

Clay County Schools

Mcrae Elementary School



2022-23 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: 6/7/2017

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: B (61%) 2018-19: A (66%) 2017-18: B (59%)
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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Mcrae Elementary School

6770 COUNTY ROAD 315 C, Keystone Heights, FL 32656

<http://mre.oneclay.net>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	12%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

School Board Approval

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SIP Authority

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

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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.
Scamahorn, Alexandra	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

Wednesday 6/7/2017, Tammy Winkler

Number of teachers with a 2022 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.*

6

Number of teachers with a 2022 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.*

12

Total number of teacher positions allocated to the school

43

Total number of students enrolled at the school

583

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

8

Identify the number of instructional staff who joined the school during the 2022-23 school year.

9

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	71	87	55	58	86	72	70	0	0	0	0	0	0	499
Attendance below 90 percent	0	29	22	12	14	23	14	0	0	0	0	0	0	114
One or more suspensions	0	1	8	3	5	7	7	0	0	0	0	0	0	31
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 2022 statewide FSA ELA assessment	0	0	0	0	8	16	9	0	0	0	0	0	0	33
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	9	12	3	0	0	0	0	0	0	24
Number of students with a substantial reading deficiency	0	3	7	10	8	16	9	0	0	0	0	0	0	53

Using the table above, complete the table below with the number of students by current grade level who have 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	2	1	3	9	4	0	0	0	0	0	0	19

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Thursday 10/13/2022

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	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	

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	71	87	55	58	86	72	70	0	0	0	0	0	0	499
Attendance below 90 percent	29	22	12	14	23	14	22	0	0	0	0	0	0	136
One or more suspensions	1	8	3	5	7	7	25	0	0	0	0	0	0	56
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	2	1	3	9	4	13	0	0	0	0	0	0	32

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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	63%	63%	56%				64%	65%	57%
ELA Learning Gains	61%						65%	62%	58%
ELA Lowest 25th Percentile	49%						65%	54%	53%
Math Achievement	69%	51%	50%				64%	70%	63%
Math Learning Gains	72%						73%	66%	62%
Math Lowest 25th Percentile	51%						63%	56%	51%
Science Achievement	65%	69%	59%				67%	65%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	73%	68%	5%	58%	15%
Cohort Comparison		0%				
04	2022					
	2019	64%	64%	0%	58%	6%
Cohort Comparison		-73%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	59%	62%	-3%	56%	3%
Cohort Comparison		-64%				
06	2022					
	2019	62%	64%	-2%	54%	8%
Cohort Comparison		-59%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	58%	71%	-13%	62%	-4%
Cohort Comparison		0%				
04	2022					
	2019	73%	69%	4%	64%	9%
Cohort Comparison		-58%				
05	2022					
	2019	61%	64%	-3%	60%	1%
Cohort Comparison		-73%				
06	2022					
	2019	62%	70%	-8%	55%	7%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	66%	63%	3%	53%	13%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-66%				

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	46	45	35	50	58	48	53				
HSP	50			60							
MUL	75			75							
WHT	64	60	47	68	72	51	65				
FRL	57	58	41	64	68	48	60				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	61
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	430
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

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%	0
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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	75
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
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%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Although we continue to increase our overall proficiency in all subject areas, we are still below pre-COVID proficiency in ELA and Science. ELA lower quartile learning gains are below 50% for the second year and our Students with Disabilities subgroup lower quartile learning gains are the lowest of all subgroups and still coming in 28% below our 2019 pre-COVID growth.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on 2022 FSA data, overall Reading achievement is the lowest scoring area for our students at 63%. Although this is an increase of 4% from last year, it is still below our pre-COVID achievement of 64%. When comparing grade level 2022 FSA data, we find our 4th grade students (current 5th grade students) were the only grade level to decrease in proficiency from the 2021 school year with a decrease of 13% from 72% to 59% and is the lowest scoring grade level.

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

Attendance is an issue for our student population resulting in knowledge gaps. We ended 2022 with an overall student attendance rate of 85%. Students in grades 2nd - 6th grade students did not benefit from a regular phonemic awareness program in their foundational grade levels.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Although reading is our lowest area of achievement, it was also our area of most improvement. The area that showed the most improvement was ELA. After the 20-21 school year we were identified as a RAISE school. Because of our gains in the 21-22 school year, our RAISE status was dropped. Our overall proficiency increased from 59% to 63%. Our learning gains increased from 55% to 61%, and our lowest quartile increased from 42% to 49%.

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

In the 20-21 school year, we did not have a reading coach to help coordinate small group interventions. A new reading coach was hired for the 21-22 school year who worked with assistants and teachers, and pushed into classrooms to provide additional small group support. We implemented new county-adopted programs and curriculum to fill in learning gaps, especially in foundational skills: phonemic awareness,

phonics, and fluency. We also provided rigorous comprehension instruction using the Savvas curriculum. Our principal motivated students to excel in Lexia by providing incentives for passing units and levels.

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

We will continue to implement research-based systematic, explicit instruction with all students. This includes implementing the following curriculum/programs: Savvas, From Phonics to Reading, Heggerty, Lexia, and Achieve. To accelerate learning further, we have created highly-targeted small groups to provide specific students with instruction on foundational skills. For example, all ELA teachers in grades 3-6 use Heggerty's Bridge the Gap to provide interventions in phonemic awareness for our struggling readers. Our assistants provide targeted phonics instruction for our 3-6 scholars as well. The ESE team and reading coach bridge this learning to the students' core instruction provided by the ELA teacher. Their instruction includes reading comprehension strategies and the reading-writing connection.

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.

Upper grade teachers will learn how to use Heggerty, Bridge the Gap to address phonemic gaps. Teachers will use multisensory strategies with their older students struggling with foundational reading skills. We will train all grade level teachers on the Science of Dyslexia, the signs and intervention strategies for Dyslexia, as well as on the Science of Reading components. Title I assistants that push into ELA classes will participate in a phonics professional development to learn how to teach a Lexia lesson and additional strategies to use with students after the Lexia lesson to extend and support the learning.

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

Teachers are encouraged to participate in LETRS training, which dives deep into the Science of Reading and helps teachers learn more in-depth skills to better serve their current and future students. This program also gives teachers the instruction they need to become Reading Endorsed.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA**Area of Focus
Description
and
Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Based on 2022 FSA data, overall Reading achievement is the lowest scoring area for our students at 63%. Although this is an increase of 4% from last year, it is still below our pre-COVID achievement of 64%. When we drill down into specific skills and standards, we see Reading Comprehension has the lowest proficiency rate at 63% overall.

**Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Based on FSA data, we have an opportunity for growth in Reading.

By using the strategies and action plan described below, we will increase our overall proficiency in Reading Comprehension from 63.00% to 65.00% by the end of the 2022-2023 school year.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

This Area of Focus will be monitored using multiple assessments. We will use the end-of-year FAST as an outcome assessment to determine whether students mastered grade-level benchmarks. For progress monitoring purposes, we will use the mid-year FAST, Achieve3000 LevelSet results, and weekly progress checks in Savvas.

Person responsible for monitoring outcome:

[no one identified]

**Evidence-based Strategy:
Describe the evidence-based strategy being**

Evidence-Based Program that addresses the identified gaps aligned with the 5 Components of Reading
Explicit and Systematic Phonological Awareness and Phonemic Awareness Instruction
Systematic-explicit-recursive and cumulative phonics instruction
Explicit vocabulary instruction
Explicit Comprehension Strategy Instruction
Explicit fluency instruction
Direct-explicit instruction

implemented for this Area of Focus.

Small group instruction
Progress Monitoring
Instructional Scaffolding
Teacher Modeling
Frequent Student Practice

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

In order to achieve this outcome, we will use evidence-based programs that address the identified gaps aligned with the 5 Components of Reading. This includes Savvas, which addresses explicit comprehension strategy instruction, explicit vocabulary instruction, explicit fluency instruction, and word study (morphology). Lexia will address phonics, and Heggerty will address deficits in phonemic awareness. Using Lexia and Heggerty, we will provide explicit and systematic phonological awareness and phonemic awareness instruction as well as systematic-explicit-recursive and cumulative phonics instruction. Using these programs, we will provide direct-explicit instruction and instructional scaffolding in both whole group and small group. In doing so, we will employ the gradual release model. We will model and then provide guided practice, followed by frequent student practice. We will continue to monitor progress through both formal and informal assessments.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Purchase additional Chromebooks to help administer assessments and universal screeners.

Person Responsible Alexandra Scamahorn (alexandra.scamahorn@myoneclay.net)

Collect and analyze data from assessments on the 5 Components of Reading.

Person Responsible Alexandra Scamahorn (alexandra.scamahorn@myoneclay.net)

Identify students below benchmark in phonemic awareness, phonics, vocabulary, fluency, and reading comprehension.

Person Responsible Alexandra Scamahorn (alexandra.scamahorn@myoneclay.net)

Title I Reading Coach and Assistants will create small groups based on need and assign specific support to each group.

Person Responsible Alexandra Scamahorn (alexandra.scamahorn@myoneclay.net)

Title I Reading Instructional Coach will train instructional staff on evidence-based programs.

Person Responsible Alexandra Scamahorn (alexandra.scamahorn@myoneclay.net)

Using evidence-based strategies, instructional personnel deliver small group instruction on the 5 Components of Reading.

Person Responsible Alexandra Scamahorn (alexandra.scamahorn@myoneclay.net)

Instruction includes explicit instruction (including visual representations), teacher modeling, guided practice, and frequent student practice.

Person Responsible Alexandra Scamahorn (alexandra.scamahorn@myoneclay.net)

Progress-monitor students on the 5 Components of Reading with quarterly data chats. Substitutes will be provided.

Person Responsible Alexandra Scamahorn (alexandra.scamahorn@myoneclay.net)

PLC with instructional personnel to analyze progress monitoring data and formative assessments to determine effectiveness of instruction.

Person Responsible Alexandra Scamahorn (alexandra.scamahorn@myoneclay.net)

Adjust instruction (strategies, materials, groups) as necessary.

Person Responsible Alexandra Scamahorn (alexandra.scamahorn@myoneclay.net)

Reading comprehension strategies will be sent home.

Person Responsible Alexandra Scamahorn (alexandra.scamahorn@myoneclay.net)

Purchase state approved books for classroom book studies to model reading comprehension skills and provide student practice.

Person Responsible Alexandra Scamahorn (alexandra.scamahorn@myoneclay.net)

After school tutoring will be provided for targets students in the area of reading comprehension based on progress monitoring. Transportation and general supplies will be provided.

Person Responsible Alexandra Scamahorn (alexandra.scamahorn@myoneclay.net)

#2. Instructional Practice specifically relating to Math

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

While we increased in our overall proficiency in Math by 3%, we still see our students lower quartile gains have decreased by 10% from 2021 to 2022. When we drill down into specific domains and skills, we see the Number Sense and Operations standards as our lowest level of proficiency across all grade levels with an overall proficiency of 69%.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Based on FSA data, we have an opportunity for growth in Math.

By using the strategies and action plan described below, we will increase our overall proficiency in Number Sense & Operations from 69.00% to 70.00% by the end of the 2022-2023 school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will use the Florida Assessment of Student Thinking, iReady in grades K-5, and ALEKS in grade 6 to monitor progress throughout the year. This data is collected and analyzed by our school based Math Coach and shared and discussed with teachers on a regular basis at quarterly data meetings.

Person responsible for monitoring outcome:

Tamera Winkler (tamera.winkler@myoneclay.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Evidence-based programs
 Individual & Small Group Instruction
 Direct-explicit instruction
 Progress Monitoring
 Instructional Scaffolding
 Demonstrate Multiple Problem-Solving Strategies
 Teacher Modeling
 Frequent Student Practice

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria

In order to achieve this outcome, we will use evidence-based programs. This includes iReady (K-5) and Aleks (6th grade). Using these programs, we will provide direct-explicit instruction and instructional scaffolding in both whole group and small group. In doing so, we will employ the gradual release model in order to demonstrate multiple problem-solving strategies. We will model and then provide guided practice, followed by frequent student practice. We will continue to monitor progress through both formal and informal assessments.

used for selecting
this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Purchase additional Chromebooks to help administer assessments and universal screeners.

Person Responsible Ashley Murrhee (ashley.murrhee@myoneclay.net)

Collect and analyze data from assessments to identify students below benchmark in number sense and operations.

Person Responsible Ashley Murrhee (ashley.murrhee@myoneclay.net)

Title I Math Coach and Assistants will create and run small groups based on need and assign specific support to each group.

Person Responsible Ashley Murrhee (ashley.murrhee@myoneclay.net)

After school tutoring will be provided for targets students in the area of reading comprehension based on progress monitoring. Transportation and general supplies will be provided.

Person Responsible Ashley Murrhee (ashley.murrhee@myoneclay.net)

Title I Math Instructional Coach will train instructional staff on evidence-based programs.

Person Responsible Ashley Murrhee (ashley.murrhee@myoneclay.net)

Instruction includes explicit instruction (including visual representations), teacher modeling, guided practice, and frequent student practice.

Person Responsible Ashley Murrhee (ashley.murrhee@myoneclay.net)

Progress-monitor students on numbers sense and operations with quarterly data chats and PLC. Substitutes will be provided.

Person Responsible Ashley Murrhee (ashley.murrhee@myoneclay.net)

Adjust instruction (strategies, materials, groups) as necessary.

Person Responsible Ashley Murrhee (ashley.murrhee@myoneclay.net)

#3. Positive Culture and Environment specifically relating to Attendance**Area of Focus
Description and Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Based on Synergy data, our attendance rate is the lowest that it's been since the Covid pandemic. Our attendance rate in 2021-2022 was 85.83%. This is a significant drop from the 2020-2021 school year, which was 91.50%. Pre-Covid, our attendance rate was between 92-93%.

**Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Based on Synergy data, we have an opportunity for growth in Student Attendance.

By using the strategies and action plan described below, we will increase our overall proficiency in Attendance from 85.83% to 90.00% by the end of the 2022-2023 school year.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

This Area of Focus will be monitored using Synergy data reports.

Person responsible for monitoring outcome:

Tamera Winkler (tamera.winkler@myoneclay.net)

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

Progress Monitoring
Establish Positive Connections
Foster Positive Relationships

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

We will progress monitor using Synergy data reports to keep track of attendance on a regular basis and to determine whether our strategies are working. We will keep continuous contact with families in order to establish positive connections. This includes communicating through social media, including Facebook, making positive phone calls home (PBIS-Maverick Pride), and our weekly newsletter. We will also educate families on the importance of attendance and its impact on student learning by sending home informational flyers and by making phone calls home. Finally, we will foster positive relationships during our parent events, including but not limited to Book Bingo, Math Game Night, and STEAM night.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

PBIS team will collect and analyze data in order to determine the root cause of attendance issues. Substitutes will be covered to allow teachers to attend data chats.

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

Attendance team will meet regularly to monitor attendance and communication with families based on a predetermined protocol.

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

Frequent positive phone calls home.

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

Attendance and parenting support materials will be sent to parents in the form of fliers, digital newsletters, and social media platforms.

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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. They provide input on ways that we can foster a positive school environment and improve attendance. In addition, we hold quarterly SAC meetings. Parents provided input regarding family engagement events, school improvement plans, and budget. We consult parents on ways they believe we could improve attendance as well. We receive feedback from our families at the end of each parent/family event by surveys we provide. We seek insight into why attendance can be an issue for some families. We also send home information about the importance of attendance and its effects on student performance.

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

Book Bingo
 STEM Night
 Math 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 school culture and environment.

<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, 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.