Orange County Public Schools

Mollie Ray Elementary

2017-18 Schoolwide Improvement Plan

Mollie Ray Elementary

2000 BEECHER ST, Orlando, FL 32808

https://mollierayes.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	D*	D

**Informational Baseline School Grade*

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Orange 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Mollie Ray Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community.

b. Provide the school's vision statement.

To be the top producer of successful students in the nation.

2. School Environment

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

There are several procedures and processes that are in place to learn about students' cultures and to build relationships between teachers and students. The AdvancED survey and the Home Language survey provides a snapshot of our students' cultural needs. The school's faculty and staff use this data to better relate to students and their families. Our teachers understand the value of each student's sense of belonging. Each teacher engages in informal conversations with students in order to learn their interests. The teachers are able to use students' interests and backgrounds to produce a climate of acceptance and community. During lessons, students are provided opportunities to talk about themselves and explain how the content relates to their personal interests and backgrounds. We celebrate nationally recognized initiatives including Black History month and Hispanic Heritage month during the school year, and highlight contributions of all Americans throughout history as it relates to curriculum and standards at each grade level. A Multicultural night is also held in order to celebrate and showcase the many cultures that are represented at Mollie Ray Elementary.
In an effort to build a culture of positive recognition, each month, teachers recommend students to be recognized on the morning news program for their accomplishments (Cub/Lion of the Month).
The following activities will be implemented to allow teachers and students to build relationships: Meet the Teacher, Open House, MPLCS, field trips, Literacy night, Math & Science night, and the end-of-year talent show.

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

Mollie Ray Elementary creates a learning environment that is safe, fair, and respectful of students. All faculty and staff greet students upon arrival and escort students at dismissal. Mollie Ray Elementary is a positive behavior system school. We have developed a safe and positive educational environment that has clear and consistent expectations for behavior, consistent routines, and a proactive approach to problem-solving. The Code of Student Conduct is reviewed school-wide at the beginning of the school year and quarterly by the dean. Students are provided information on the No Bullying policy. Students walk in pairs throughout the campus when not escorted by an adult. Mollie Ray implements a school-wide token system to promote positive behavior and to recognize superior citizenship. Students know that the principal, assistant principal and dean are available should they have an issue that has not been resolved. Students receive guidance lessons from the Alpha Counselor. Lastly, visitors must ring a doorbell in order to gain entry into the school building.

c. 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.

The Code of Student Conduct is reviewed school-wide along with school expectations for positive and safe behavior so all students can learn. Mollie Ray Elementary has a positive behavior system that rewards students with Lion Bucks to promote positive behavior. Students trade the Lion Bucks in our Lion's Den store for small tokens, prizes, and admission to special group activities.
Teachers work with the dean to provide interventions for students with consistent misbehavior incidents by tracking behavior, implementing behavior plans, and by working with parents to reinforce positive choices. A Positive Alternative to School Suspension (PASS) has been created to provide further intervention for frequent offenders. When discipline referrals must be written, parental contact is made, and discipline decisions are made according to the OCPS Code of Conduct.
Each classroom teacher establishes classroom routines and procedures with rewards and consequences.

d. 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.

Mollie Ray has many partnerships in place to ensure the social-emotional well-being of students are being met. Teachers provide one-on-one discussions with students as needed. When issues continue, or go beyond the scope of the teacher, students are referred to the Alpha Counselor and/or administration. The full-time Alpha Counselor provides individual and small group counseling sessions to students. In addition, members of the leadership team provide mentoring to identified students based on academics and/or behavioral data.
Our dean of students provides social skills group interventions for students receiving frequent referrals. The dean also communicates and works with the parents of these students to promote positive behavior interventions.
A mentoring program is provided by the student support resource teacher to male students. The mentoring program is designed to provide the students with behavioral guidance and support.
A Child Study team consisting of the social worker, staffing specialist, school psychologist, student support resource teacher and the dean meets to discuss the needs of students as well as services that can be implemented to assist students and their families. Our Parent Engagement Liaison shares the goals of the school and works to encourage parents to become more involved with their child's education.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

To address students with attendance issues, the principal ensures that the registrar sends attendance notices home for parents to attend a child study team meeting. In addition, the principal and/or assistant principal and registrar meet with the school social worker to request home visits to determine any needs.
The leadership team meets on a weekly basis to proactively address students with persistent discipline issues to prevent suspension. Parents are also contacted as an intervention. When students are suspended from school, the principal meets with the student and parent to transition the child back into his/her regular program.
Students who receive a failing grade in English Language Arts (ELA) and/or Math are provided additional support through Multi-tiered Systems of Supports (MTSS) and after-school tutoring. Each grade level meets weekly with the leadership team to analyze data and discuss the academic

progress of students who are failing in ELA and Math. Teachers are given additional protected time monthly to analyze their grade level data in depth and match intervention materials to student needs. All instructional coaches provide intensive instruction to the identified students in a small group setting to provide extra support.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	20	27	16	25	12	9	0	0	0	0	0	0	0	109
One or more suspensions	0	3	8	5	2	8	0	0	0	0	0	0	0	26
Course failure in ELA or Math	24	34	25	56	11	32	0	0	0	0	0	0	0	182
Level 1 on statewide assessment	0	0	0	31	12	26	0	0	0	0	0	0	0	69

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	90	18	15	37	12	26	0	0	0	0	0	0	0	198

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

To improve the academic performance of students identified by the early warning system, additional academic support is provided during the school day through Tier II and Tier III support. Students receive 30 minutes of reading intervention, math intervention, and small group instruction in addition to core instruction. After school tutoring in reading and math is also provided.
Each morning before school, students in grades 3-5 receive additional academic support through i-Ready and/or teacher small group instruction.
During the intervention block students use Reading Mastery, Corrective Reading, or Early Intervention to Reading.
Implementation of a student achievement incentive plan includes helping students set reading, math and/or science goals that are monitored on a quarterly basis.
Members of the leadership team meet monthly with identified students to conduct data chats.
On an as needed basis, the principal conferences with individual parents and students to discuss attendance (absences, tardies) and academic goals. Additionally, home visits are conducted as needed with the school social worker.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Mollie Ray Elementary provides numerous opportunities for parents to be involved in their child's education. Curriculum nights, as well as SAC and PTA meetings, are held monthly. Parents are encouraged to attend these workshops and activities where they receive information on curriculum, testing and the strategies parents can utilize at home in order to help their children succeed. Communication is provided through newsletters, daily student agendas, and phone messages. Mollie Ray seeks to be a welcoming place for all students and their families. Grandparent mentors are at the school throughout the week working with students in the classroom. Grade level parent liaisons, in collaboration with the school based coaches, work with parents in the community to assist with strategies for homework. Parent liaisons and coaches also work with the community to support attendance at school and to promote positive attitudes about school.

2. 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.

Our Partner in Education (PIE) program is the springboard to building and sustaining partnerships within the local community. Through these partnerships, Mollie Ray is able to secure and utilize resources that support the school and student achievement. Mollie Ray Elementary currently has six active partnerships: The grandparents mentoring program, CFP counseling and mentoring services, Pine Hills Community Church, New Destiny Church, My Brother's Keeper, and IMPACT partnership with St. Luke's Church. Our school based PIE representative continuously seeks to establish new relationships, while maintaining previous relationships with area businesses.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Smestad, Lindsey	Principal
Spooney, Danielle	Assistant Principal
Wilson, Sinya	Instructional Coach
Capps, Eden	Instructional Coach
Island, James	Dean
Jackson, Rodderick	Administrative Support
Lorenz, Maria	Instructional Coach
Moskel, Sonya	Instructional Coach

b. Duties

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

Lindsey Smestad, Principal: The principal oversees and ensures the roles of the leadership team members are being implemented. She observes, analyzes, provides ongoing feedback to impact learning, and assists instructional personnel in adjusting instruction and developing specific, research- based interventions to meet the needs of all students.

Danielle Spooney, Assistant Principal (AP): The AP is responsible for the collection and analysis of data. The AP also assists with behavior interventions and classroom observations.

Mary Lorenz-Clark, Curriculum Resource Teacher (CRT): The CRT is responsible for collecting, planning, and analyzing data reports that will be utilized during the data meetings and MTSS meetings. The CRT is also responsible for providing differentiated professional development to teachers on how to use disaggregated data to drive their instruction.

Sonya Moskel, Math Coach: The math coach assists with collecting and analyzing data and works with teachers on effective instructional strategies to use within the classroom. The math coach also provides professional development on content standards.

Carla Duck, Reading Coach (K-2nd grade): The reading coach assists with collecting and analyzing data and works with teachers on effective instructional strategies to use within the classroom. The reading coach also provides professional development to teachers on increasing the rigor in the classroom through text complexity and differentiated instruction.

Sinya Wilson, Reading Coach (3rd- 5th grade): The reading coach assists with collecting and analyzing data and works with teachers on effective instructional strategies to use within the classroom. The reading coach also provides professional development to teachers on increasing the rigor in the classroom through text complexity and differentiated instruction.

Eden Capps, Staffing Specialist: The staffing specialist advocates for ESE students and ensures compliance. The staffing specialist provides interventions for ESE students and participates in the collection and analysis of data for students in Tier II and Tier III of the MTSS framework.

James Island, Dean: The dean provides research-based interventions for behavior, supports data collection and the creation of behavior plans. The dean works directly with parents to provide positive behavior support.

Rodderick James, Student Support: The student support resource teacher collaborates with the dean on the behavioral and social needs of students that may affect their academics.

All leadership team members play an essential role in the MTSS framework. Members attend data meetings and provide modeling, coaching, and actionable feedback for teachers. They also provide mentoring or interventions through the coaching cycle to classroom teachers needing more support.

All instructional coaches ensure that teachers are monitoring student progress, collecting data on their students, and using data to support student needs with interventions. All instructional coaches assist the teachers in deconstructing the standards and instructional strategies.

2. 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.

Mollie Ray Elementary uses the problem-solving process included in the Florida Continuous Improvement Model to implement and progress monitor Tier I core instruction and Tier II and Tier III interventions. Teachers plan and implement standards-based, differentiated Tier I instruction for all students. Instruction is aligned to the rigor and complexity of the standards. Student achievement is monitored through student assessment data. Students receiving Tier II and Tier III intervention receive intensive small group instruction from instructional coaches and intervention teachers.

The leadership team holds weekly data meetings with teachers to analyze data. During Tier II interventions, students receive 30 minutes of extended instruction to provide support, based on areas of need that have been identified by the collected data.

Mollie Ray is a Title I school which receives funds designated for instructional and curriculum resources, and professional development opportunities to increase student achievement. With the Academic Tutoring Services funding source, students performing below grade level are provided the opportunity to attend after-school tutoring. The Neighborhood Center for Families (NCF) funds an Alpha counselor who works with students in grades K through 5.

Title III funds are utilized for instructional materials that support instructional skills and strategies for English Language Learners. The school-based ELL contact and the district ELL contacts continuously monitor the progress and implementation of interventions and strategies for identified ELL students, ensuring intervention plans are followed with fidelity.

The district and school-based personnel provide resources such as clothing, school supplies, and social services referrals for students identified as homeless under the McKinney-Vento Act.

Supplemental Academic Instruction funds are used to purchase materials to support student learning in reading. Funds are also used to pay for additional personnel to work with students throughout the school day.

Violence Prevention Programs in Orange County Public Schools work with the Orange County Sheriff's Department to provide the MAGIC drug prevention program for 5th grade students, to help prevent violence and drug use.

Mollie Ray Elementary has an administrative dean and a Student Support Resource teacher to assist students, parents, and teachers with behavior and discipline. The school also utilizes the Positive Behavior Support program and pro-active classroom management structure. The students of Mollie Ray participate in Red Ribbon Week Activities, cultural awareness programs, and Learning for Life curriculum to develop positive character traits.

Nutrition Programs at Mollie Ray Elementary offer a breakfast and lunch program with food choices that are in compliance with the USDA Breakfast and Lunch Program. Mollie Ray Elementary maintains a P.E. department that includes instruction in athletics, dance, and fitness training. Character education lessons are provided through the Learning For Life program. Mollie Ray Elementary remains compliant with the 150 minute P.E. requirement. The P.E. Instructor heads a committee that develops and encourages staff members to incorporate health and wellness into their daily routine with our students.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Lindsey Smestad	Principal
Danielle Spooney (Assistant Principal)	Principal
Fawn Lewis	Business/Community
Naomi	Business/Community
Patricia Thompson	Education Support Employee

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Evaluation of last year's school improvement plan was conducted by administering the AdvancED parent survey. The results of the survey were shared with parents. The Florida Standards Assessment data will be shared as evidence that strategies within the School Improvement Plan were effective in increasing student achievement.

b. Development of this school improvement plan

The School Advisory Council (SAC), along with members of the leadership team, assisted with the development of the School Improvement Plan (SIP). The SAC Bylaws will be revisited with the 2017-18 SAC committee. The SAC will provide feedback on the SIP during monthly meetings as a means to progress monitor initiatives.

c. Preparation of the school's annual budget and plan

The principal shares the budget with School Advisory Council and leadership team. A plan of action is created collaboratively by all stakeholders.

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

School Improvement funds were used to provide professional development to improve instructional practices.

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

Yes

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

Mollie Ray leadership team invites parents to be part of the SAC committee. Our grade level parent liaisons facilitate discussions about the goals of the school and encourage increased parental involvement. Community outreach projects are underway.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Wilson, Sinya	Instructional Coach
Smestad, Lindsey	Principal
Spooney, Danielle	Assistant Principal
Lorenz, Maria	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives of the LLT this year, are teaching with rigor and the implementation of Marzano design questions and elements into each lesson. The LLT will also focus on standards-based teaching, developing and implementing standards-based student reading learning centers, integrating writing into core subject areas, following the Scope and Sequence and lesson progressions, and providing intervention for struggling students.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Teachers participate in weekly data meetings and common planning for reading, math, and science. Teachers collaborate monthly during Professional Learning Communities based on selected deliberate practice strategies and conduct peer observations. Team building opportunities will be provided throughout the school year for all faculty and staff.

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

Mollie Ray Elementary actively seeks to recruit and retain effective teachers. The principal and assistant principal review applicants' certifications and qualifications, attend job fairs and work closely with the human resource manager and certification specialist to seek qualified candidates. Current teachers are provided opportunities to receive professional development, participate in the coaching cycle, and receive timely and actionable feedback throughout the school year.

New teachers are paired with veteran teachers, team leaders, and instructional coaches to provide mentoring and support.

A Teacher Leader's Academy was created to highlight the leadership skills of teachers currently on staff. This group offers assistance to other teachers as mentors, and lead professional development sessions on best instructional practices. Every nine weeks, in an effort to build capacity throughout the school, a 21st Century Teacher Academy is held where all teachers are invited to create presentations and share best practices and strategies from their classrooms.

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

Mollie Ray Elementary has a culturally embedded mentoring program that pairs each new teacher with an instructional coach and with a veteran teacher in a similar grade level or subject area. Our curriculum resource teacher leads the mentoring and provides structured activities to engage new teachers in collaboration and professional development. In year one, new teachers complete OCPS requirements as

well as participate in structured activities and mentoring provided by their instructional coaches. In year two, new teachers continue to complete OCPS requirements for new teachers. All teachers in the program are mentored directly by their grade level team leader and also by the coaching staff during weekly lesson collaboration meetings. Actionable feedback is immediately offered after classroom walkthroughs. Coaches and mentors lead mentees through the coaching cycle by modeling, observing, and providing specific feedback. All mentors submit coaching notes as evidence of their interactions.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Mollie Ray Elementary ensures that the core instructional programs and materials are aligned to the Florida Standards and the NGSSS for science. Teachers plan with coaches to deconstruct the standards using resources that include OCPS Curriculum Resource Materials, Test Items Specifications, Instructional Focus Calendars, Lesson Progressions, and state-adopted materials. The leadership team attends and participates in common planning as well as review lesson plans and observe instruction.

b. Instructional Strategies

1. 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.

Core, diagnostic, and state data are used to differentiate instruction for students. Intervention and enrichment groups are formed after data is analyzed. Teachers use formative assessments to determine daily small group instruction. Fluid groupings are based on progress monitoring data. Teachers participate in data meetings to analyze data and generate next steps to increase student achievement. Additionally, data points are documented in alignment with the MTSS Framework.

2. 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: Weekend Program

Minutes added to school year: 4,320

Saturday School (Sept-Apr)

Strategy Rationale

Students need extended instructional time to master most difficult standards to the depth of knowledge required by the standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Lorenz, Maria, maria.lorenz-clark@ocps.net

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

All students will take diagnostic, formative, and summative assessments to measure growth. Data from assessments will be disaggregated throughout the length of the program. Daily exit slips will track effectiveness of instruction and student needs for further targeted intervention.

Strategy: After School Program

Minutes added to school year: 6,240

Provide after school tutoring four days a week allowing students to receive additional support in reading and math.

Strategy Rationale

The program will target students with reading and math deficiencies, English Language Learners and students with disabilities. Providing the students additional intensive instruction will increase their academic performance.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Spooney, Danielle, danielle.spooney@ocps.net

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

All students will take diagnostic, formative, and summative assessments to measure growth. Data from assessments will be disaggregated throughout the length of the program. Daily exit slips will track effectiveness of instruction and student needs for further targeted intervention.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Mollie Ray Elementary's Pre-K teacher visits each new student who will attend the school. All parents are invited to join their son/daughter on campus at Meet the Teacher and during the first day of school to familiarize themselves with school procedures.
The transition to middle school occurs in May. Fifth grade students are visited by teachers from the middle school to share school policies, procedures and information on core courses and electives. Fifth graders also visit their assigned middle school for an orientation to prepare them for the middle school environment.

b. College and Career Readiness

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

Mollie Ray Elementary embeds organization and higher order thinking skills/strategies throughout instruction. Mollie Ray implements Teach-In, where guest speakers from different careers discuss their career and/or technical field with students in Kg-5th grade.

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

To prepare our students for 21st Century careers with technology and industry, Mollie Ray Elementary has increased access to digital curriculum and access through the use of i-Ready Reading, i-Ready Math, Accelerated Reader, and HMH Think Central for interactive lessons and digital experiments to provide real world experiences. Smart Boards and technology integration in the classroom are implemented to prepare 21st Century learners for careers involving computers. Students also learn how to utilize and monitor technology through the news production crew.

3. 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

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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

1 = Problem Solving Step S123456 = Quick Key

Strategic Goals Summary

G1. To narrow the achievement gap through effective differentiated instruction and responsive implementation of the Multi-Tiered Systems of Support process. (Narrow Achievement Gaps).

G2. Teachers will collaborate through professional learning structures organized as a professional learning community in planning standards-based lessons, reflecting on the effectiveness of instruction, as they relate to increased student learning. (Accelerate Student Performance, Invest in Human Capital)

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. To narrow the achievement gap through effective differentiated instruction and responsive implementation of the Multi-Tiered Systems of Support process. (Narrow Achievement Gaps). 1a

G095947

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	50.0
ELA/Reading Lowest 25% Gains	72.0
Math Lowest 25% Gains	68.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack the understanding of how to implement the MTSS framework with fidelity.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional coaches
- Research-based instructional and intervention materials
- Student achievement data: standards-based assessments, mini-assessment data used within the MTSS framework.

Plan to Monitor Progress Toward G1. 8

Administration will monitor progress of students within each tier.

Person Responsible
Lindsey Smestad

Schedule
Monthly, from 8/28/2017 to 5/30/2018

Evidence of Completion
Collect and review school wide data and MTSS data

G2. Teachers will collaborate through professional learning structures organized as a professional learning community in planning standards-based lessons, reflecting on the effectiveness of instruction, as they relate to increased student learning. (Accelerate Student Performance, Invest in Human Capital) 1a

G095948

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	65.0
Math Gains	75.0
AMO Reading - All Students	
AMO Math - All Students	

Targeted Barriers to Achieving the Goal 3

- Teachers lack understanding of effective implementation of research-based instructional strategies and reflecting on instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches
- Teacher Leadership Academy
- Florida Standards, Item Specifications, Instructional Focus Calendars. and progressions.

Plan to Monitor Progress Toward G2. 8

Data analysis will occur using student formative and summative data including mini benchmarks and computer program usage. Classroom observations will be conducted and i-Observation data will be reviewed during the weekly leadership meetings.

Person Responsible
Lindsey Smestad

Schedule
Weekly, from 9/5/2017 to 5/30/2018

Evidence of Completion
Data meeting minutes, leadership team meeting minutes, lesson plans, iObservation, benchmark, and mini-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. To narrow the achievement gap through effective differentiated instruction and responsive implementation of the Multi-Tiered Systems of Support process. (Narrow Achievement Gaps). 1

G095947

G1.B1 Teachers lack the understanding of how to implement the MTSS framework with fidelity. 2

B258310

G1.B1.S1 Provide specific procedural guidance, mentoring, and coaching to teachers to implement the MTSS framework with fidelity. 4

S273421

Strategy Rationale

Teachers implementing the MTSS framework to align prescribed interventions will help students to succeed academically and behaviorally.

Action Step 1 5

Provide professional development to build teacher capacity on how to differentiate instruction based on content, product, and process.

Person Responsible

Sinya Wilson

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Sign-in sheets, professional development agenda and materials

Action Step 2 5

Coaches, teachers, and interventionists will provide students with interventions based on their individual needs.

Person Responsible

Danielle Spooney

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Lesson plans, student data collection

Action Step 3 5

During data meetings with grade level teachers the leadership team will assist with data disaggregation and analysis of interventions.

Person Responsible

Danielle Spooney

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

sign in sheets, data meeting minutes

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

Administration and Instructional coaches will conduct walkthroughs to monitor interventions.

Person Responsible

Danielle Spooney

Schedule

Weekly, from 8/21/2017 to 5/30/2018

Evidence of Completion

i-Observation data and feedback

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

Instructional coaches and administration will monitor lesson plans for interventions.

Person Responsible

Sinya Wilson

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Lesson plans on Google Drive

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

Meet with teacher teams to review students in MTSS tiers and MTSS process completion.

Person Responsible

Lindsey Smestad

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

MTSS data, bi-weekly data/MTSS meeting notes,

G2. Teachers will collaborate through professional learning structures organized as a professional learning community in planning standards-based lessons, reflecting on the effectiveness of instruction, as they relate to increased student learning. (Accelerate Student Performance, Invest in Human Capital) 1

G095948

G2.B1 Teachers lack understanding of effective implementation of research-based instructional strategies and reflecting on instruction. 2

B258311

G2.B1.S1 Provide professional development relating to Marzano' Super 7 Strategies. 4

S273422

Strategy Rationale

Frequent use of these research-based strategies yields an increase in student achievement.

Action Step 1 5

Develop and deliver professional development focusing on the Marzano Super 7 Strategies by PLC groups.

Person Responsible

Sinya Wilson

Schedule

Biweekly, from 9/11/2017 to 12/15/2018

Evidence of Completion

Agenda, sign-in sheets, professional development artifacts

Action Step 2 5

Conduct classroom walk-throughs to observe implementation of the Marzano Super 7 Strategies.

Person Responsible

Lindsey Smestad

Schedule

Weekly, from 9/17/2017 to 5/30/2018

Evidence of Completion

iObservation data and feedback, lesson plans

Action Step 3 5

Provide extra support through the coaching cycle to build capacity with implementing appropriate strategies.

Person Responsible

Sinya Wilson

Schedule

Weekly, from 9/13/2017 to 5/30/2018

Evidence of Completion

Coaching schedule, coaching logs, leadership team meeting notes

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

Administrator will attend professional development and review sign-in sheets and lesson plans.

Person Responsible

Danielle Spooney

Schedule

Biweekly, from 9/14/2017 to 5/30/2018

Evidence of Completion

Agenda, sign-in sheet, lesson plans

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

Review lesson plans and conduct classroom walkthroughs to observe the implementation of the research-based strategies.

Person Responsible

Lindsey Smestad

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Effective implementation of the Marzano Super 7 Strategies in i-Observation data, feedback and lesson plans.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M393698	Administration will monitor progress of students within each tier.	Smestad, Lindsey	8/28/2017	Collect and review school wide data and MTSS data	5/30/2018 monthly
G2.MA1 M393701	Data analysis will occur using student formative and summative data including mini benchmarks and...	Smestad, Lindsey	9/5/2017	Data meeting minutes, leadership team meeting minutes, lesson plans, iObservation, benchmark, and mini-assessment data	5/30/2018 weekly
G1.B1.S1.MA1 M393695	Meet with teacher teams to review students in MTSS tiers and MTSS process completion.	Smestad, Lindsey	8/14/2017	MTSS data, bi-weekly data/MTSS meeting notes,	5/30/2018 weekly
G1.B1.S1.MA1 M393696	Administration and Instructional coaches will conduct walkthroughs to monitor interventions.	Spooney, Danielle	8/21/2017	i-Observation data and feedback	5/30/2018 weekly
G1.B1.S1.MA3 M393697	Instructional coaches and administration will monitor lesson plans for interventions.	Wilson, Sinya	8/14/2017	Lesson plans on Google Drive	5/30/2018 weekly
G1.B1.S1.A1 A367087	Provide professional development to build teacher capacity on how to differentiate instruction...	Wilson, Sinya	8/14/2017	Sign-in sheets, professional development agenda and materials	5/30/2018 weekly
G1.B1.S1.A2 A367088	Coaches, teachers, and interventionists will provide students with interventions based on their...	Spooney, Danielle	8/14/2017	Lesson plans, student data collection	5/30/2018 weekly
G1.B1.S1.A3 A367089	During data meetings with grade level teachers the leadership team will assist with data...	Spooney, Danielle	8/14/2017	sign in sheets, data meeting minutes	5/30/2018 weekly
G2.B1.S1.MA1 M393699	Review lesson plans and conduct classroom walkthroughs to observe the implementation of the...	Smestad, Lindsey	8/14/2017	Effective implementation of the Marzano Super 7 Strategies in i-Observation data, feedback and lesson plans.	5/30/2018 weekly
G2.B1.S1.MA1 M393700	Administrator will attend professional development and review sign-in sheets and lesson plans.	Spooney, Danielle	9/14/2017	Agenda, sign-in sheet, lesson plans	5/30/2018 biweekly
G2.B1.S1.A2 A367091	Conduct classroom walk-throughs to observe implementation of the Marzano Super 7 Strategies.	Smestad, Lindsey	9/17/2017	iObservation data and feedback, lesson plans	5/30/2018 weekly
G2.B1.S1.A3 A367092	Provide extra support through the coaching cycle to build capacity with implementing appropriate...	Wilson, Sinya	9/13/2017	Coaching schedule, coaching logs, leadership team meeting notes	5/30/2018 weekly
G2.B1.S1.A1 A367090	Develop and deliver professional development focusing on the Marzano Super 7 Strategies by PLC...	Wilson, Sinya	9/11/2017	Agenda, sign-in sheets, professional development artifacts	12/15/2018 biweekly

V. Professional Development Opportunities

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

G1. To narrow the achievement gap through effective differentiated instruction and responsive implementation of the Multi-Tiered Systems of Support process. (Narrow Achievement Gaps).

G1.B1 Teachers lack the understanding of how to implement the MTSS framework with fidelity.

G1.B1.S1 Provide specific procedural guidance, mentoring, and coaching to teachers to implement the MTSS framework with fidelity.

PD Opportunity 1

Provide professional development to build teacher capacity on how to differentiate instruction based on content, product, and process.

Facilitator

Leadership team

Participants

All instructional staff will participate.

Schedule

Weekly, from 8/14/2017 to 5/30/2018

G2. Teachers will collaborate through professional learning structures organized as a professional learning community in planning standards-based lessons, reflecting on the effectiveness of instruction, as they relate to increased student learning. (Accelerate Student Performance, Invest in Human Capital)

G2.B1 Teachers lack understanding of effective implementation of research-based instructional strategies and reflecting on instruction.

G2.B1.S1 Provide professional development relating to Marzano' Super 7 Strategies.

PD Opportunity 1

Develop and deliver professional development focusing on the Marzano Super 7 Strategies by PLC groups.

Facilitator

CRT (Mary Lorenz-Clark), Instructional Coaches (Sonya Moskel and Sinya Wilson)

Participants

All instructional staff will participate in professional development.

Schedule

Biweekly, from 9/11/2017 to 12/15/2018

PD Opportunity 2

Conduct classroom walk-throughs to observe implementation of the Marzano Super 7 Strategies.

Facilitator

Lindsey Smestad

Participants

All instructional staff

Schedule

Weekly, from 9/17/2017 to 5/30/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide professional development to build teacher capacity on how to differentiate instruction based on content, product, and process.	$0.00
2	G1.B1.S1.A2	Coaches, teachers, and interventionists will provide students with interventions based on their individual needs.	$0.00
3	G1.B1.S1.A3	During data meetings with grade level teachers the leadership team will assist with data disaggregation and analysis of interventions.	$0.00
4	G2.B1.S1.A1	Develop and deliver professional development focusing on the Marzano Super 7 Strategies by PLC groups.	$0.00
5	G2.B1.S1.A2	Conduct classroom walk-throughs to observe implementation of the Marzano Super 7 Strategies.	$0.00
6	G2.B1.S1.A3	Provide extra support through the coaching cycle to build capacity with implementing appropriate strategies.	$0.00
		Total:	$0.00