

Clay County Schools

Mcrae Elementary School



2019-20 Schoolwide Improvement Plan

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Mcrae Elementary School

6770 COUNTY ROAD 315 C, Keystone Heights, FL 32656

<http://mre.oneclay.net>

Demographics

Principal: Tammy Winkler

Start Date for this Principal: 9/24/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (66%) 2017-18: B (59%) 2016-17: C (42%) 2015-16: C (49%) 2014-15: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	Yes	91%
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	2018-19	2017-18	2016-17	2015-16
Grade	A	B	C	C

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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	Job Duties and Responsibilities
Winkler, Tamara	Principal	Tammy Winkler is the instructional leader of the school. In her role, she communicates goals and strategies for attaining school goals and provides a support system for improving the knowledge and skill set of every teacher at the school.
Burt, Tracy	Assistant Principal	Tracy Burt is an instructional leader of the school. In her role, she communicates goals and strategies for attaining school goals and provides a support system for improving the knowledge and skill set of every teacher at the school.
DeVore, Heather	Instructional Coach	Heather DeVore is the instructional lead for ELA. She serves as a liaison between teachers and administration to improve instructional practices and provides resources to help teachers support students to reach proficiency in reading. She provides coaching opportunities to teachers to help improve instruction and ensure the rigor of lessons is met. Heather is the Lead Title I teacher at MRE and helps to ensure the school is in compliance.
Brown, Mary	School Counselor	Mary Brown supports academic, behavioral, and social emotional needs of all students. She provides support to help teachers implement strategies to help students be successful learners. Mrs. Brown meets with parents and community members often to provide support and share resources.
Murrhee, Ashley	Instructional Coach	Ashley Murrhee is the instructional lead for math and science. She serves as a liaison between teachers and administration to improve instructional practices and provides resources to help teachers support students to reach proficiency in those areas. She provides coaching opportunities to teachers to help improve instruction and ensure the rigor of lessons is met.

Early Warning Systems**Current Year****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	78	57	89	71	62	76	79	0	0	0	0	0	0	512
Attendance below 90 percent	4	4	3	1	1	2	3	0	0	0	0	0	0	18
One or more suspensions	2	1	0	0	0	0	5	0	0	0	0	0	0	8
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	11	8	15	0	0	0	0	0	0	34

The number of students with two or more early warning indicators:

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

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	3	0	0	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	1	0	0	0	0	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)

46

Date this data was collected or last updated

Tuesday 9/24/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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	11	30	17	0	0	0	0	0	0	58

The number of students with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis**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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	64%	65%	57%	58%	62%	55%
ELA Learning Gains	65%	62%	58%	49%	61%	57%
ELA Lowest 25th Percentile	65%	54%	53%	38%	54%	52%
Math Achievement	64%	70%	63%	52%	64%	61%
Math Learning Gains	73%	66%	62%	37%	60%	61%
Math Lowest 25th Percentile	63%	56%	51%	20%	52%	51%
Science Achievement	67%	65%	53%	37%	55%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Number of students enrolled	78 (0)	57 (0)	89 (0)	71 (0)	62 (0)	76 (0)	79 (0)	512 (0)
Attendance below 90 percent	4 (0)	4 (1)	3 (0)	1 (0)	1 (3)	2 (4)	3 (3)	18 (11)
One or more suspensions	2 (0)	1 (1)	0 (0)	0 (0)	0 (0)	0 (0)	5 (0)	8 (1)
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)	11 (3)	8 (4)	15 (3)	34 (10)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	73%	68%	5%	58%	15%
	2018	62%	68%	-6%	57%	5%
Same Grade Comparison		11%				
Cohort Comparison						
04	2019	64%	64%	0%	58%	6%
	2018	56%	62%	-6%	56%	0%
Same Grade Comparison		8%				
Cohort Comparison		2%				
05	2019	59%	62%	-3%	56%	3%
	2018	48%	59%	-11%	55%	-7%
Same Grade Comparison		11%				
Cohort Comparison		3%				
06	2019	62%	64%	-2%	54%	8%
	2018	61%	63%	-2%	52%	9%
Same Grade Comparison		1%				
Cohort Comparison		14%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	58%	71%	-13%	62%	-4%
	2018	71%	70%	1%	62%	9%
Same Grade Comparison		-13%				
Cohort Comparison						
04	2019	73%	69%	4%	64%	9%
	2018	37%	66%	-29%	62%	-25%
Same Grade Comparison		36%				
Cohort Comparison		2%				
05	2019	61%	64%	-3%	60%	1%
	2018	60%	65%	-5%	61%	-1%
Same Grade Comparison		1%				
Cohort Comparison		24%				
06	2019	62%	70%	-8%	55%	7%
	2018	65%	68%	-3%	52%	13%
Same Grade Comparison		-3%				
Cohort Comparison		2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	66%	63%	3%	53%	13%
	2018	47%	64%	-17%	55%	-8%
Same Grade Comparison		19%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	38	56	63	41	64	61	46				
WHT	64	66	64	64	73	62	68				
FRL	58	61	63	53	70	56	64				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	461
Total Components for the Federal Index	7

ESSA Federal Index	
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	53
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that performed the lowest was third grade math, with 58% of students showing proficiency. This decline is not a trend.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that had the greatest decline was third grade math. Third grade proficiency declined by 13% from the previous school year. In 2018, 71% of students were proficient, while in 2019 only 58% were proficient. This is not a trend.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

When compared to the state average, third grade math showed the biggest gap with a 4% deficiency. This has not been a trend in previous years.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was fourth grade math, showing a 36% increase from the previous year. In the previous academic year, fourth grade math was our lowest group and had the greatest decline, so we took the following steps to improve this area: change in teacher assignment, increased rigor, and academic support through the use of our instructional coaches. In addition, we reviewed current data and provided intentional, small group support.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Two areas of concern are attendance and the number of students who received a level 1 on the statewide assessment in either math, ELA, or both.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. 6th grade lowest quartile for math
2. 3rd grade proficiency for math
3. 5th grade overall ELA proficiency
4. 5th grade overall math proficiency

Part III: Planning for Improvement

Areas of Focus:

#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.
State the measurable outcome the school plans to achieve	Through teachers' use of differentiated instruction, our students will see increased proficiency in math. McRae's target will be third and sixth grade math. Our expectation will be that third grade students will see a 6% decrease in students who are 2 or more grade levels below in math according to the iReady Diagnostic 1 test. Currently, 16% of students are 2 or more grade levels below and we expect to see this number at 10% by the end of the year. For sixth grade students, we would like to see a 7% decrease in students who are 2 or more grade levels below in math according to the iReady Diagnostic 1 test. Currently, 32% of students are 2 or more grade levels below and we expect to see this number at 25% by the end of the year.
Person responsible for monitoring outcome	Ashley Murrhee (ashley.murrhee@myoneclay.net)
Evidence-based Strategy	Through collecting and analyzing data, teachers will differentiate instruction based on students' areas of weakness. Teachers will utilize data from iReady, FSA, Achieve 3000, formative teacher assessments, and BAS results to aide their efforts.
Rationale for Evidence-based Strategy	By using differentiated instruction, MRE will be able to meet the students at their level and help them grow towards proficiency. Researchers at the National Center on Accessing the General Curriculum define differentiated instruction as " a process to approach teaching and learning for students of differing abilities in the same class. The intent is to maximize each student's growth and individual success by meeting each student where he or she is ... rather than expecting students to modify themselves for the curriculum" (Hall, 2002).
Action Step	
Description	<ol style="list-style-type: none"> 1. Use of math and reading coaches and Title I aides to help support small groups 2. Use of technology to support work 3. Intervention and supplemental instructional materials to help support work, which include manipulatives 4. Provide tutoring with transportation to provide additional opportunities for differentiated small groups
Person Responsible	Tamera Winkler (tamera.winkler@myoneclay.net)

#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.
State the measurable outcome the school plans to achieve	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 will be fifth grade math. Our expectation will be that fifth grade students will see a 3% decrease in students who are 2 or more grade levels below in math according to the iReady Diagnostic test. Currently, 13% of students are 2 or more grade levels below and we expect to see this number at 10% by the end of the year.
Person responsible for monitoring outcome	Mary Brown (mary.brown@myoneclay.net)
Evidence-based Strategy	We will be incorporating the 7 mindsets with students to promote responsibility and student ownership in learning.
Rationale for Evidence-based Strategy	Research has shown that students who take ownership of their learning tend to make significant learning gains. Students who have ownership in their learning will be motivated to persevere and put forth their very best effort. They will set goals, plan for improvement and track progress. They will take responsibility for their learning.
Action Step	
Description	<ol style="list-style-type: none"> 1. Book Study 2. PLCs 3. Students will monitor their own data 4. Students will set individual goals and track their own progress 5. Students will be able to utilize manipulatives to build conceptual understanding and master skills
Person Responsible	Tracy Burt (tracy.burt@myoneclay.net)

#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.
State the measurable outcome the school plans to achieve	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 an 8% decrease in students who are 2 or more grade levels below in reading according to the iReady Diagnostic test. Currently, 28% of students are 2 or more grade levels below and we expect to see this number at 20% by the end of the year.
Person responsible for monitoring outcome	Heather DeVore (heather.devore@myoneclay.net)
Evidence-based Strategy	To increase rigor in the classroom and aide teachers in aligning work with state standards, teachers will provide students with two additional on-grade level texts each week. This evidenced-based strategy will help to improve student proficiency in reading.
Rationale for Evidence-based Strategy	A national study was conducted (Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation) and it showed that students who do not read proficiently by third grade are four times more likely to leave high school without a diploma than proficient readers. Poverty compounds the problem: Students who have lived in poverty are three times more likely to drop out or fail to graduate on time than their more affluent peers.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will collaborate during PLCs to focus on rigorous, complex text that will give students the opportunity to increase their reading proficiency 2. Use grade-level text resources and writing materials to support reading proficiency 3. Title I support will use BAS kits to help level students and place them in LLI groups 4. Pull out small groups: use of assistants, classroom teachers, Title I teacher, and instructional math coach 5. Use Florida Ready curriculum 6. Building classroom libraries and purchasing books for students to read at home 7. Book studies for professional development 8. Printing supplies will be needed to meet this goal, as copying will be required for resources to be distributed
Person Responsible	Tamera Winkler (tamera.winkler@myoneclay.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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.

Parents are involved in school decisions through a variety of ways. We hold monthly McRae Mom meetings where parents are informed about activities happening at the school and they are given the opportunity to provide input in ways we can improve practices at our school. In addition, we hold 4 SAC meetings yearly (one each quarter) and in these meetings we get parental input about parent and family engagement events, the school improvement plan, and budgeting. When necessary, SAC members vote on changes and how funds are utilized at MRE. Below are events that have been created at MRE, because of parental input:

Book Bingo
Dads and Data
Math with Moms
STEM Night
Unplugged/Family Math Game Night
McRae Volunteer Training
Grade-Level Specific Events to support learning at home
Walk Your Child to School Day
Student Progress/ Parent Meeting
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. For students who have been identified through our EWS, we take the following steps to ensure all students succeed and barriers are lessened as much as possible: At the end of every nine weeks, our school counselor runs an EWS report. If listed students are already an ESE student, then the concerns are discussed at their next IEP meeting. If the student is not an ESE student, we hold an EWS meeting to discuss concerns with parents and involved stakeholders. In both cases, we talk about intervention plans to improve what the student was flagged for (e.g. attendance). There is a monitoring piece for each student, where the counselor follows up to ensure the interventions are working, or if additional steps need to be taken.

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) Kindergarten registration opens beginning in May 2019.
- 3) McRae offers a separate Kindergarten Open House at the beginning of each school year.
- 4) 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.
- 5) KHHS invites 6th grade students to attend a week long Move Up program that takes place over the summer.
- 6) 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.