Assessments, Progress Monitoring and Reporting Network (PMRN), FAIR, Florida Comprehensive Assessment Test (FCAT), STAR

Progress Monitoring: PMRN, Interim Assessments, Monthly Assessments

Midyear: Florida Assessments for Instruction in Reading (FAIR), Interim Assessments, Monthly Assessments, STAR

End of year: FAIR, FCAT, Interim Assessments, STAR

Frequency of Data Days: twice a month for data analysis

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional development will be provided during the opening of school meeting, the two professional development days, teachers' common planning time and small group sessions, throughout the year.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 10,800

The extended school day is to offer each student in grades K-5 with an additional hour of reading intervention/enrichment. Based on the the Education Transformation Office decision tree, 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 Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

In August students will take the Phonics/ Inventory Assessment and FAIR Assessment which will provide data for students to be grouped according to skills. On-going Progress Monitoring will be used to track students and determine the effectiveness of the intervention program.

Who is responsible for monitoring implementation of this strategy?

Administration, classroom teachers, RTI team, and interventions will analyze and monitor the effectiveness of the strategies.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

| Name | Title |
|--------------------|----------------------|
| Maria Calvet- Cuba | Principal |
| Lamar Johnson | Assistant Principal |
| Brittani Mandrell | Reading Coach |
| Barbara Leyva | Reading Coach |
| Samuel Louis | Math Coach |
| Jose Porras | Science Coach |
| Joy Foley | Media Specialist |
| Melanie Hall | First Grade Teacher |
| Kyonel Rivera | Fourth Grade Teacher |
| Manuel Alvarez | Fifth Grade Teacher |
| Carla Christian | Fifth Grade Teacher |

| Name | Title |
|----------------|---------------------|
| Carly Birdsong | First Grade Teacher |
| Bibi Wazidali | Gifted Teacher |

How the school-based LLT functions

Jesse J. McCrary, Elementary School's Literacy Leadership Team collaborates on a monthly basis to set goals, identify strategies and to promote school-wide literacy. The Literacy Leadership Team will strive to build a community of lifelong readers and instill the love of reading in all students.

Major initiatives of the LLT

Family Reading Night, Book Fairs, AR SuperStars, Dr. Seuss Birthday Celebration, Author's Tea, Sight Word Parade

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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 two fulltime highly qualified teachers and two full-time paraprofessionals. 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.

Low performing students are identified early through the administration of the Early Childhood Observation System (ECHOS) and certified teachers will work with students using strategies and developmentally appropriate academics after the specific weaknesses have been identified.

Reading coaches will provide professional development to teachers as a result of the ECHOS assessment.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | 35% | 30% | No | 42% |
| American Indian | | 0% | | |
| Asian | | 0% | | |
| Black/African American | 34% | 30% | No | 41% |
| Hispanic | 46% | 32% | No | 51% |
| White | | 0% | | |
| English language learners | 33% | 30% | No | 40% |
| Students with disabilities | 26% | 11% | No | 33% |
| Economically disadvantaged | 35% | 30% | No | 42% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--------------------------------------------------|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 61 | 23% | 28% |
| Students scoring at or above Achievement Level 4 | 26 | 9% | 14% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---------------------------------------------------------|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA) | 146 | 54% | 59% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 31 | 65% | 70% |

Comprehensive English Language Learning Assessment (CELLA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|---------------|---------------|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) | 61 | 33% | 38% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | 31 | 17% | 22% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | 18 | 10% | 15% |

Area 2: Writing

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---------------------------------------------------------------------------------------|---------------|---------------|---------------|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 28 | 27% | 50% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | | | |

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | 54% | 51% | No | 59% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 53% | 48% | No | 57% |
| Hispanic | 71% | 73% | Yes | 74% |
| White | | | | |
| English language learners | 54% | 54% | Yes | 59% |
| Students with disabilities | 34% | 16% | No | 41% |
| Economically disadvantaged | 54% | 51% | No | 59% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--------------------------------------------------|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 77 | 29% | 34% |
| Students scoring at or above Achievement Level 4 | 53 | 20% | 25% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|-----------------------------------------------------------------|---------------|---------------|---------------|
| Learning Gains | 163 | 61% | 66% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 27 | 60% | 65% |

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--------------------------------------------------|--------------------------------------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 22 | 29% | 34% |
| Students scoring at or above Achievement Level 4 | <i>[data excluded for privacy reasons]</i> | | 11% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|----------------------------------------|---------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | | | |
| Students scoring at or above Level 7 | | | |

Area 8: Early Warning Systems**Elementary School Indicators**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---------------------------------------------------------------------------------------------------------------|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time | 77 | 12% | 11% |
| Students retained, pursuant to s. 1008.25, F.S. | 72 | 12% | 11% |
| Students who are not proficient in reading by third grade | 83 | 82% | 74% |
| Students who receive two or more behavior referrals | 84 | 14% | 13% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 16 | 2% | 1% |

Goals Summary

- G1.** Take part in regular embedded professional development (i.e., common planning, professional learning communities).
- G2.** Teachers will provide opportunities for students to engage in real world application of content.
- G3.** Increase student engagement during instructional delivery.

Goals Detail

G1. Take part in regular embedded professional development (i.e., common planning, professional learning communities).

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Instructional Coaches, ETO Curriculum Support, District Provided Professional Developments

Targeted Barriers to Achieving the Goal

- Teachers need opportunities to attend professional developments that is specific to their needs.

Plan to Monitor Progress Toward the Goal

All teachers will participate in professional development communities.

Person or Persons Responsible

Instructional Coaches, Administration, ETO Curriculum support

Target Dates or Schedule:

On-going

Evidence of Completion:

Professional Development Agendas/ Sign-In Sheets

G2. Teachers will provide opportunities for students to engage in real world application of content.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Interactive Whiteboards and computers in all classrooms, Instructional Coaches, ETO curriculum support

Targeted Barriers to Achieving the Goal

- Teachers lack the content knowledge and technological skills needed to make real-world connections to content.

Plan to Monitor Progress Toward the Goal

Performance tasks on student data will be analyzed.

Person or Persons Responsible

Instructional Coaches, Administration

Target Dates or Schedule:

On-going

Evidence of Completion:

Teacher-Coach Data Chats, Teacher-Administration Data Chats

G3. Increase student engagement during instructional delivery.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Interactive White Boards in all classrooms, Instructional Coaches, Manipulatives, Interactive journals.

Targeted Barriers to Achieving the Goal

- Teachers who are unfamiliar with a variety of instructional strategies.

Plan to Monitor Progress Toward the Goal

There will be an increase in assessment scores due to active student engagement.

Person or Persons Responsible

Administration

Target Dates or Schedule:

On-going

Evidence of Completion:

Data chats with teachers and coaches to discuss Interim and monthly Assessment data, Lesson Plans.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Take part in regular embedded professional development (i.e., common planning, professional learning communities).

G1.B1 Teachers need opportunities to attend professional developments that is specific to their needs.

G1.B1.S1 Participate in Professional Learning Communities in order to strengthen knowledge of the content, unwrap benchmarks, and share instructional strategies.

Action Step 1

Use a needs based assessment to identify the needs of the teachers and group them in professional learning communities.

Person or Persons Responsible

Professional Learning Community Committee

Target Dates or Schedule

September 2013

Evidence of Completion

Results from needs based assessment

Facilitator:

Lamar Johnson

Participants:

Classroom Teachers

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

Teachers will be grouped according to their response on the needs based assessments and scheduled pd dates will be used for PLC's.

Person or Persons Responsible

Administration, PLC committee

Target Dates or Schedule

Monthly

Evidence of Completion

PLC calendar,

Plan to Monitor Effectiveness of G1.B1.S1

Strategies identified during PLC's will be observed during classroom walkthroughs.

Person or Persons Responsible

Instructional Coaches, Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Classroom Walkthrough Notes, Lesson Study/ PLC documentation.

G2. Teachers will provide opportunities for students to engage in real world application of content.

G2.B1 Teachers lack the content knowledge and technological skills needed to make real-world connections to content.

G2.B1.S1 Teachers will utilize technology to make connections between the learning process and real-world application.

Action Step 1

Instructional Coaches will identify interactive resources that are aligned with the content focus during common planning.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans

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

Interactive lessons planned during common planning will be observed during classroom walkthroughs.

Person or Persons Responsible

Instructional Coaches, Administration

Target Dates or Schedule

On-going

Evidence of Completion

Classroom Walkthrough Notes

Plan to Monitor Effectiveness of G2.B1.S1

An increase in student performance on application problems and performance based task responses.

Person or Persons Responsible

Instructional Coaches, Administration

Target Dates or Schedule

On-going

Evidence of Completion

Student data reports

G3. Increase student engagement during instructional delivery.

G3.B1 Teachers who are unfamiliar with a variety of instructional strategies.

G3.B1.S1 Provide teachers with professional developments on gradual release and collaborative strategies.

Action Step 1

During common planning, instructional coaches will plan collaborative strategies that will be used for that week's lessons.

Person or Persons Responsible

Instructional Coaches, ETO curriculum support

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, classroom walk through observations

Facilitator:

Instructional Coaches, ETO curriculum support

Participants:

Classroom teachers

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

Common planning will be held in the administrator's office

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Common planning sign-in sheets/ agendas

Plan to Monitor Effectiveness of G3.B1.S1

Use of collaborative strategies in the classroom.

Person or Persons Responsible

Instructional Coaches, ETO curriculum support, Administration

Target Dates or Schedule

On-going

Evidence of Completion

Classroom observation notes.

G3.B1.S2 Use coaching cycles to enhance the teacher instructional delivery.

Action Step 1

Identify and tier teachers who are in need of support.

Person or Persons Responsible

Instructional Coaches, Administration, ETO curriculum support

Target Dates or Schedule

On-going

Evidence of Completion

Tiered teachers document, Coaching logs

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Administration will meet with coaches to discuss the progress of teachers.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Coaching logs

Plan to Monitor Effectiveness of G3.B1.S2

During classroom walkthroughs, administration will observe student engagement and debrief notes with teachers.

Person or Persons Responsible

Instructional Coaches, Administration

Target Dates or Schedule

Ongoing (teacher conferences after observations)

Evidence of Completion

classroom walk-through logs

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

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

Supplemental Academic Instruction (SAI)

Jesse J. McCrary Jr. Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation. Violence Prevention Programs Jesse J. McCrary Jr. Elementary School offers a non-violence and anti-drug program to students that incorporate community outreach assemblies, and counseling.

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 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.

School Improve Grant Fund/School Improvement Grant Initiative

Jesse J. McCrary, Jr. Elementary School receives funding under the School Improvement Grant Fund/ School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction/intervention and developing classroom libraries.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Take part in regular embedded professional development (i.e., common planning, professional learning communities).

G1.B1 Teachers need opportunities to attend professional developments that is specific to their needs.

G1.B1.S1 Participate in Professional Learning Communities in order to strengthen knowledge of the content, unwrap benchmarks, and share instructional strategies.

PD Opportunity 1

Use a needs based assessment to identify the needs of the teachers and group them in professional learning communities.

Facilitator

Lamar Johnson

Participants

Classroom Teachers

Target Dates or Schedule

September 2013

Evidence of Completion

Results from needs based assessment

G3. Increase student engagement during instructional delivery.

G3.B1 Teachers who are unfamiliar with a variety of instructional strategies.

G3.B1.S1 Provide teachers with professional developments on gradual release and collaborative strategies.

PD Opportunity 1

During common planning, instructional coaches will plan collaborative strategies that will be used for that week's lessons.

Facilitator

Instructional Coaches, ETO curriculum support

Participants

Classroom teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans, classroom walk through observations

Appendix 2: Budget to Support School Improvement Goals