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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: 6/10/2017

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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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Mcrae Elementary School

6770 COUNTY ROAD 315 C, Keystone Heights, FL 32656

<http://mre.oneclay.net>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-6</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">93%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">13%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position 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 and assistant 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 and assistant at the school.
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 leader for our school. She serves as a liaison between teachers and administration to improve instructional practices and provides resources to help teachers support students to reach proficiency. She provides coaching opportunities to teachers to provide strong instruction and ensure mastery grade level standards.
	Instructional Coach	Alex Scamahorn is the instructional leader for our school. She serves as a liaison between teachers and administration to improve instructional practices and provides resources to help teachers support students to reach proficiency. She provides coaching opportunities to teachers to provide strong instruction and ensure mastery grade level standards.

Demographic Information

Principal start date

Saturday 6/10/2017, Tammy Winkler

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Total number of teacher positions allocated to the school

47

Total number of students enrolled at the school

505

Identify the number of instructional staff who left the school during the 2020-21 school year.

8

Identify the number of instructional staff who joined the school during the 2021-22 school year.

8

Demographic Data

Early Warning Systems

2021-22

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	70	89	53	60	84	68	64	0	0	0	0	0	0	488
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	20	9	4	0	0	0	0	0	0	0	0	0	33
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	7	6	6	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	10	6	6	0	0	0	0	0	0	22
Number of students with a substantial reading deficiency	0	0	0	0	7	6	6	0	0	0	0	0	0	19

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	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 8/25/2021

2020-21 - 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	
Number of students enrolled	64	80	57	76	67	60	78	0	0	0	0	0	0	482
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	5	5	0	0	0	0	0	0	10
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	11	5	0	0	0	0	0	0	16
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	1	0	0	0	0	0	0	1

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	6	5	3	0	0	1	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	1	0	0	0	0	0	0	0	0	0	0	1

2020-21 - 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	
Number of students enrolled	64	80	57	76	67	60	78	0	0	0	0	0	0	482
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	5	5	0	0	0	0	0	0	10
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	11	5	0	0	0	0	0	0	16
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	

Students with two or more indicators 0 0 0 0 0 0 1 0 0 0 0 0 0 1

The number of students identified as retainees:

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

Retained Students: Current Year 6 5 3 0 0 1 0 0 0 0 0 0 0 15

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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				64%	65%	57%	59%	63%	56%
ELA Learning Gains				65%	62%	58%	60%	59%	55%
ELA Lowest 25th Percentile				65%	54%	53%	48%	50%	48%
Math Achievement				64%	70%	63%	61%	69%	62%
Math Learning Gains				73%	66%	62%	69%	68%	59%
Math Lowest 25th Percentile				63%	56%	51%	67%	56%	47%
Science Achievement				67%	65%	53%	50%	66%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	73%	68%	5%	58%	15%
Cohort Comparison						
04	2021					
	2019	64%	64%	0%	58%	6%
Cohort Comparison		-73%				
05	2021					
	2019	59%	62%	-3%	56%	3%
Cohort Comparison		-64%				
06	2021					
	2019	62%	64%	-2%	54%	8%
Cohort Comparison		-59%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	58%	71%	-13%	62%	-4%
Cohort Comparison						
04	2021					
	2019	73%	69%	4%	64%	9%
Cohort Comparison		-58%				
05	2021					
	2019	61%	64%	-3%	60%	1%
Cohort Comparison		-73%				
06	2021					
	2019	62%	70%	-8%	55%	7%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	66%	63%	3%	53%	13%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

2020-2021 iReady Data for all grade levels 1st-6th Grades in Reading and math. 5th Grade Science we use the Performance Matters Assessment.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	7%	37%	64%
	Economically Disadvantaged	7%	37%	64%
	Students With Disabilities	0%	9%	38%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7%	26%	62%
	Economically Disadvantaged	7%	26%	62%
	Students With Disabilities	5%	10%	35%
	English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25%	55%	61%
	Economically Disadvantaged	25%	55%	61%
	Students With Disabilities	18%	40%	45%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8%	43%	61%
	Economically Disadvantaged	8%	43%	61%
	Students With Disabilities	18%	40%	55%
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50%	65%	71%
	Economically Disadvantaged	50%	65%	71%
	Students With Disabilities	24%	28%	40%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11%	44%	61%
	Economically Disadvantaged	11%	44%	61%
	Students With Disabilities	4%	46%	44%
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31%	59%	56%
	Economically Disadvantaged	31%	59%	56%
	Students With Disabilities	5%	27%	32%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26%	47%	74%
	Economically Disadvantaged	26%	47%	74%
	Students With Disabilities	14%	17%	45%
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32%	45%	47%
	Economically Disadvantaged	32%	45%	47%
	Students With Disabilities	24%	38%	32%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22%	54%	71%
	Economically Disadvantaged	22%	54%	71%
	Students With Disabilities	12%	28%	54%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	11%	64%	69%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31%	43%	49%
	Economically Disadvantaged	31%	43%	49%
	Students With Disabilities	15%	15%	22%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28%	51%	63%
	Economically Disadvantaged	28%	51%	63%
	Students With Disabilities	12%	22%	33%
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	32	33	29	43	59	45	46				
HSP	25			42							
WHT	60	57	46	67	73	62	63				
FRL	53	49	37	56	69	47	57				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	417
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
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	34
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	61
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	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

On the Florida Statewide Assessment, the proficiency was lower in ELA than math in 3 out of 4 grade levels. In ELA, we matched the District in ELA proficiency, and we exceeded the District's ELA learning gains and lowest quartile gains by 2 percent. In math, McRae exceeded the District proficiency by 8 percent., In learning gains we outperformed the District by 25 percent and for the lowest quartile we exceeded the District's score by 23 percent. McRae's Achievement score was 1 percent below the District level. Since 2015, Mcrae has seen a steady increase in overall achievement and proficiency in the areas of ELA, Math, and Science.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on 2021 FSA data, the current 6th grade cohort demonstrated a decline in ELA proficiency. In 2019 this cohort performed at a 73 percent proficiency rate. In 2021 they performed at a 44 percent proficiency rate, which is a 29 percent decrease. In 2019, 5th grade ELA proficiency was 59 percent. In 2021, 5th grade proficiency decreased to 44 percent, a decrease of 15 percent.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

In 2020-2021, 5th grade ELA blocks were 90 minutes each. In 2021-2022, we have increased the 5th grade ELA block time to 150 minutes (90 minutes of Tier I instruction using SAVVAS curriculum and 60 minutes of intervention/enrichment). This group was impacted by 2020 Crisis Learning and struggled to recover from the loss of reading instruction. In 2020-2021, McRae did not have a reading coach to offer additional small group support for students as well as PD opportunities and resources for ELA teachers. The current reading coach will offer these additional supports and resources in 2021-2022. This academic year, we will also implement the new curriculum (SAVVAS) and intervention programs (Lexia) with fidelity to support our struggling scholars and we will provide enrichment for our high-performing scholars. Our Title I assistants will offer additional small group support using on-grade level texts and research-based strategies in order to provide more individualized instruction.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data components showed that 5th and 6th grade math proficiency increased from 2019 to 2021. In 2019, 5th grade math attained a proficiency of 59 percent versus 70 percent in 2021, an 11 percent increase. In 2019, 6th grade math attained a proficiency of 62 percent compared to 2021's 70 percent, an increase of 8 percent.

What were the contributing factors to this improvement? What new actions did your school take in this area?

This is McRae's fourth year of implementing Eureka. We utilized District and school instructional coaches, modeled lessons and had teachers attend professional development on strategies for solving word problems. We incorporated the program Zearn in addition to iReady Math for increased individualized instruction. Assistants provided additional support to strengthen proficiency in fundamental skills.

What strategies will need to be implemented in order to accelerate learning?

One strategy to accelerate learning for our struggling readers is to implement intervention programs with fidelity in order to strengthen foundational skills and improve overall reading comprehension. This strategy applies to math as well, implementing Eureka with fidelity being of utmost importance. Another strategy is increasing small group support provided by the math and reading coaches as well as Title I assistants. Finally, the instructional coaches will conduct coaching cycles, collaborating with teachers on specific goals to increase professional knowledge and skills by practicing research-based instructional practices.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

ELA teachers will attend trainings on the new curriculum (SAVVAS) and intervention programs (Lexia Core 5 and Powerup, Phonics to Reading, DIBELS, etc.) as well as complete the district provided "backpacks." The school leadership team will conduct a book study on The Art of Coaching Teams, will attend monthly meetings at the school, and will attend district-level meetings for additional training on PLC best practices. The instructional coaches will attend a training on coaching cycles, which will enable them to more effectively collaborate with teachers.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services that will be implemented to ensure sustainability of improvement in the next year and beyond will focus on investing in our instructional personnel, school resources, and program implementation. In order to maintain highly effective teachers at our school, we will provide support in the areas of PD, classroom assistance, and school morale. We will provide more teachers with leadership opportunities and engage in team-building endeavors. We will provide teachers with resources needed in the classroom, including but not limited to materials, manipulatives, novel sets, etc. Finally, we will implement all programs with fidelity to provide our students with continuous and consistent instruction that is rigorous, engaging, and research-based.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and 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.

Measurable Outcome: Through the use of differentiated instruction, our students will see increased proficiency in math. McRae's target area will be sixth grade math or overall achievement and the lowest quartile. Our expectation will be that sixth grade students will see a 9 % decrease in students who are 2 or more grade levels below in math according to their iReady Diagnostic test 1. Currently, 19 % of students are 2 or more grade levels below and we expect to see this numbers at 10% by the end of the year.

Monitoring: This Area of Focus will be monitored using BOY, MOY, and EOY assessments in Achieve3000, Dibels Next i Ready math and reading (K-3), and classroom formative and summative assessments.

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 form iReady, previous FSA, Achieve 300 formative teacher assessments, and BAS 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 Steps to Implement

1. Use of math and reading coaches and Title 1 aides to help support small groups.
2. Use of technology to support work
3. Intervention and supplemental instructional materials to help support work, such as manipulatives
4. Provide a parent and family engagement room (multipurpose) to support not only students but families with instructional materials and opportunities to receive academic help.
5. Provide tutoring with transportation to provide additional opportunities for differentiated small groups.
6. Tech Needs for more hands on activities using large monitors for students to see and manipulate on screens.

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to Student Engagement

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

Measurable Outcome: The intended outcome is that students will see an increase in learning gains and proficiency through students taking ownership of their learning. McRae's target will be fifth grade ELA. Our expectation will be that fifth grade students will see a 10% decrease in students who are 2 or more grade levels below in reading according to the iReady Diagnostic test. Currently, 38% of students are 2 or more grade levels below and we expect to see this number at 18% by the end of the year.

Monitoring: This Area of Focus will be monitored using BOY, MOY, and EOY assessments in Achieve3000, Dibels Next i Ready math and reading (K-3), and classroom formative and summative assessments.

Person responsible for monitoring outcome: Mary Brown (mary.brown@myoneclay.net)

Evidence-based Strategy: McRae 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 Steps to Implement

- 1. Book Study
- 2. PLC work
- 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 [no one identified]

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

The area of focus is kindergarten-6th grade ELA instruction. ELA instruction includes the Tier I instruction block, which consists of 90 minutes of SAVVAS curriculum, incorporating the essential components of reading as well as writing, and an intervention/enrichment block. The 60 minute intervention/enrichment block consists of Lexia Core 5/Powerup, other intervention programs, additional small group instruction, and enrichment projects including novel studies, book groups, and project-based and inquiry-based learning. This area of focus was identified as a critical need based on 2021 Florida Statewide Assessment data. This will impact student learning and literacy by increasing the percentage of proficient readers. This was identified as a critical need based on 2020-2021 FSA ELA scores. The percentage breakdown of students in kindergarten through grade 3 who are on track to score a Level 3 or above on the statewide, standardized grade 3 ELA assessment is as follows: kindergarten 87%, first grade 64%, second grade 61%, and third grade 71%.

Kindergarten, First grade, and Second grade: Increase the percentage of students on track to score a Level 3 or above on the grade 3 ELA assessment using the 2021-2022 end of year screening and progress monitoring data by 2 percentage points in each grade level.

Third grade: Increase the percentage of students scoring Level 3 on the 2022 statewide, standardized ELA assessment by 3 percentage points.

Measurable Outcome:

Fourth grade: Increase the percentage of students scoring Level 3 on the 2022 statewide, standardized ELA assessment by 3 percentage points.

Fifth grade: Increase the percentage of students scoring Level 3 on the 2022 statewide, standardized ELA assessment by 5 percentage points.

Sixth grade: Increase the percentage of students scoring Level 3 on the 2022 statewide, standardized ELA assessment by 5 percentage points.

Monitoring:

This Area of Focus will be monitored using BOY, MOY, and EOY assessments in Achieve3000 and Dibels Next. We will know that we are on the right track to reaching our goal when the number of students reading on grade level increases by 50 percent of the end of year goal on the MOY assessment.

Person responsible for monitoring outcome:

Tamera Winkler (tamera.winkler@myoneclay.net)

Evidence-based Strategy:

The evidence-based strategy being implemented is Explicit Comprehension Strategy Instruction (Before, During, After). Teachers will explicitly teach multiple comprehension strategies including the following: Activate prior knowledge, question generation, monitor comprehension, identify main idea, paraphrasing, and summarizing. This strategy will be monitored through teacher observations, teacher-made assessments, student collaboration, and student work samples.

Rationale for Evidence-based Strategy:

Explicit Comprehension Strategy Instruction: strong evidence <https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p03/>

*Students who have been explicitly taught multiple comprehension strategies demonstrate greater improvements in reading comprehension. However, students should be proficient with each strategy before they attempt to combine them.

Action Steps to Implement

1. Teachers will collaborate during PLCs to focus on student data, areas of need, and share specific, research-based instructional strategies.
3. Title I support will push in to classrooms to provide additional on-grade-level instruction.
4. Instructional personnel will push in and pull out for small groups: assistants, classroom teachers, and instructional coaches.
5. Teachers will implement the SAVVAS reading curriculum and intervention programs with fidelity.
6. We will build classroom libraries and purchase books for students to read at home.
7. Teachers will collaborate with the media specialist to promote schoolwide reading programs, such as the Sunshine State Young Readers Award program.
8. Administration, coaches, and teachers will conduct book studies for professional development.
9. Printing supplies will be needed to meet this goal, such a copying.
10. Digital resources will be used.
11. Coaches will conduct coaching cycles to model specific comprehension strategies.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

McRae Elementary ranked in the moderate range for school incident ranking in the 19-20 school year. We scored low in violent incidents, very low in property incidents, and very high in drug/public order incidents. The total reported suspensions were very high. The primary area of concern that the school will monitor is the number of suspensions. McRae implements the PBIS program in order to foster a safe environment that promotes individual accountability, schoolwide expectations, and positive reinforcement. The PBIS team developed rules, procedures, and expectations appropriate for each part of the campus. Rules were posted at the playground, in the cafeteria, and classrooms. Faculty and staff acknowledge positive student behavior with "horseshoes." When students collect all their horseshoes, they earn a special prize, a positive phone call home, and their picture posted on social media. For students who need additional behavior support, teachers collaborate with administration and behavior specialists to develop individualized behavior plans and contracts for students. We will continue to implement these strategies to promote safety and accountability in order to reduce the number of suspensions at our school.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

A positive school culture and environment reflects a supportive environment, learning conditions that meet the needs of all students, people who are active participants in relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to implement school improvement strategies that impact the positive school culture and environment are critical. Stakeholders include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges, social services, and business partners. Stakeholders play a key role in the overall school performance and learning environment. Stakeholders are involved in school decisions through a variety of ways. We hold monthly McRae Moms meetings where parents are informed about activities happening at our school, and they are given the opportunity to provide input in ways we can improve services at our school. In addition, we hold quarterly SAC meetings. Parents provided input regarding family engagement events, school improvement plans, and budget. Kiwanis donated a Gaga Pit along with sand for our students at recess. They donated money for cleaning supplies as well. We receive feedback from our families at the end of each parent/family event by surveys we provide.

The following events have been added to our school calendar based on parent input:

- Book Bingo
- Data and Dads
- Math with Moms
- STEM Night
- Family Game Night
- McRae Volunteer Training
- Grade Level Specific Events to Support Learning at Home
- Walk Your Child to School Day
- Student Progress Banquet

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

<https://safesupportivelearning.ed.gov/sites/default/files/SCIRP/referencemanualsection2.pdf>

Stakeholders include but are not limited to parents, community members (local churches and organizations), students, school staff members, teachers, and administrators. Each stakeholder promotes a positive culture and environment at the school in pivotal ways.

For example, local churches and organizations donate school supplies for students in need, food for struggling families, and meals for teachers during special events. These contributions make our school feel connected to the rest of the community, which is important for students who live in more rural regions of the community.

Parental support comes in many forms from providing help on homework assignments to reading at home with their child and studying math facts. Parents donate items to their students' classrooms and are often supportive of the classroom teacher. Some parents serve on SAC and take part in McRae Moms. They attend school functions like Book Bingo, Data and Dads, Math with Moms, and Family Game Night. In the past, our parents have volunteered countless hours to support their students.

On the countywide Climate and Culture Survey, ninety-eight percent of K-2nd grade students felt safe at McRae. Eighty-four percent of 3rd-5th grade students said they felt safe. Our students reported feeling supported by the adults at our school. Our students are eager to take on leadership roles and additional responsibilities, including safety patrol, math club, Muggins Math, K-Kids, and LEGO Robotics. By participating in these programs, our students enhance the positive culture by expressing their individual voices and exhibiting their unique talents.

Staff members support all members of the school. Office staff supports all members administratively. Custodians keep our school clean and safe and contribute to the beautification of the campus. Cafeteria staff feeds our students breakfast and lunch daily so they are mentally recharged and ready to learn. Our Title I assistants provide additional support through small group instruction.

Our teachers model and instruct on the 7 Mindsets to promote mental health and student engagement. They work tirelessly as positive role models to individualize instruction for every student and ensure that students feel welcome and safe at school. Teachers also use positive reinforcement in the classroom and take time to model positive behavior as well as teach routines and procedures. This includes team building activities in the classroom, providing students with leadership opportunities, and celebrating student successes. Many teachers take on leadership roles at the school to promote professional learning, mentor colleagues, and sponsor student activities. Teachers support and attend the numerous family events listed above.

Our administration has dutifully implemented PBIS at our school. Faculty and staff hand out "horseshoes" to students when they exhibit one of the three tenets of our school: Be safe, Be kind, and Be an active learner. Students receive a positive phone call home and are rewarded when they complete their "horseshoe" sheets. Administrators also celebrate success by rewarding students for achievement on diagnostics, assessments, grades, and attendance. They engage teachers in team building activities during faculty meetings, which enhances the positive relationships among the faculty. Both the administration and teacher leaders at our school conduct a book club for professional learning. Finally, the administration with the Title I team, plans, coordinates, and runs the numerous family events listed above.