

Escambia County School District

# Molino Park Elementary



2019-20 Schoolwide Improvement Plan

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# Molino Park Elementary

899 HIGHWAY 97, Molino, FL 32577

www.escambiaschools.org

## Demographics

Principal: Cheryl Johnecheck D

Start Date for this Principal: 7/1/2016

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	78%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (68%) 2017-18: A (74%) 2016-17: A (64%) 2015-16: B (58%) 2014-15: A (76%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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## Molino Park Elementary

899 HIGHWAY 97, Molino, FL 32577

www.escambiaschools.org

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	84%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	19%

### School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	B

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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. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

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

Molino Park Elementary endeavors to prepare each student to be a lifelong learner and a productive citizen. We utilize current research-based educational principles and practices to facilitate maximum student performance.

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

Molino Park's vision is, "To promote joy in learning in a positive, safe and child-centered environment."

### School Leadership Team

#### **Membership**

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

Name	Title	Job Duties and Responsibilities
Barnes, Lisa	Principal	The School Leadership Team assists in identifying resources, setting school goals, and supporting grade level goals. Grade level chairs, ESE representative, special area representative, parent representative, assistant principal, and principal make up the Leadership Team. Each member gathers information/ideas from their team members and bring it before the team and disseminate decisions back to their areas of representation. These members are also members of other Molino Park Committees so they can bring initiatives/areas of concern or need to be discussed during Leadership Team meetings. Discussions from these meetings also become part of the School Improvement Plan Areas of Focus. The team will use strategies from the School Improvement Plan for support of students and implementation of the plan.
Abrams, Gwen	Other	
Johnecheck, Cheryl	Assistant Principal	
Hamric, Rebecca	Teacher, PreK	
Miller, Sarah	Teacher, K-12	
Calhoun, Sara	Teacher, K-12	
Daniels, Gena	Teacher, K-12	
Bethea, Tara	Teacher, K-12	
Hatch, Rebecca	Instructional Media	
Fetsco, Shana	Teacher, ESE	
Gaylard, Justin	Teacher, K-12	
Venable, Rachel	Teacher, K-12	

## Early Warning Systems

### Current Year

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



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	81	68	86	63	72	81	0	0	0	0	0	0	0	451
Attendance below 90 percent	11	18	12	4	10	12	0	0	0	0	0	0	0	67
One or more suspensions	0	2	2	4	11	3	0	0	0	0	0	0	0	22
Course failure in ELA or Math	0	3	3	2	8	3	0	0	0	0	0	0	0	19
Level 1 on statewide assessment	0	0	0	2	9	8	0	0	0	0	0	0	0	19

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	2	2	9	2	0	0	0	0	0	0	0	17

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	2	2	2	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**FTE units allocated to school (total number of teacher units)**

25

**Date this data was collected or last updated**

Saturday 8/17/2019

**Prior Year - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	6	3	1	1	1	4	0	0	0	0	0	0	0	16
One or more suspensions	0	2	1	5	8	1	0	0	0	0	0	0	0	17
Course failure in ELA or Math	0	5	2	4	6	1	0	0	0	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	3	10	9	0	0	0	0	0	0	0	22

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	3	6	2	0	0	0	0	0	0	0	12

**Prior Year - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	6	3	1	1	1	4	0	0	0	0	0	0	0	16
One or more suspensions	0	2	1	5	8	1	0	0	0	0	0	0	0	17
Course failure in ELA or Math	0	5	2	4	6	1	0	0	0	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	3	10	9	0	0	0	0	0	0	0	22

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	3	6	2	0	0	0	0	0	0	0	12

## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	64%	53%	57%	66%	50%	55%
ELA Learning Gains	60%	55%	58%	62%	51%	57%
ELA Lowest 25th Percentile	54%	52%	53%	52%	43%	52%
Math Achievement	85%	57%	63%	71%	53%	61%
Math Learning Gains	77%	60%	62%	59%	53%	61%
Math Lowest 25th Percentile	63%	52%	51%	45%	45%	51%
Science Achievement	75%	54%	53%	92%	50%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	81 (0)	68 (0)	86 (0)	63 (0)	72 (0)	81 (0)	451 (0)
Attendance below 90 percent	11 (6)	18 (3)	12 (1)	4 (1)	10 (1)	12 (4)	67 (16)
One or more suspensions	0 (0)	2 (2)	2 (1)	4 (5)	11 (8)	3 (1)	22 (17)
Course failure in ELA or Math	0 (0)	3 (5)	3 (2)	2 (4)	8 (6)	3 (1)	19 (18)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	2 (3)	9 (10)	8 (9)	19 (22)

### Grade Level Data

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

NOTE: 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
03	2019	64%	56%	8%	58%	6%
	2018	71%	52%	19%	57%	14%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2019	55%	52%	3%	58%	-3%
	2018	64%	51%	13%	56%	8%
Same Grade Comparison		-9%				
Cohort Comparison		-16%				
05	2019	74%	51%	23%	56%	18%
	2018	65%	44%	21%	55%	10%
Same Grade Comparison		9%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	88%	55%	33%	62%	26%
	2018	80%	54%	26%	62%	18%
Same Grade Comparison		8%				
Cohort Comparison						
04	2019	84%	58%	26%	64%	20%
	2018	80%	58%	22%	62%	18%
Same Grade Comparison		4%				
Cohort Comparison		4%				
05	2019	81%	55%	26%	60%	21%
	2018	78%	52%	26%	61%	17%
Same Grade Comparison		3%				
Cohort Comparison		1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	76%	55%	21%	53%	23%
	2018	87%	55%	32%	55%	32%
Same Grade Comparison		-11%				
Cohort Comparison						

### Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	46	44	35	73	64	60	55				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK	33	58		68	75						
WHT	66	60	50	87	77	63	79				
FRL	63	64	56	81	78	64	69				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	50	45	48	57	75	84					
BLK	47			67							
WHT	73	65	60	84	83	80	88				
FRL	59	45	52	71	79	83	79				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	41	70	64	47	59	50	92				
BLK	53			67							
WHT	69	63	56	71	60	48	90				
FRL	59	57	46	62	57	33	89				

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	478
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	54
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	59
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	68
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

For the 2018-2019 school year, our lowest performance was ELA Achievement in 3rd and 4th grade and ELA Lower Quartile Students With Disabilities. Over the past two years, these two subgroups have decreased.

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

In 2017-2018, our math lower quartile was 84%. In 2018-2019, our math lower quartile was 63%. In 2018-2019, the amount of time the teachers had to teach math to the lower quartile students was a contributing factor.

#### 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.

In the 2018-2019 school year, we were above the state averages for all components. Our closest to the state average was our ELA Lower Quartile -State 53%; Molino Park 54%.

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

Our Math Proficiency went from 81% to 85% and our ELA Lowest Quartile went from 50% to 54%. Our fourth and fifth grade teachers, Administration, and Data Teacher Leader monitored their students' data and learning gains. They knew how many gains each student needed to make. Our teachers used focus lessons to review student understanding of concept and skills. Teachers and administration have data chats with students. Our school focused on supporting small group instruction by using extra personnel. We hired a LTS to support our lower quartile groups in small group instruction. Our media specialist supported small group instruction as well.

#### Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

After reflecting our EWS data, our potential area of focus is attendance below 90%.

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

1. Increase ELA Lower Quartile
2. Increase ELA Lower Quartile Students With Disabilities
3. Increase ELA Achievement

4. Increase Math Lower Quartile
5. Decrease Attendance below 90%

### Part III: Planning for Improvement

#### Areas of Focus:

#1	
<b>Title</b>	ELA Lower Quartile
<b>Rationale</b>	Although our ELA Lower Quartile Learning Gains increased from 50% to 54%, this still remains to be one of our critical areas that Molino Park needs to continuously focus on. Typically, our ELA Lower Quartile subgroup consists of students that are in our ELA Students With Disabilities subgroup as well. It is crucial that we identify these students and provide them with instructional needs.
<b>State the measurable outcome the school plans to achieve</b>	Increase ELA Lower Quartile Learning Gains to 60%.
<b>Person responsible for monitoring outcome</b>	Lisa Barnes (lbarnes2@ecsdfl.us)
<b>Evidence-based Strategy</b>	Review assessment data ( STAR, DRA, iReady, Third Grade Portfolio) and hold data meetings to identify students who are in need of intervention. MTSS Facilitator will also attend the data meetings. Provide faculty and staff with writing instruction professional development and monitor implementation through classroom visits and walkthroughs. Focus on utilizing the ELA Decision Tree to determine targeted evidence based interventions for identified students.
<b>Rationale for Evidence-based Strategy</b>	Data meetings are essential to identifying and supporting students' needs. This year, we incorporated one day of 45 minute grade level common planning time to make scheduling easier for our data meetings. For the 2019-2020 school year, it was determined that we need to strengthen our writing curriculum so we developed a Writing Committee. This committee will provide teachers with guidelines for monitoring and measuring progress toward grade level writing task. In order for teachers to use evidence based interventions, we will focus on utilizing the ELA Decision Tree. During grade level meetings and data meetings, teachers will discuss students' needs and use the decision tree for matching student need to the right intervention.
<b>Action Step</b>	
<b>Description</b>	1. Schedule data meetings regularly. 2. Schedule Writing Professional Development throughout the 2019-2020 school year. 3. Schedule grade level meetings regularly. 4. Data chats with students. 5. Knowing what students need to make a learning gain. 6. Analyze student data (iReady, STAR, DRA, third grade portfolio)
<b>Person Responsible</b>	[no one identified]

### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**



Molino Park needs to focus on improving student attendance. For the 2019-2020 school year, we have developed an Attendance Committee. This committee consists of one teacher per grade level, the school counselor, and administration. The Attendance Committee will meet regularly to discuss students with attendance concerns and suggest/implement strategies for improvement.

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

A written Parent and Family Engagement Plan (PFEP) in collaboration with parents, community stakeholders, and school personnel responsible for implementing the plan. The PFEP will assess the previous year's PFEP results and current needs. The plan will outline goals, strategies and activities to better communicate with families and focus on building capacity of parents to address the needs of all students, in particular those most at-risk of not meeting challenging State academic standards. The PFEP will be reviewed by the district Title I office and the approved plan will be disseminated to parents and stakeholders. A Family-School Compact will also be developed jointly with parents and other stakeholders. The school's Title I budget will directly support the PFEP.

#### **PFEP Link**

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

### **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.**

Teachers are vigilant in identifying student social and/or emotional needs. When a need is identified, the counselor is advised. Services are provided through school based counseling, CDAC, and/or Lakeview Counseling. Teachers use Sanford Harmony curriculum to teach social skills. Mentors volunteer to support students at school to give them a boost in self esteem as well as academic assistance. We provide a home food program with the "Weekend Backpack Program" in which food is given to students in need to take home each Friday. We provide partners' assistance food for Thanksgiving and Christmas as well as gifts for our most needy at Christmas. When any of these needs are identified in our MTSS meetings, the committee develops strategies to combat the problem.

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

Escambia County School District offers pre-k classes on 14 school campuses for students living in a Title I attendance zone. The pre-k program is a full day program established in collaboration with VPK and Head Start. Transition activities are provided to participating families to assist with school readiness for students who will attend kindergarten at our school.

**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.**

#### Title I, Part A

Molino Park will received Title I Grant money for 2018/2019 which will be used to purchase a .50 technology coordinator, Parental Involvement, staff development materials, software, supplies, communication planners and folders, and substitute teachers for professional development, small group instruction, and parent conferences.

#### Title I, Part C

All migrant students will be provided support services by the district Title I office. Our local student information system (FOCUS) is used to track student data and is used to indicate the specific Title I services each migrant student will be provided (attendance, guidance, psychology services, dental and health services, nutrition assistance, outreach, advocacy, social services, transportation, and/or needs assessment services). The district Migrant Coordinator will monitor services and student needs.

#### Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs as needed. These services are overseen by the Alternative Education Department and focus on offering programs to students who are at most at-risk of leaving school prior to graduation.

#### Title II

Professional learning opportunities are offered at both the school level and the district level. Please see each individual goal area for specific professional learning opportunities (in-service education).

#### Title III-ELL

Services for English Language Learners (ELL) are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services.

#### Title IX-Homeless

The school works with the district's Homeless Coordinator to provide transportation and resources (clothing, school supplies, and social services referrals) for students identified as Homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the Title I office.

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

Not Applicable

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: ELA Lower Quartile	\$0.00
Total:			\$0.00