



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Mcrae Elementary School
6770 COUNTY ROAD 315 C
Keystone Heights, FL 32656
352-473-5686
<http://mre.oneclay.net>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 65%
Alternative/ESE Center No	Charter School No	Minority Rate 9%

School Grades History

2013-14 C	2012-13 C	2011-12 B	2010-11 B
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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

Mcrae Elementary School

Principal

Marcus Dooley

School Advisory Council chair

Stephen Simmons

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

Name	Title
Marcus Dooley	Principal
Vicki Chappell	Assistant Principal
Kathy Norman	Guidance Counselor
Natalie Makofka	School Psychologist
Stephen Simmons	Title 1 Lead Teacher
Margena Edwards	Title 1 Curriculum Coach
Jennifer Wilbur	Reading Intervention Coach

District-Level Information

District

Clay

Superintendent

Mr. Charles E Vanzant, Jr

Date of school board approval of SIP

Pending

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

Marcus Dooley, Principal
 Stephen Simmons, SAC Chair
 Leigh Hopkins, Secretary/Parent
 Kimberly Harrison, Parent/Teacher
 Rebecca MacGregor, Parent
 Sandra Stahmann, Parent
 Mary Karshner-Smith, Parent
 John McFarland, Parent
 Virginia Acevedo, Parent

Involvement of the SAC in the development of the SIP

The SAC committee reviews all proposed professional development, parent involvement, and any other activities involving the use of School Improvement Funds for approval prior to use. The input for Parent Involvement Plan is reviewed through SAC as well as approval of the Student/School/Parent Compact each year.

Activities of the SAC for the upcoming school year

SAC activities will be similar to those for the 2012-2013 school year.

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

School Improvement funds are projected to be used for AP Salary supplement for summer employment in planning 2014-15 professional development and scheduling.

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:

Marcus Dooley

Principal

Years as Administrator: 21

Years at Current School: 17

Credentials

BA from University of Florida in Social Studies
 Masters of Education from Mississippi State University in
 Secondary education
 Masters of Education from University of North Florida In
 Educational Leadership

Performance Record

Past 5 Years School Grades:
 2012-13: C
 2011-12: B
 2010-11: B
 2009-10: B
 2008-09: B

Jennifer Wilbur

Part-time / District-based

Years as Coach: 3

Years at Current School: 3

Areas

Reading/Literacy, RtI/MTSS

Credentials

B.S. Education – University of Florida
 M.A. Education – Educational Leadership – American College of Education
 Reading Endorsement
 NG-CAR-PD Trained
 ESOL Endorsement

Performance Record

Past 3 Years School Grades:
 2012-13: C
 2011-12: B
 2010-11: B

Classroom Teachers**# of classroom teachers**

42

receiving effective rating or higher

42, 100%

Highly Qualified Teachers

100%

certified in-field

42, 100%

ESOL endorsed

23, 55%

reading endorsed

5, 12%

with advanced degrees

13, 31%

National Board Certified

2, 5%

first-year teachers

0, 0%

with 1-5 years of experience

5, 12%

with 6-14 years of experience

20, 48%

with 15 or more years of experience

17, 40%

Education Paraprofessionals**# of paraprofessionals**

10

Highly Qualified

10, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

3

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

Clay County Teacher Recruitment Fair, Online advertising of open instructional positions, positive school climate, additional funding, support personnel, professional development (CCE opportunities), and instructional materials due to Title 1 status.

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

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

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

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

All K-10 and level 1 & 2 11th and 12th grade students will take a benchmark assessment 3 times per year. 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.

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

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 K-2 FAIR, 3-12 Performance Matters benchmark assessments, and formal assessments such as FCAT 2.0 and high school EOCs. The principal is the leader of the meeting. Assistant principals attend the meetings in a support role for the principal. The reading/intervention coach serves to suggest effective interventions for Tier 1 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.

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

All students receiving Tier 2 or Tier 3 interventions are tracked with the Performance Matters MTSS tracking system. Training on this tracking system took place in August, 2013. To assist administrators in identifying which students should be receiving interventions, administrators are able to pull a report from FOCUS that will indicate which students are receiving each tier of interventions, along with a date to reassess student performance. Students listed on the FOCUS reports will be addressed at the monthly intervention meetings. At this time, the teachers and administrators – as an intervention team – will make the decision as to continue interventions at the current level, change or intensify interventions, or discontinue the intervention.

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

Core reading instruction is analyzed at the K-2 level using FAIR. Data is accessed through the PMRN and also within the Performance Matters data warehouse. In grades 3-10 (and level 1 & 2 11th and 12th grade), core reading and math instruction is analyzed using benchmark assessments within the Performance Matters system. Supplemental and intensive supports in reading, mathematics, science and writing are analyzed using in-program assessments, progress monitoring assessments available through Performance Matters, District-supplied assessments, and through teacher-selected progress monitoring assessments. District specialists and reading/intervention coaches provided engagement strategy training during pre-planning of the 2013 school year and will continue to provide support in this area throughout the year.

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

Meetings have been scheduled with school administrators and district staff (October, January & May) to discuss MTSS implementation. Meetings with Intervention Team Facilitators will meet in August, January and May to discuss and clarify procedures for documenting MTSS plans for students. A brochure explaining MTSS has been updated and posted on the district website. Copies of this brochure are available to hand to parents during conferences.

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: Before or After School Program

Minutes added to school year: 4,050

Additional SuccessMaker Lab access before and after school focusing on reading and math instruction and additional practice.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Daily SuccessMaker reports are printed and analyzed for individual student progress & proficiency.

Who is responsible for monitoring implementation of this strategy?

Leigh Hopkins, SuccessMaker Lab Technician

Strategy: Summer Program

Minutes added to school year: 720

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

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

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

Who is responsible for monitoring implementation of this strategy?

KinderCamp teachers

Strategy: Before or After School Program

Minutes added to school year: 1,200

Additional intensive instructional strategies 2 months prior to FCAT administered in small group tutoring.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

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

Who is responsible for monitoring implementation of this strategy?

Teachers

Strategy: Before or After School Program

Minutes added to school year: 4,800

SES Tutoring provides additional research/scientific-based instruction by highly-qualified teachers to students with identified academic defecits.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

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

Who is responsible for monitoring implementation of this strategy?

Stephen Simmons, SES Onsite Facilitator

Literacy Leadership Team (LLT)

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

Name	Title
Marcus Dooley	Principal
Vicki Chappell	Assistant Principal
Stephen Simmons	Title 1 Lead Teacher
Margena Edwards	Title 1 Curriculum Coach

How the school-based LLT functions

The LLT meets monthly with all grade levels to review student data, current academic progress, and make instructional/programming changes required to improve student proficiency. The LLT also meets as a team as needed (at least biweekly) to discuss school-based data and make instructional recommendations.

Major initiatives of the LLT

Innovate using writing
Engage students
Empower to strength of the learning community

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Our 6th grade Science and Social Studies/LA teachers have successfully completed NG CAR-PD training, so all of our 6th grade students will be supported in reading instruction within their content area reading of text.

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

- 1) Each spring, McRae offers a Kindergarten Make & Take 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 6, 2013.
- 4) McRae offered a separate Kindergarten Open House on Thursday, August 8, 2013.

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	66%	60%	No	69%
American Indian				
Asian				
Black/African American				
Hispanic	81%	68%	No	83%
White	66%	60%	No	69%
English language learners				
Students with disabilities	34%	26%	No	41%
Economically disadvantaged	58%	54%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	19%	24%
Students scoring at or above Achievement Level 4	61	23%	28%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	57	55%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	10	36%	41%

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)		<i>[data excluded for privacy reasons]</i>	100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	100%

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	33	72%	77%
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	61%	60%	No	65%
American Indian				
Asian				
Black/African American				
Hispanic	66%	68%	Yes	69%
White	62%	60%	No	66%
English language learners				
Students with disabilities	36%	28%	No	42%
Economically disadvantaged	52%	52%	Yes	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	62	33%	38%
Students scoring at or above Achievement Level 4	55	29%	34%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	53	49%	54%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	14	52%	57%

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	19	33%	38%
Students scoring at or above Achievement Level 4	13	19%	24%

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 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		2
Participation in STEM-related experiences provided for students	76	100%	100%

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	0	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	5	1%	0%
Students who are not proficient in reading by third grade	7	11%	6%
Students who receive two or more behavior referrals	3	1%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3	1%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Family Game Night
 Reading/Math Literacy Night
 Kindergarten Make & Takes
 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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Reading/Math Literacy Night	166	20%	25%

Goals Summary

- G1.** Increase students' writing skills through incorporating writing throughout every content area.
- G2.** Increase student engagement through collaboration across all subjects.
- G3.** Empower teachers through improved PLCs with job-embedded PD.

Goals Detail

G1. Increase students' writing skills through incorporating writing throughout every content area.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School

Resources Available to Support the Goal

- Being a Writer, DBQ notebooks, Journaling focus in content areas. 120 minute Literacy Block model focuses on increased writing throughout literacy instruction.

Targeted Barriers to Achieving the Goal

- Time for Professional Development.

Plan to Monitor Progress Toward the Goal

Student data across all assessments

Person or Persons Responsible

SBLT & Teachers

Target Dates or Schedule:

SBLT meetings/ GL Data meetings

Evidence of Completion:

An increase of student performance data

G2. Increase student engagement through collaboration across all subjects.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School

Resources Available to Support the Goal

- Title 1 Personnel, Kagan materials, Teacher Resource Binder with engagement strategies, Additional availability of PD

Targeted Barriers to Achieving the Goal

- Classroom management Time Knowledge of effective collaboration methods

Plan to Monitor Progress Toward the Goal

Increased student engagement

Person or Persons Responsible

Administrators

Target Dates or Schedule:

2013-2014

Evidence of Completion:

Lesson plans Observation of student collaboration Observation walk-throughs Teacher evaluations

G3. Empower teachers through improved PLCs with job-embedded PD.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- STEM
- STEM - All Levels
- EWS
- EWS - Elementary School
- EWS - Middle School

Resources Available to Support the Goal

- Title 1 money for substitute teachers Title 1 personnel (district level and school level)

Targeted Barriers to Achieving the Goal

- The need for improved effective instruction techniques

Plan to Monitor Progress Toward the Goal

Improved teacher instruction

Person or Persons Responsible

Administration

Target Dates or Schedule:

2013-2014 school year

Evidence of Completion:

Observations Teacher evaluations Progress toward IPDP goals Improved student performance data

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase students' writing skills through incorporating writing throughout every content area.

G1.B1 Time for Professional Development.

G1.B1.S2 Increase teacher knowledge on writing using primary sources.

Action Step 1

DBQ Training

Person or Persons Responsible

Title 1 Lead Teacher & Title 1 Curriculum Coach

Target Dates or Schedule

9/18/13 and 10/21/13

Evidence of Completion

Sign-in Sheet and Registration on Navigator Plus

Plan to Monitor Fidelity of Implementation of G1.B1.S2

DBQ Project Implementation Support

Person or Persons Responsible

Title 1 Lead Teacher & Title 1 Curriculum Coach

Target Dates or Schedule

2013-2014 School Year

Evidence of Completion

100% Implementation of DBQ project in grades 3-6

Plan to Monitor Effectiveness of G1.B1.S2

Observation of DBQ Project implementation in 3rd-6th grades LA and Social Studies classes

Person or Persons Responsible

Title 1 Lead Teacher & Title 1 Curriculum Coach Administration

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Lesson Plans Observation Walk-throughs Student work samples

G2. Increase student engagement through collaboration across all subjects.

G2.B1 Classroom management Time Knowledge of effective collaboration methods

G2.B1.S1 PD on maximizing instructional time through embedded student collaboration throughout content instruction.

Action Step 1

Florida Educators Kindergarten Conference

Person or Persons Responsible

McRae Administrator Kindergarten Team

Target Dates or Schedule

December 5-6, 2013

Evidence of Completion

Student work samples Lesson plans Observation walk-throughs

Facilitator:

Vicki Chappell

Participants:

Marcus Dooley Cynthia Roberts Genell Mobley April Goolsby

Action Step 2

Donna Whyte training

Person or Persons Responsible

Teachers

Target Dates or Schedule

9/19/13

Evidence of Completion

Sign-in sheets Student work samples Lesson plans Observation walk-throughs

Facilitator:

Vicki Chappell

Participants:

All faculty

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

Observation implementation of student collaboration activities

Person or Persons Responsible

Administrators

Target Dates or Schedule

2013-2014 School year

Evidence of Completion

Teacher evaluations Observation walk-throughs

Plan to Monitor Effectiveness of G2.B1.S1

Increased student engagement time

Person or Persons Responsible

Administrators

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Student work samples Observation of student collaboration

G3. Empower teachers through improved PLCs with job-embedded PD.

G3.B2 The need for improved effective instruction techniques

G3.B2.S1 Lesson Studies throughout 2013-2014 school year

Action Step 1

Lesson Studies

Person or Persons Responsible

School Leadership Team

Target Dates or Schedule

2013-2014 School year

Evidence of Completion

Lesson study agendas Sign-in sheets

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Teacher observations

Person or Persons Responsible

Administration

Target Dates or Schedule

2013-2014 School year

Evidence of Completion

Lesson Plans Observation Walk-throughs

Plan to Monitor Effectiveness of G3.B2.S1

Improved student performance data

Person or Persons Responsible

Administration

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Lesson plans Observation walk-throughs

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 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

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.

G2. Increase student engagement through collaboration across all subjects.

G2.B1 Classroom management Time Knowledge of effective collaboration methods

G2.B1.S1 PD on maximizing instructional time through embedded student collaboration throughout content instruction.

PD Opportunity 1

Florida Educators Kindergarten Conference

Facilitator

Vicki Chappell

Participants

Marcus Dooley Cynthia Roberts Genell Mobley April Goolsby

Target Dates or Schedule

December 5-6, 2013

Evidence of Completion

Student work samples Lesson plans Observation walk-throughs

PD Opportunity 2

Donna Whyte training

Facilitator

Vicki Chappell

Participants

All faculty

Target Dates or Schedule

9/19/13

Evidence of Completion

Sign-in sheets Student work samples Lesson plans Observation walk-throughs

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Increase student engagement through collaboration across all subjects.	\$5,516
Total		\$5,516

Budget Summary by Funding Source and Resource Type

Funding Source	Total	Professional Development
Total	\$5,516	\$5,516
4020.6400.0140.4013	\$2,516	\$2,516
4020.6400.0310.4013	\$3,000	\$3,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G2. Increase student engagement through collaboration across all subjects.

G2.B1 Classroom management Time Knowledge of effective collaboration methods

G2.B1.S1 PD on maximizing instructional time through embedded student collaboration throughout content instruction.

Action Step 1

Florida Educators Kindergarten Conference

Resource Type

Professional Development

Resource

Scientifically-based Instructional strategies designed for Kindergarten success

Funding Source

4020.6400.0140.4013

Amount Needed

\$2,516

Action Step 2

Donna Whyte training

Resource Type

Professional Development

Resource

Donna Whyte (Professional Development Consultant)

Funding Source

4020.6400.0310.4013

Amount Needed

\$3,000