Mollie Ray Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Mollie Ray Elementary

2000 BEECHER ST, Orlando, FL 32808

https://mollierayes.ocps.net/

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%;   2. Have a graduation rate at or below 67%;   3. Have a school grade of D or F; or   4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success

Provide the school's vision statement.

To ensure every student has a promising and successful future

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Stephens, Nate	Principal	Dr. Stephens provides the vision for the school to ensure high academic achievement is attained for all students. He implements and evaluates programs within the school to ensure that the achievement gap is closing among subgroups. As an administrator, he performs classroom observations to manage and support alignment for student learning. Additionally, actionable feedback is provided to the teachers for improvement of instruction. He holds weekly Professional Learning Community meetings at each grade levels with the instructional team members and the support coaches to discuss standards-based instruction, Tier I and Tier II interventions along with enrichment lessons for students who are working above grade level. All discussions are focused toward increasing student achievement through fostering a growth mindset. Dr. Stephens coordinates the operation and management of all school functions, community relations, and school budget in compliance with district policies. He also participates in the School Advisory Council (SAC).
Fedrick, Laquanda	Assistant Principal	The Assistant Principal (AP) is responsible for assisting the principal with carrying out the school's vision and mission. Her role as an instructional leader includes the collection and analysis of data and supervisory support of all grade levels with an intense focus on the primary grades K-2. She facilitates common planning and data meetings and provides instructional resources for teachers K-2. She conducts classroom observations and provides feedback and support to teachers on instructional practices and classroom interventions.
Murray, Regina	Math Coach	Ms. Murray supports K-5 curriculum frameworks addressing the B.E.S.T. Standards. She facilitates school curriculum planning and implementation of curriculum initiatives, provides support to teachers as an instructional coach, conducts curriculum materials inventory, and coordinates mathematics programs and initiatives. Ms. Murray assists teachers with the implementation of Marzano instructional practices and the fidelity of Deliberate Practice strategies being used to increase student achievement. Additionally, Ms. Murray infuses strategies for curriculum and instruction in other content areas such as ELA and science.
Cooper, Shalanda	Dean	Ms. Cooper supports student supervision and school-wide discipline. She maintains appropriate records related to discipline referrals and supports the implementation of CHAMPS, which is the school-wide behavior initiative. Ms. Cooper assists the general education teachers in developing positive behavior plans by implementing strategies that conform to CHAMPS expectations.
Oladosu, Naquisha	Reading Coach	Ms. Oladosu supports K-5 curriculum frameworks addressing the B.E.S.T Standards. She supports school curriculum planning and implementation of curriculum initiatives, provides support to teachers as the ELA instructional coach, and provides feedback to ensure instruction is differentiated to meet the individual needs of students. Ms. Oladosu conducts curriculum materials inventory, assists teachers with the implementation of Marzano instructional practices, and monitors the fidelity of deliberate practice strategies being used to increase student achievement. She oversees and monitors the reading

Name	Position Title	Job Duties and Responsibilities
		assessments and student data. She supports and monitors Professional Learning Communities for ELA and coordinates the reading diagnostic assessment schedules.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The 2022-2023 data has been reviewed and shared school-wide. This information is further disaggregated so that root causes can be identified and actions steps planned. School improvement processes are not only shared with staff, but parents as well through School Advisory Committee (SAC) meetings which many times a crossover occurs into PTA thus allowing for more parental involvement. Once data and action steps are connected to the planning process during Professional Learning Communities (PLCs), progress can then be tracked.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Once root causes are identified and action steps developed to address the needs, monitoring becomes an important factor for success. The question is asked, "Are our action steps working?" At this point, adjustments are made if an increased proficiency is not showing in the data. Action steps are revised with considerations to the subjects and data along with timelines that acknowledge the various assessments to be given. As information is tracked, adjustments to the allocated resources will occur based upon the needs.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	TSI

Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	6	22	35	35	31	26	0	0	0	155
One or more suspensions	1	5	3	1	2	4	0	0	0	16
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	44	29	0	0	0	73
Level 1 on statewide Math assessment	0	0	0	0	41	28	0	0	0	69
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	11	28	31	44	0	0	0	0	114

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	8	18	19	50	28	0	0	0	124

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	6	41	73	44	21	13	0	0	0	198
One or more suspensions	0	1	1	0	0	1	0	0	0	3
Course failure in ELA	0	0	0	2	0	1	0	0	0	3
Course failure in Math	0	0	0	1	3	0	0	0	0	4
Level 1 on statewide ELA assessment	0	0	0	12	31	24	0	0	0	67
Level 1 on statewide Math assessment	0	0	0	9	23	22	0	0	0	54
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	0	10	32	26	0	0	0	69

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	9	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	6	41	73	44	21	13	0	0	0	198
One or more suspensions	0	1	1	0	0	1	0	0	0	3
Course failure in ELA	0	0	0	2	0	1	0	0	0	3
Course failure in Math	0	0	0	1	3	0	0	0	0	4
Level 1 on statewide ELA assessment	0	0	0	12	31	24	0	0	0	67
Level 1 on statewide Math assessment	0	0	0	9	23	22	0	0	0	54
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	0	10	32	26	0	0	0	69

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	9	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	32	57	53	26	56	56	18		
ELA Learning Gains				44			33		
ELA Lowest 25th Percentile				37			47		
Math Achievement*	51	60	59	52	46	50	35		
Math Learning Gains				73			29		
Math Lowest 25th Percentile				63			32		
Science Achievement*	28	63	54	23	61	59	34		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	73	59	59	46			42		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	222
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	364
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	17	Yes	4	4
ELL	42			
AMI				
ASN				
BLK	44			
HSP	42			
MUL				
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT				
FRL	44			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	23	Yes	3	3
ELL	48			
AMI				
ASN				
BLK	44			
HSP	51			
MUL				
PAC				
WHT				
FRL	45			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	32			51			28					73
SWD	17			17			8				4	
ELL	24			55							4	73
AMI												
ASN												
BLK	31			52			25				5	71
HSP	35			44			38				5	77

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL												
PAC												
WHT												
FRL	34			52			30				5	69

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	26	44	37	52	73	63	23					46
SWD	0	24	27	22	64		0					
ELL	29	37		58	84		31					46
AMI												
ASN												
BLK	24	47	38	48	70	62	22					43
HSP	38	39		68	89		31					42
MUL												
PAC												
WHT												
FRL	27	44	36	50	73	64	22					44

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	18	33	47	35	29	32	34					42
SWD	6	11		15	22	30	23					
ELL	22	45		48	55		40					42
AMI												
ASN												
BLK	15	31	46	30	28	37	29					21
HSP	29			55								52
MUL												
PAC												
WHT												

2020-21 ACCOUNTABILITY 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	ELP Progress
FRL	18	31	40	35	29	32	35					41

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	30%	54%	-24%	54%	-24%
04	2023 - Spring	33%	60%	-27%	58%	-25%
03	2023 - Spring	30%	52%	-22%	50%	-20%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	41%	59%	-18%	59%	-18%
04	2023 - Spring	51%	62%	-11%	61%	-10%
05	2023 - Spring	49%	55%	-6%	55%	-6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	26%	59%	-33%	51%	-25%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

According to the grade level data that was released by the state in July 2023, Science is the lowest component followed by ELA. This grade level data does not consider whether students are a match for the FTE periods and are all inclusive in the denominator for determining percentages. In this case, Science is at 26% proficiency and ELA is at 31% proficiency. When eliminating the few students who were not a match using the denominator report provided by the district to the school, Science percentage increased to 29% and ELA increased to 36%.

Reading comprehension is an area with which an increased emphasis is needed for both ELA and Science. The BEST benchmarks for ELA were newly tested in the 2022-2023 school year and Mollie Ray students will need continued support in this subject. Contributing factors included gaps in the foundational skills such as phonics and phonological awareness. In considering FBS for the 2023-2024 school year, additional strategies will be put into place in order to increase outcomes through utilizing homogeneous small groups and monitoring consistently with assessment results along with moving students into more appropriate groups based upon need and lack of mastery of benchmarks.

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

According to the grade level data that has been released in July 2023, Math has a 46% proficiency. When compared to the 2021-2022 math proficieny of 52%, a decrease of six percentage points is demonstrated. However, this grade level data does not consider whether students are a match for the FTE periods and are all inclusive in the denominator for determining percentages. In this case, Math would be at 55% proficiency with a one percentage point increase.

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

Science proficiency followed by ELA proficiency have the greatest gaps when compared to the state. In considering the grade level data released by the state in July 2023, both components had over a 20-percentage point gap when compared to the state. Additional focus is needed for reading comprehension and foundational skills. Strategic planning for homogeneous small groups along with monitoring of formative and summative data will be needed to move students into appropriate groups and narrow the gaps.

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

Using the July 2023 state reports, "Spring 2023 Florida Assessment of Student Thinking English Language Arts (Grades 3 through 5) PM3 School Results," 31% proficiency was determined for Mollie Ray which does not consider the removal of individuals from the denominator who did not match the two FTE periods. In taking that consideration, Mollie Ray should increase to 36% for ELA. The previous school year of 2021-2022, Mollie Ray received 26% for ELA proficiency.

Foundational Basic Skills (FBS) incorporated targeted support for phonics and vocabulary.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

In reviewing EWS data, student absenteeism followed by substantial reading deficiency are two areas which will be focused upon for the 2023-2024 school year. For the second, third and fourth grades, the number of instances for each listed grade level was above 30 with 10% or more for absenteeism and the number of occurrences with substantial reading deficiency was above 27 in each of the grade levels mentioned.

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

The highest priorities for Mollie Ray Elementary during the 2023-2024 school year will include:
1) ELA with focus on substantial reading deficiency
2) Science
3) Math
4) Attendance
5) ESSA Subgroup below 41%: SWD

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

When comparing reading outcomes from the 2022-2023 school year to 2021-2022, reading proficiency increased from 26% to 36%. While the data is moving in the right direction, we are still below district and state averages. When analyzing all available student data, it is clear that there is a gap in foundational skills, particularly phonics and phonological awareness. These areas of deficiency have a direct impact on reading comprehension, hence the slower upward trend in both reading and science. To address these areas, we will continue to focus our work on utilizing research-based instructional strategies and the Florida B.E.S.T. standards to collaboratively plan, deliver, and monitor lessons for all tiers of instruction.

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

By May 2024, we expect to see 50% of students meeting grade level proficiency in both ELA and science as evidenced on the Florida Assessment of Student Thinking and Statewide Science Assessment.

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

School-based leadership team members, in collaboration with district personnel, will conduct classroom observations to determine if core instruction and student artifacts meet the full intent of the FLorida B.E.S.T. standards. Teachers will also be provided with immediate feedback via conferences, email, iObservation, and on the spot.

Person responsible for monitoring outcome:

Nate Stephens (nathaniel.stephens@ocps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Professional development on comprehending standards, effective delivery of instruction, monitoring for desired effect, and authentic student engagement will be provided to teachers over the course of the year, as determined by collected data. We will conduct the professional development sessions during common planning and scheduled workshops.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Student outcomes and classroom observation data indicates teachers need additional support implementing pedagogical practices, to include collaboration activities that authentically engage students during instruction.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Identify and tier teachers in need of support: Leadership team will discuss all teachers to determine unique strengths, weaknesses, tier level, and areas of support to be rendered. The coaching cycle will then be implemented and support will take place through modeling, co-teaching, and collaborative planning.

Person Responsible: Nate Stephens (nathaniel.stephens@ocps.net)

By When: Action step will be implemented no later than September 1, 2023.

Teachers requiring additional support will participate in the coaching cycle with a resource teacher. The resource teacher will document the strategies that are implemented with the teacher and the progress of the coaching cycle.

Person Responsible: Laquanda Fedrick (laquanda.fedrick@ocps.net)

By When: Ongoing beginning September 2023.

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ELA with focus on substantial reading deficiency is the early warning indicator that we will focus on this year as outcomes are not moving as fast as we would like. We did, however, see significant growth and believe that if we continue to provide intense support in the critical components of reading, then student outcomes will make another large jump this year.

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

By May 2024, learning gains for all students in grades 3-5 will meet or exceed 65% in reading and math.

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

All student data will be progress monitored on an ongoing basis. Data from F.A.S.T, Exact Path, SuccessMaker, unit assessments, and intervention programs will be analyzed and plans will be adjusted to ensure we remain on trajectory for our established goals. School-based administrators, coaches, teachers, and district support staff will have input on next steps.

Person responsible for monitoring outcome:

Nate Stephens (nathaniel.stephens@ocps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Data chats will be held each Friday following an assessment.The purpose of the data chats will be to allow teachers, coaches and administrators to conduct an item analysis of the assessment, identify the deficit standards, develop plans for reteaching, and create time in the pacing calendar for integration of the standards that need to be retaught. More comprehensive individual teacher data chats will be held twice a year to ensure that teachers are analyzing, synthesizing, and fully understand how all data connects to make informed instructional adjustments.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Data can be overwhelming for teachers, especially when they do not understand the nuances contained within various data sets. Engaging in data chats weekly should increase teacher efficacy around data and its use, as well as build automaticity around how to use data to drive instruction. We should also see improvements in student achievement data as teacher proficiency increases.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Create and share data chat schedule with teachers.

Person Responsible: Regina Murray (regina.murray@ocps.net)

By When: September 2023

Create data walls for students and teachers.

Person Responsible: Debra Nobles (debra.nobles@ocps.net)

By When: September 2023

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Student achievement data informs our use of school improvement funding allocations. At the close of each school year, all available data is analyzed to determine our 'big picture' foci for the next year. For example, our 2023 F.A.S.T. PM3 data showed reading proficiency in grades 3-5 was at 36%. This data, along with other progress monitoring data, told us that we needed to develop a plan to target and accelerate learning growth in this content area. Our plan had to include a close look at the resources we use, the purposes of each tool, which students need particular resources, who are the best teachers to implement the plan, and where do we allot time for additional instruction. Additionally, our plan must account for the various costs associated with implementing the plan. Upon execution of the plans, programs and data are closely monitored to ensure that we are getting the expected returns.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

The following IES Practice Guide Recommendations meet ESSA strong level of evidence requirements: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade:

Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters;

Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

The following IES Practice Guide Recommendations meet ESSA strong level of evidence requirements: Foundational Skills to Support Reading for Understanding in 3rd Grade:

Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters;

Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.

The following IES Practice Guide Recommendation meets ESSA strong level of evidence requirements:Providing Reading Interventions for Students in Grades 4-5:

Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words.

Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly.

Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text

● Part 3A. Build students' world and word knowledge so they can make sense of the text

● Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read

● Part 3C. Teach students a routine for determining the gist of a short section of text

● Part 3D. Teach students to monitor their comprehension as they read

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:
- ◦ Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- ◦ Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

By May 2024, we expect to see greater than 50 percent of students in grades K-2 on track to pass the statewide ELA assessment.

Grades 3-5 Measurable Outcomes

By May 2024, we expect students in grades 3-5 will meet or exceed 50% in reading, 65% in math, and 50% in science on the Florida Assessment of Student Thinking and Statewide Science Assessment, respectively.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Weekly reading walkthroughs by administrators

Monthly data meetings by area including the MTSS Problem-Solving Teams and Cadre leadership to review FAST progress monitoring assessments, K-1 DIBELS progress monitoring data, SIPPS progress monitoring data and district-created standard based unit assessments to monitor response to intervention.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Stephens, Nate, nathaniel.stephens@ocps.net

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The school is part of the School Transformation Office, and will use evidence-based programs such as SIPPS, Being A Reader, MultiSensory Kits, Exact Path, UFLI, Measuring Up, and DIBELS for instruction and/or monitoring. The school will align with the district's expectation of recommended curriculum, targeted professional development, and differentiated instruction for students who are identified as needing Tier ll and Tier lll support. The school will use streamlined, walkthrough tools to monitor instruction and identify trends.

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?
- ◦ Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The following evidence-based practices/programs address the identified need(s) and have a proven record of effectiveness and are aligned to the Practice guide strategies that meet ESSA strong level of evidence:

-Use of the foundational pieces of the optional daily slides (Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.)

-Use of the comprehension pieces of the optional daily slides (Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text)

-Heggerty (Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters)

-SIPPS (Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words. And Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words.)

-Being a Reader Small Group Curriculum (Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words; Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words; Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly; Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text)

-OCPS Multisensory Kits (Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.)

-Exact Path (Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words; Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words; recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly; recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text)

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership Teams Monthly Literacy leadership team meetings, where data are analyzed and action steps implemented and monitored.	Oladosu, Naquisha, naquisha.oladosu@ocps.net
Literacy Coaching Literacy coach attends district coach meetings. Coach uses data to identify personnel and areas of need. Implementation of coaching cycles, modeling, PLC planning support, etc…to fit area(s) of need. Literacy coach is an active member of the MTSS problem-solving team.	Fedrick, Laquanda, laquanda.fedrick@ocps.net
Assessment Use and analysis of: -FAST -Heggerty Assessments -District created Standards Based Unit Assessments (SBUAs) -District created Foundational Unit Assessments (Grades 2) -DIBELS (K-1) -Being a Reader Formative Data (K-3) -SIPPS Formative Data (K-5) -Use of data to determine interventions and support needs of students	
Professional Learning Schools develop their professional learning plans based on the needs of their schools. These plans include specific support for teachers based on progress monitoring data. District PD options available include the Instructional Literacy Institute, literacy coach meetings,K-5 ELA Impact Series, Being a Reader PD, SIPPS PD and Making Sense of Multisensory Instruction PD.	Stephens, Nate, nathaniel.stephens@ocps.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Each year, the School Improvement Plan (SIP) is discussed with school, family, and community stakeholders for the purpose of receiving input on establishing goals and dreams for Mollie Ray ES. With all available input, the SIP is developed by the school leadership team and shared with the School

Advisory Council before finalizing. Once goals and strategies have been approved by all stakeholders, the plan is submitted for approval and subsequent upload to our school website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Mollie Ray prides itself on maintaining a positive, family centered culture. To connect with families, Talking Points is our primary communication tool. This is a new tool for us, but already our families and teachers are enjoying how much the application is enriching relationships. Phone calls and emails are also encouraged. In addition to Talking Points, we host several academic nights to engage our families in reading, math, and science.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Several of our school structures have been adjusted to allow for more targeted support for all learners. These adjustments include small group push-in and pull-out support, accelerated classrooms, after school tutoring, Saturday School, and Spring Break Academies, to name a few. We also refined our professional learning communities to focus more on enrichment activities and accelerated curriculum.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Through addressing positive culture and instructional practice, the likelihood of progress will increase by meeting the needs of the students. Additional support resources are being purchased through Title I monies along with
materials from Magnetic Reading as well as University of Florida Literacy Institute (UFLI) in order to support foundational reading. Science Bootcamp and Speed Bag have also been ordered. Being a Title I school, Mollie Ray Elementary School offers breakfast, lunch and snacks through the National School Lunch Program which is also supportive of a positive learning environment.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Child study team meet regularly to discuss students that may need support outside of academic subject areas. Where concerns are substantiated, students are provided in-house counseling or referred to an outside agency.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Not applicable

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Early warning indicators are tracked over the course of the year, and attended to as negative behavior patterns emerge. Plans are developed and executed using Multi Tiered System of Supports processes.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers engage in Professional Learning Communities three days per week. One of these days is dedicated to data analysis, where data is used to inform opportunities for remediation and enrichment. Teachers and support staff also engage in school wide professional development twice per month. Trends from classroom walkthroughs, student achievement data, and teacher surveys dictate which professional development sessions will be offered.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Not applicable.