

# Jesse J. Mccrary, Jr. Elementary School



2014-15 School Improvement Plan

## Jesse J. Mccrary, Jr. Elementary School

514 NW 77TH ST, Miami, FL 33150

<http://littleriver.dadeschools.net>

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

98%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

100%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	D	C	C

### School Board Approval

This plan is pending approval by the Dade County School Board.

### SIP Authority and Template

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.

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>19</b>
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	23
<b>Appendix 1: Implementation Timeline</b>	<b>29</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>30</b>
Professional Development Opportunities	31
Technical Assistance Items	32
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## 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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of Jesse J. McCrary, Jr. Elementary School is to create and develop each child's academic potential to the fullest, while simultaneously instilling a sense of self-worth in a positive, supportive environment which promotes lifelong learning and good citizenship in our diverse society. Our goal is to give our students the tools and inspiration necessary to become outstanding and active participants in our society.

##### **Provide the school's vision statement**

The vision of Jesse J. McCrary, Jr. Elementary School is to provide students with a unique opportunity to experience lifelong skills that will enhance the academic progress of a diverse population.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

The staff at Jesse J. McCrary, Jr. Elementary School learns about students' and builds relationships between the teachers and students. The school hosts open house as well as parent nights. The school also celebrates multicultural month with events including an assembly, parade, and door decorating competition. In addition, Jesse J. McCrary, Jr. Elementary School fosters student growth through several after-school enrichment programs including: a Garden Club, Artistic Minds, Music Orchestra Program, Big Expressions, and the Strong Girls Strong Women program. These extracurricular activities allow for students and teachers to bond and share a common interest.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

Arrival and departure routines focus on the care and well-being of each child and encourage a daily exchange of family and school communications regarding their care, well-being, and educational progress of the child. Students arrive to the cafeteria in the morning where they have breakfast. A security monitor, cafeteria monitor, and cafeteria staff monitor the safety of the students. After breakfast, students are picked up from the cafeteria (pre-k), sheltered patio (k-1) and hard court area (2-5) by their homeroom teacher. Students in grade K-1 are dismissed from their classroom, where the family member must sign a log documenting that they picked the student up from school. All students in grades 2-5 are dismissed from the front of the school by their classroom teacher. The school also offers after school tutoring through the Miami Heat Academy.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Jesse J. McCrary, Jr. Elementary School has a schoolwide Positive Behavior System (PBS). The staff at Jesse J. McCrary, Jr. Elementary School reward positive behavior of students. Students recite the DOLPHIN pledge daily on the morning announcements. In addition, teachers use ClassDojo to give students PBS points. PBS points can be used at the end of the month to redeem prizes at the



Dolphin Depot (school store) or monthly PBS events. The school has also assigned a group of at-risk students to the Big Brothers/ Big Sisters mentoring program. Through this partnership, the students have received a positive role model that works to instill character and self-control in the students. This has resulted in an improvement in behavior problems at Jesse J. McCrary, Jr. Elementary School.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Jesse J. McCrary, Jr. Elementary School is committed to understanding the social and emotional factors that affects the day-to-day learning of the students. The school's counselor works directly with administration to inform them of issues that the students are facing including; behavioral issues, moving, homelessness, and truancy. The school counselor then provides the families with resources based on their need, including . Furthermore, Response to Intervention (RtI) meetings are held to discuss and monitor student progress.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

- Students who miss 10 percent or more of available instructional time.
- Students retained.
- Students who are not proficient in reading by third grade.
- Students who receive two or more behavior referrals.
- Students who receive one or more behavior referrals that lead to suspension.

**Provide the following data related to the school's early warning system**

*The number of students by grade level that exhibit each early warning indicator:*

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	3	4	1	0	2	1	11
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	15	24	22	61
Students who receive two or more behavior referrals.	0	0	0	0	0	0	
Students retained.	15	19	18	15	0	0	67

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Jesse J. McCrary, Jr. Elementary School receives funding under the School Improvement Grant in order to increase the achievement of all students through comprehensive, ongoing data analysis, curriculum and SAXON phonics intervention. Jesse J. McCrary, Jr. Elementary School also offers a

non-violence and anti-drug program to students that incorporate community outreach assemblies, and counseling through the Too Good for Drug Program. The school also has a perfect attendance initiative to decrease the number of absences and tardies. Each class receives a perfect attendance poster for the month that the teachers shade each day that their class has perfect attendance. At the end of the month the class with the most letters shaded receives a popcorn party.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

#### PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/196553>.

#### Description

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Jesse J. McCrary, Jr. Elementary School is sponsored by The Miami Heat. The Miami Heat provides after-school and tutoring for 100 students through The Miami Heat Academy. In addition, The Miami Heat provides the school with volunteers, field trips, and an annual holiday celebration. Students who participate in The Miami Heat Academy are eligible to receive a college scholarship upon completion of the program throughout high school. The school has partnered with the Big Brothers/ Big Sisters mentoring program to provide at-risk students with a positive role model that works to instill character and self-control in the students. This has resulted in an improvement in behavior problems at Jesse J. McCrary, Jr. Elementary School. Jesse J. McCrary, Jr. Elementary school is also a Miami Dolphins Dade Partners school, this program allows the school to reward positive behavior by selecting a student of the week to attend Miami Dolphin home football games.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Calvet Cuba, Maria	Principal
Johnson, Lamar	Assistant Principal
Louis, Samuel	Other
Christian, Carla	Instructional Coach
Leyva, Barbara	Instructional Coach

## Duties

### ***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

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

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

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

Instructional Coach(es) Reading/Math/Science: Develop, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

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

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

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

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

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

### ***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The MTSS Leadership Team meets with the Educational Excellence School Advisory Council (EESAC) and principal to help develop the SIP. The team provides data on: Tier 1, 2, and 3 targets;

academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and align processes and procedures.

#### Title I, Part A

Jesse J. McCrary Jr. Elementary provides students requiring additional remediation with the Miami Heat after-school, tutoring program, and pull-outs during the school day. Additional remediation is provided to students through before, after-school programs.

Curriculum coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include a parental program.

#### Title I, Part C- Migrant

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

#### Title I, Part D

The District receives funds to support Educational Alternative outreach programs. Services are coordinated with district Drop-out Prevention programs.

#### Title II

Jesse J McCrary, Jr. Elementary uses the district supplemental funds for improving basic education as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program
- Training for add-on endorsement programs, such as Reading, Gifted, ESOL
- Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on

Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

#### Title III

Services are provided through the district to Jesse J. McCrary Jr. Elementary School for educational materials and ELL district support services to improve the education of immigrant and English Language Learners. District Homeless Social Worker and school counselors will provide resources (clothing, school supplies, social services referrals) for students at Jesse. J. McCrary Jr. Elementary School identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education

#### Title VI, Part B - N/A

#### Title X- Homeless

#### Supplemental Academic Instruction (SAI)

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

#### Violence Prevention Programs

Jesse J. McCrary Elementary School offers a non-violence and anti-drug program to students that incorporate community outreach assemblies, and counseling.

#### Nutrition Programs

1) Jesse J. McCrary Elementary school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start

Jesse J. McCrary houses two Head Start classrooms. Teachers participate in articulation activities, including professional development and transition processes.

Adult Education- N/A

Career and Technical Education

Students participate in a yearly Career Day, where students increase their awareness of various career fields.

Job Training- N/A

Other

Jesse J. McCrary Jr. Elementary School will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs and their rights under the No Child Left Behind Act and other referral services.

Jesse J. McCrary, Jr. Elementary school will Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. Additionally the school will complete Title I Administration Parental Involvement Monthly School Reports and Title I Parental Involvement Monthly

Activities Report.

School Improve Grant Fund/School Improvement Grant Initiative

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

## **School Advisory Council (SAC)**

### **Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Maria Calvet-Cuba	Principal
Shaka Morgan-Rose	Teacher
Carla Christian	Teacher
Andy Machado	Teacher
Amanda Gauzens	Teacher
Kathia Mathurin	Education Support Employee
Deborah Barr	Education Support Employee
Sheria Deleveauz	Parent
Minerva Louis	Student
Brandon Deleveaux	Student
Barbara Leyva	Teacher
Nellene Similien	Parent
Jean-Claude Destinie	Business/Community

### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

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

*Development of this school improvement plan*

The EESAC met to approve the goals for this year's school's improvement plan. During the meeting the goals and strategies are discussed and voted upon for approval by the EESAC before the submission of the SIP.

*Preparation of the school's annual budget and plan*

During EESAC meetings the school's budget and spending is discussed. EESAC also votes on the spending of EESAC funds for school initiatives.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

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

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

### Literacy Leadership Team (LLT)

#### Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Calvet Cuba, Maria	Principal
Johnson, Lamar	Assistant Principal
Weir-Latty, Sheryl	Teacher, ESE
Abreu, Nicole	Teacher, PreK
Borrero, Katherine	Teacher, K-12
Christian, Carla	Instructional Coach
Foley, Joy	Other
Leyva, Barbara	Instructional Coach
Louis, Samuel	Instructional Coach
Mathurin, Kathia	Other
Pena, Zuleica	Guidance Counselor

### Duties

#### ***Describe how the LLT promotes literacy within the school***

Throughout the school year the LLT will meet to review student data, progress monitor, and discuss SIP goals. The LLT is also responsible for school literacy initiatives including: Family Reading Night, Book Fairs, AR Goal Parties, Dr. Seuss Birthday Celebration, Author's Tea, Sight Word Parade, etc.

### Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

#### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Teachers participate in 2 hours of collaborative planning weekly. During collaborative planning the teachers plan with the instructional coach and other teachers to ensure that teachers understand the curriculum and as well share best practices. In addition the school participates in lesson studies as well as need based professional learning communities.

#### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Administration works with Teach for America and the ETO office to recruit highly qualified teachers to work at Jesse J. McCrary, Jr. Elementary School. Beginning teachers are assigned a mentor teacher to assist with classroom setup, transitioning into the classroom, lesson planning, and support.

#### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Mentor Name	Mentee Name	Rationale for Pairing	Planned Mentoring Activities
Samuel Louis	Cherelle	Rahming Certification/	Math Coach Modeling, Coaching, Conferencing
Dana Rosenberg		Certification/	Math Coach Modeling, Coaching, Conferencing
Barbara Leyva	Mason Wilson	Certification/	Reading Coach Modeling, Coaching, Conferencing
Carla Christian	Isabella Dominguez	Certification/	Reading Coach Modeling, Coaching, Conferencing
Nicole Abreu	Celeste Ellis	Certification/	Subject Area Modeling/ Conferencing

### Ambitious Instruction and Learning

## Instructional Programs and Strategies

### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The instructional focus at Jesse J. McCrary, Jr. Elementary School is to use district, state, and Florida standards curriculum guidelines to drive academic and technology instruction. Jesse J. McCrary, Jr. Elementary School offers a core curriculum focusing on the Florida standards, as required by the State of Florida. Teachers use district curriculum pacing guides to ensure that student learning is aligned to the Florida standards. Teachers access various materials from the curriculum guides and item specifications to develop, teach, and implement the curriculum. Weekly lesson plans are developed based on, curriculum standards, developmentally appropriate practices, learning styles, and mastery of skills to ensure optimal student success.

### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

The school uses a wide variety of data to meet expectations for student learning. The teachers maintain data binders where test results are kept. It is used to assist in instructional and intervention planning during collaborative planning meetings. Data such as student work folders, interim assessment results, Stanford Achievement Test and Florida Comprehensive Assessment Test (FCAT) performance results are also utilized by classroom teachers to identify areas of growth as well as weaknesses. Other information and reports such as individual student data, attendance records, and discipline reports are closely monitored and shared with the stakeholders as deemed necessary. This data is then used to group students for small group differentiated instruction.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***



**Strategy: Extended School Day**

**Minutes added to school year: 10,800**

Based on the the Education Transformation Office decision tree,students will receive either SAXON phonics intervention or Wonders intervention. The instruction is embedded in the school day without changes to other curriculum programs.

**Strategy Rationale**

The extended school day is to offer each student in grades K-5 with an additional hour of reading intervention/enrichment.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Calvet Cuba, Maria, pr3021@dadeschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

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

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Jesse J. McCrary, Jr. Elementary School receives supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through two fulltime highly qualified teachers and two full-time paraprofessionals. This assists with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. The ESSAC recommends the utilization of the guidance counselor, community involvement specialist, registrar, social worker, office staff, and the administration to render services to our early childhood students and their families throughout the school year. Low performing students are identified early through the administration of the Early Childhood Observation System (ECHOS) and certified teachers will work with students using strategies and developmentally appropriate academics after the specific weaknesses have been identified. Reading coaches will provide professional development to teachers as a result of the ECHOS assessment.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

N/A

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

N/A

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

N/A

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

N/A

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we provide students with opportunities to use technology for research and investigations, then we will Increase STEM experiences and support curricular and extra-curricular STEM opportunities for students.
- G2.** If we increase our schoolwide PBS initiatives then we will have a decrease in the amount of students with Early Warning signs related to discipline and attendance
- G3.** If we plan for and deliver instruction that is based on the Florida standards, then we will increase student achievement by improving core instruction in all content areas.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** If we provide students with opportunities to use technology for research and investigations, then we will increase STEM experiences and support curricular and extra-curricular STEM opportunities for students.

1a

G048287

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	41.0

**Resources Available to Support the Goal** 2

- Interactive Whiteboards, School Garden, computers in the classroom, gifted program, Wireless internet access throughout the school, iReady, Gizmos

**Targeted Barriers to Achieving the Goal** 3

- Limited access to technology after school.

**Plan to Monitor Progress Toward G1.** 8

During classroom walkthroughs, administration will observe students using technology for STEM projects and/or research.

**Person Responsible**

Maria Calvet Cuba

**Schedule**

On 6/5/2015

**Evidence of Completion**

Classroom walkthrough notes, Student projects

**G2.** If we increase our schoolwide PBS initiatives then we will have a decrease in the amount of students with Early Warning signs related to discipline and attendance **1a**

G048259

**Targets Supported** **1b**

Indicator	Annual Target
Discipline incidents	10.0
Attendance Below 90%	5.0

**Resources Available to Support the Goal** **2**

- Classroom Dojo, PBS store, Dolphins Dade Partnership, LEAPS curriculum, Counselors, PBS Coach

**Targeted Barriers to Achieving the Goal** **3**

- Development of classroom management techniques.
- Lack of understanding of the importance of attendance in elementary education.

**Plan to Monitor Progress Toward G2.** **8**

RtIB data

**Person Responsible**

Lamar Johnson

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Monthly reports of student referrals data monitoring

**G3.** If we plan for and deliver instruction that is based on the Florida standards, then we will increase student achievement by improving core instruction in all content areas. 1a

G047757

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	48.0
AMO Math - All Students	63.0
FCAT 2.0 Science Proficiency	41.0

**Resources Available to Support the Goal** 2

- MAFS Item Specifications, Go Math Resources, District Pacing Guides, Mathematical Practices and Indicators, Math instructional Coach, Math Curriculum Support Specialist
- Language Arts Florida Standards (LAFS) Item Specifications; Planning Cards; Daily Learning Targets; McGraw-Hill Wonders; McGraw-Hill WonderWorks; Saxon, Reading Instructional Coaches, Reading Curriculum Support Specialists, Miami Heat After School Tutoring
- Pacing Guides, FCAT Item Specifications, Year-at-a-Glance, Scope and Sequence, Essential Labs, AIMS Activity Books, Discover Education Videos, CER Tasks, Gizmos

**Targeted Barriers to Achieving the Goal** 3

- There is limited understanding of the Florida Standards to guide the instructional framework.

**Plan to Monitor Progress Toward G3.** 8

School based leadership team will analyze student performance data.

**Person Responsible**

Maria Calvet Cuba

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Interim assessment data

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If we provide students with opportunities to use technology for research and investigations, then we will increase STEM experiences and support curricular and extra-curricular STEM opportunities for students. **1**

 G048287

**G1.B1** Limited access to technology after school. **2**

 B120383

**G1.B1.S1** Provide students with opportunities to use technology for research and investigations. **4**

 S132262

### Strategy Rationale

Through the use of technology, student learning experiences both in and outside the traditional classroom will be enhanced.

### Action Step 1 **5**

Provide students with research based projects.

#### Person Responsible

Lamar Johnson

#### Schedule

Monthly, from 9/26/2014 to 6/4/2015

#### Evidence of Completion

Lesson Plans, student work samples

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Student presentations will be observed during classroom walkthroughs.

**Person Responsible**

Maria Calvet Cuba

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Classroom Walkthrough Notes

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Student use of technology will be observed during classroom walkthroughs.

**Person Responsible**

Maria Calvet Cuba

**Schedule**

Daily, from 8/8/2014 to 6/5/2015

***Evidence of Completion***

Classroom Walkthrough Notes

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

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

**Person Responsible**

Maria Calvet Cuba

**Schedule**

On 6/5/2015

***Evidence of Completion***

Student data reports



**G2.** If we increase our schoolwide PBS initiatives then we will have a decrease in the amount of students with Early Warning signs related to discipline and attendance **1**

 G048259

**G2.B1** Development of classroom management techniques. **2**

 B120313

**G2.B1.S1** Teachers will use Classroom Dojo to decrease the number of behavioral referrals through implementation of school-wide Positive Behavior Systems. **4**

 S132239

### **Strategy Rationale**

Use of Classroom Dojo will allow teachers to reward students for positive behaviors, thus preventing behavioral problems.

### **Action Step 1** **5**

Teachers will reward students using classroom dojo

#### **Person Responsible**

Lamar Johnson

#### **Schedule**

On 10/26/2014

#### **Evidence of Completion**

Classroom Dojo reports

### **Plan to Monitor Fidelity of Implementation of G2.B1.S1** **6**

Administration will review Classroom Dojo usage by homeroom

#### **Person Responsible**

Lamar Johnson

#### **Schedule**

Weekly, from 8/18/2014 to 6/5/2015

#### **Evidence of Completion**

Classroom Dojo reports

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

A decrease in student referrals in the RtIB database

**Person Responsible**

Lamar Johnson


**Schedule**

Monthly, from 8/18/2014 to 6/5/2015


**Evidence of Completion**

Rtl database input reports

**G2.B2** Lack of understanding of the importance of attendance in elementary education. 2

 B127574

**G2.B2.S1** Provide incentives/rewards/ recognition for good attendance. 4

 S139753

**Strategy Rationale**

Rewarding students who have perfect attendance encourages all students to attend school daily.

**Action Step 1** 5

Homeroom classes with the most days of perfect attendance will be rewarded.

**Person Responsible**

Lamar Johnson

**Schedule**

Monthly, from 8/19/2014 to 6/5/2015

**Evidence of Completion**

Perfect attendance class posters

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Teachers will shade in the Perfect Attendance poster each day that their class has perfect attendance.

**Person Responsible**

Lamar Johnson

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Perfect attendance tracker

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Review attendance report to monitor students with excessive absences

**Person Responsible**

Lamar Johnson

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Attendance reports

**G3.** If we plan for and deliver instruction that is based on the Florida standards, then we will increase student achievement by improving core instruction in all content areas. 1

G047757

**G3.B1** There is limited understanding of the Florida Standards to guide the instructional framework. 2

B118983

**G3.B1.S1** Utilize the Florida Standards when planning for and delivering instruction. 4

S130782

### Strategy Rationale

Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.

### Action Step 1 5

Work collaboratively during common planning to create lesson plans using backwards planning.

#### Person Responsible

Maria Calvet Cuba

#### Schedule

Weekly, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Lesson preparation and collaboration, classroom walkthroughs

### Action Step 2 5

Unwrap the standards during common planning to ensure instruction is aligned to the Florida Standards.

#### Person Responsible

Maria Calvet Cuba

#### Schedule

Weekly, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Lesson preparation and collaboration, classroom walkthroughs

### Action Step 3 5

Develop and implement a plan for how the unwrapped standard will be explicitly taught to ensure student understanding.

**Person Responsible**

Maria Calvet Cuba

**Schedule**

On 11/26/2014

***Evidence of Completion***

Lesson preparation and collaboration, classroom walkthroughs

### Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Consistently monitor collaborative planning with focus on the use of lesson planning and delivery.

**Person Responsible**

Maria Calvet Cuba

**Schedule**

Weekly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Lesson plans, classroom walkthroughs.

### Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Data Chats

**Person Responsible**

Maria Calvet Cuba

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Student performance data.

## Appendix 1: Implementation Timeline

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Work collaboratively during common planning to create lesson plans using backwards planning.	Calvet Cuba, Maria	8/18/2014	Lesson preparation and collaboration, classroom walkthroughs	6/4/2015 weekly
G2.B1.S1.A1	Teachers will reward students using classroom dojo	Johnson, Lamar	8/18/2014	Classroom Dojo reports	10/26/2014 one-time
G1.B1.S1.A1	Provide students with research based projects.	Johnson, Lamar	9/26/2014	Lesson Plans, student work samples	6/4/2015 monthly
G2.B2.S1.A1	Homeroom classes with the most days of perfect attendance will be rewarded.	Johnson, Lamar	8/19/2014	Perfect attendance class posters	6/5/2015 monthly
G3.B1.S1.A2	Unwrap the standards during common planning to ensure instruction is aligned to the Florida Standards.	Calvet Cuba, Maria	8/18/2014	Lesson preparation and collaboration, classroom walkthroughs	6/4/2015 weekly
G3.B1.S1.A3	Develop and implement a plan for how the unwrapped standard will be explicitly taught to ensure student understanding.	Calvet Cuba, Maria	8/18/2014	Lesson preparation and collaboration, classroom walkthroughs	11/26/2014 one-time
G1.MA1	During classroom walkthroughs, administration will observe students using technology for STEM projects and/or research.	Calvet Cuba, Maria	8/18/2014	Classroom walkthrough notes, Student projects	6/5/2015 one-time
G1.B1.S1.MA1	An increase in student performance on application problems and performance based task responses.	Calvet Cuba, Maria	8/18/2014	Student data reports	6/5/2015 one-time
G1.B1.S1.MA1	Student presentations will be observed during classroom walkthroughs.	Calvet Cuba, Maria	8/18/2014	Classroom Walkthrough Notes	6/4/2015 monthly
G1.B1.S1.MA3	Student use of technology will be observed during classroom walkthroughs.	Calvet Cuba, Maria	8/8/2014	Classroom Walkthrough Notes	6/5/2015 daily
G2.MA1	RtIB data	Johnson, Lamar	8/18/2014	Monthly reports of student referrals data monitoring	6/5/2015 monthly
G2.B1.S1.MA1	A decrease in student referrals in the RtIB database	Johnson, Lamar	8/18/2014	RtI database input reports	6/5/2015 monthly
G2.B1.S1.MA1	Administration will review Classroom Dojo usage by homeroom	Johnson, Lamar	8/18/2014	Classroom Dojo reports	6/5/2015 weekly
G2.B2.S1.MA1	Review attendance report to monitor students with excessive absences	Johnson, Lamar	8/18/2014	Attendance reports	6/5/2015 monthly
G2.B2.S1.MA1	Teachers will shade in the Perfect Attendance poster each day that their class has perfect attendance.	Johnson, Lamar	8/18/2014	Perfect attendance tracker	6/5/2015 daily
G3.MA1	School based leadership team will analyze student performance data.	Calvet Cuba, Maria	8/18/2014	Interim assessment data	6/4/2015 quarterly
G3.B1.S1.MA1	Data Chats	Calvet Cuba, Maria	8/18/2014	Student performance data.	6/4/2015 monthly
G3.B1.S1.MA1	Consistently monitor collaborative planning with focus on the use of lesson planning and delivery.	Calvet Cuba, Maria	8/18/2014	Lesson plans, classroom walkthroughs.	6/4/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G3.** If we plan for and deliver instruction that is based on the Florida standards, then we will increase student achievement by improving core instruction in all content areas.

**G3.B1** There is limited understanding of the Florida Standards to guide the instructional framework.

**G3.B1.S1** Utilize the Florida Standards when planning for and delivering instruction.

### PD Opportunity 1

Unwrap the standards during common planning to ensure instruction is aligned to the Florida Standards.

#### Facilitator

Instructional Coaches and Curriculum Support Specialists

#### Participants

All instructional staff

#### Schedule

Weekly, from 8/18/2014 to 6/4/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If we provide students with opportunities to use technology for research and investigations, then we will increase STEM experiences and support curricular and extra-curricular STEM opportunities for students.

**G1.B1** Limited access to technology after school.

**G1.B1.S1** Provide students with opportunities to use technology for research and investigations.

### **PD Opportunity 1**

Provide students with research based projects.

#### **Facilitator**

Instructional Coach

#### **Participants**

Math and Science Teachers

#### **Schedule**

Monthly, from 9/26/2014 to 6/4/2015

**G2.** If we increase our schoolwide PBS initiatives then we will have a decrease in the amount of students with Early Warning signs related to discipline and attendance

**G2.B1** Development of classroom management techniques.

**G2.B1.S1** Teachers will use Classroom Dojo to decrease the number of behavioral referrals through implementation of school-wide Positive Behavior Systems.

### **PD Opportunity 1**

Teachers will reward students using classroom dojo

#### **Facilitator**

Samuel Louis

#### **Participants**

All teachers

#### **Schedule**

On 10/26/2014