

Escambia County School District

# Molino Park Elementary



## 2022-23 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: 8/29/2022

<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>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	78%
<b>2021-22 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>	2021-22: A (75%) 2018-19: A (68%) 2017-18: A (74%)
<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, <a href="#">click here</a> .	

## 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	78%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	15%

### School Grades History

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

### School Board Approval

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### SIP Authority

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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>.

### 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." At Molino Park, we are united for every student to succeed.

### School Leadership Team

#### **Membership**

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

Name	Position Title	Job Duties and Responsibilities
Johnecheck, Cheryl	Interim Principal	School leadership role. Implement School Improvement Plan, conduct walkthroughs, monitor student data, and provide opportunities for professional development.
Crites, Jessica		Member gathers information/ideas from their team members and brings it before the leadership team and disseminates information/decisions to their area of representation.
Scanlon, Samantha		Member gathers information/ideas from their team members and brings it before the leadership team and disseminates information/decisions to their area of representation.
Varner, Jessica		Member gathers information/ideas from their team members and brings it before the leadership team and disseminates information/decisions to their area of representation.
Daniels, Gena		Member gathers information/ideas from their team members and brings it before the leadership team and disseminates information/decisions to their area of representation.
Sager, Adrianna		Member gathers information/ideas from their team members and brings it before the leadership team and disseminates information/decisions to their area of representation.
Solchenberger, Jennifer		Member gathers information/ideas from their team members and brings it before the leadership team and disseminates information/decisions to their area of representation.
Soileau, Elizabeth		Member gathers information/ideas from their team members and brings it before the leadership team and disseminates information/decisions to their area of representation.
Leonard, Beth		Member gathers information/ideas from their team members and brings it before the leadership team and disseminates information/decisions to their area of representation.
Hatch, Rebecca		Member gathers information/ideas from their team members and brings it before the leadership team and disseminates information/decisions to their area of representation.
Kite, Sherri		Member gathers information/ideas from their team members and brings it before the leadership team and disseminates information/decisions to their area of representation.



## Demographic Information

### Principal start date

Monday 8/29/2022, Cheryl Johncheck D

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

### Total number of teacher positions allocated to the school

31

### Total number of students enrolled at the school

560

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

6

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

7

## Demographic Data

## Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	90	80	97	78	76	93	0	0	0	0	0	0	0	514
Attendance below 90 percent	14	24	26	17	20	28	0	0	0	0	0	0	0	129
One or more suspensions	2	4	4	8	4	2	0	0	0	0	0	0	0	24
Course failure in ELA	0	0	3	5	2	4	0	0	0	0	0	0	0	14
Course failure in Math	0	1	6	4	4	1	0	0	0	0	0	0	0	16
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	5	12	0	0	0	0	0	0	0	20
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	5	3	0	0	0	0	0	0	0	9
Number of students with a substantial reading deficiency	5	4	7	9	4	2	0	0	0	0	0	0	0	31

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	3	3	4	4	10	0	0	0	0	0	0	0	25

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

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

Date this data was collected or last updated

Tuesday 9/6/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	74	96	74	68	91	68	0	0	0	0	0	0	0	471
Attendance below 90 percent	12	35	16	19	29	18	0	0	0	0	0	0	0	129
One or more suspensions	2	5	1	3	0	5	0	0	0	0	0	0	0	16
Course failure in ELA	0	7	5	8	5	4	0	0	0	0	0	0	0	29
Course failure in Math	0	2	3	4	7	3	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	12	5	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	17	6	0	0	0	0	0	0	0	24
Number of students with a substantial reading deficiency	4	5	3	5	15	3	0	0	0	0	0	0	0	35

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	1	6	1	7	7	4	0	0	0	0	0	0	0	26

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	9	7	1	3	1	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	74	96	74	68	91	68	0	0	0	0	0	0	0	471
Attendance below 90 percent	12	35	16	19	29	18	0	0	0	0	0	0	0	129
One or more suspensions	2	5	1	3	0	5	0	0	0	0	0	0	0	16
Course failure in ELA	0	7	5	8	5	4	0	0	0	0	0	0	0	29
Course failure in Math	0	2	3	4	7	3	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	12	5	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	17	6	0	0	0	0	0	0	0	24
Number of students with a substantial reading deficiency	4	5	3	5	15	3	0	0	0	0	0	0	0	35

**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	1	6	1	7	7	4	0	0	0	0	0	0	0	26

**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	9	7	1	3	1	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

**Part II: Needs Assessment/Analysis****School Data Review**

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	66%	51%	56%				64%	53%	57%
ELA Learning Gains	66%						60%	55%	58%
ELA Lowest 25th Percentile	66%						54%	52%	53%
Math Achievement	83%	46%	50%				85%	57%	63%
Math Learning Gains	89%						77%	60%	62%
Math Lowest 25th Percentile	85%						63%	52%	51%
Science Achievement	73%	52%	59%				75%	54%	53%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	64%	56%	8%	58%	6%
Cohort Comparison		0%				
04	2022					
	2019	55%	52%	3%	58%	-3%
Cohort Comparison		-64%				
05	2022					
	2019	74%	51%	23%	56%	18%
Cohort Comparison		-55%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	88%	55%	33%	62%	26%
Cohort Comparison		0%				
04	2022					
	2019	84%	58%	26%	64%	20%
Cohort Comparison		-88%				
05	2022					
	2019	81%	55%	26%	60%	21%
Cohort Comparison		-84%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	76%	55%	21%	53%	23%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

### Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	26	52	71	76	86	90	40				
BLK	38	57		63	75						
MUL	71			69							
WHT	69	66	66	85	90	86	77				
FRL	59	68	60	75	85	83	71				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	34	61		55	56		41				
BLK	27			46							
MUL	55			55							
WHT	69	75	77	76	66	58	76				
FRL	57	66	60	65	59	40	64				
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				
BLK	33	58		68	75						
WHT	66	60	50	87	77	63	79				
FRL	63	64	56	81	78	64	69				

### ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	75
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	528
Total Components for the Federal Index	7

ESSA Federal Index	
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	63
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	58
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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%	0
Multiracial Students	
Federal Index - Multiracial Students	70
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	77
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	72
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

Our overall ELA proficiency Achievement has been a lower performance area. Overall ELA Achievement for 2021 was 67% and for 2022 was 66%. Our SWD proficiency for 2022 was 26% compared to NON-SWD 74%. However, our SWD ELA learning gains for 2022 was 52%.

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

In 2020-2021, our ELA proficiency was 67% compared to 66% in 2021-2022. In 2020-2021, our ELA learning gains were 71% compared to 66% in 2021-2022.

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

For the 2021-2022 school year, a new reading series was adopted and implemented. Teachers attended professional development for the new reading series but will continue to attend trainings in order to access and implement all critical components of the series during the 2022-2023 school year. We will continue to try and close the reading achievement gap. Students will be offered after school tutoring to help with the continuation of closing this achievement gap in reading. We will use our district intervention decision tree to target reading deficiencies and skills especially for our Tier II and Tier III students.

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

Our Math proficiency went from 74% to 83%. Our Math learning gains went from 62% to 89% and Math lower quartile learning gains went from 59% to 85%.

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

Our third, fourth and fifth grades are departmentalized. Our Math teachers utilize focus lessons daily to review and introduce math concepts and skills based on students' needs and students' data. Our math focus lessons were developed from progress monitoring data. 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. Teachers and administration have data chats with students. Our school provided tutoring to students that showed weaknesses in our progress monitoring.

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

We will track our AR goals for our students. We will monitor our iReady and STAR reports. We will monitor our reading and math fluency for our students. We will offer tutoring based on students needs. Our Rtl Facilitator will work with our teachers and students to facilitate the Tier/MTSS process. The use of Sonday Systems, Heggerty Curriculum, and 95% Group Phonics Chip Kit will continue this year. The implementation of Sound Sensible for our younger grades.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

B.E.S.T. Standards professional development in ELA and math will be provided by our Rtl Facilitator. i-Ready professional development will be provided throughout the year. Our Rtl Facilitator will provide professional development on Tier II and Tier III strategies as well as data tracking. Our Rtl Facilitator will survey grade levels to determine the professional development that will best meet their needs.

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

We will continue to track the data for our AR program and offer the level incentives. Our math committee will continue to brainstorm ways to increase math fluency such as a multiplication bee. We will continue to monitor our data by having grade level data meetings and student data chats. Students will be offered after school tutoring to help with the continuation of closing this achievement gap in reading.

**Areas of Focus**

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

:



**#1. Instructional Practice specifically relating to ELA**

<b>Area of Focus Description and Rationale:</b> <b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	<p>Our overall ELA proficiency achievement has been a lower performance area. Overall ELA achievement for 2021 was 67% and for 2022 was 66%. Our SWD proficiency for 2022 was 26% compared to NON-SWD 74%. However, our SWD ELA learning gains for 2022 was 52%.</p> <p>School Improvement Plan Area of Focus for ELA: Improve our ELA proficiency. ELA overall achievement proficiency for the 2022-2023 school year will have a proficiency level of 70% or greater.</p>
<b>Measurable Outcome:</b> <b>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</b>	<p>ELA overall proficiency for the FAST 2023 will have a proficiency level of 70% or higher compared to 66% ELA overall proficiency for the 2022 school year.</p>
<b>Monitoring:</b> <b>Describe how this Area of Focus will be monitored for the desired outcome.</b>	<p>Data from STAR 360 will be collected, analyzed, and reviewed and broken down by teacher and ESSA groups.</p> <p>Data from iReady will be collected, analyzed, and reviewed.</p> <p>School administration, the data teacher leader, and the guidance counselor will meet with each grade level after the FAST/STAR assessment periods.</p> <p>Administration will meet with the Rtl Facilitator to discuss the individual needs of students in TIER II and TIER III.</p> <p>Classroom walkthroughs will be conducted by administration.</p>
<b>Person responsible for monitoring outcome:</b>	<p>Cheryl Johnnecheck (cjohnnecheck@ecsdfi.us)</p>
<b>Evidence-based Strategy:</b> <b>Describe the evidence-based strategy being implemented for this Area of Focus.</b>	<p>Teach students the awareness of the segments of sounds in speech and how they link to letters. Teach students how to use reading comprehension strategies. Promote reading stamina.</p> <p>According to The What Works Clearinghouse Practice Guides: Foundational Skills to Support Reading for Understanding in Kindergarten Through Third Grade, the awareness of the segments of sounds in speech and how they link to letters proved to have a strong evidence on student performance. The National Reading Panel (NRP) report found that teaching students to recognize and manipulate the segments of sound in words (also referred to as phonological awareness) and to link those sounds to letters is necessary to prepare them to read words and comprehend text.<sup>47</sup> Recent evidence reviewed for this guide supports the NRP's conclusion. The ability to isolate sounds and then link those sounds to letters will help students read about 70 percent of regular monosyllabic words, such as fish, sun, and eat. <sup>48</sup> The system for linking sounds to letters is referred to as the alphabetic principle. To effectively decode (convert from print to</p>
<b>Rationale for Evidence-based Strategy:</b> <b>Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.</b>	<p>Teach students the awareness of the segments of sounds in speech and how they link to letters. Teach students how to use reading comprehension strategies. Promote reading stamina.</p> <p>According to The What Works Clearinghouse Practice Guides: Foundational Skills to Support Reading for Understanding in Kindergarten Through Third Grade, the awareness of the segments of sounds in speech and how they link to letters proved to have a strong evidence on student performance. The National Reading Panel (NRP) report found that teaching students to recognize and manipulate the segments of sound in words (also referred to as phonological awareness) and to link those sounds to letters is necessary to prepare them to read words and comprehend text.<sup>47</sup> Recent evidence reviewed for this guide supports the NRP's conclusion. The ability to isolate sounds and then link those sounds to letters will help students read about 70 percent of regular monosyllabic words, such as fish, sun, and eat. <sup>48</sup> The system for linking sounds to letters is referred to as the alphabetic principle. To effectively decode (convert from print to</p>

speech) and encode

(convert from speech to print) words, students must be able to do:

- identify the individual sounds, or phonemes, that make up the words they hear in speech
- name the letters of the alphabet as they appear in print
- identify each letter's corresponding sound(s)

According to the What Works Clearinghouse Practice Guides:

Improving Reading

Comprehension Kindergarten Through Third Grade, good readers use many forms of

thinking and analyzing text as they read. It is therefore important to teach beginning

readers strategies for constructing meaning from text.<sup>13</sup> A strategy is the intentional

application of a cognitive routine by a reader before, during, or after reading a text (see box

on page 11). Comprehension strategies help readers enhance their understanding,

overcome difficulties in comprehending text, and compensate for weak or imperfect

knowledge related to the text. The strategies may be taught one by one or in combination.

Both approaches can improve reading comprehension, so the panel recommends that

teachers choose the approach they are most comfortable with in the classroom. Teachers should also help students learn how to use comprehension strategies independently through the gradual release of responsibility.<sup>14</sup> When releasing responsibility to students, however, be mindful that students differ in the extent of modeling or support they need from

teachers in order to use strategies effectively.

### 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.

The data team will meet with teachers to review this data and analyze individual student needs. B.E.S.T. Standards in E.L.A. will be reviewed and implemented by teachers with support from our Rtl Facilitator. The Literacy Leadership Team will develop a school-wide Accelerated Reader plan to ensure all students are motivated and excited to engage in daily reading and to practice and gain reading stamina. The use of Sonday System, Heggerty and 95% group Phonics Chip Kit will be provided by our Rtl Facilitator, ESE teachers and teachers to support the needs for individual students.

### Person Responsible

Cheryl Johnnecheck (cjohnnecheck@ecsdfi.us)

## **Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

### **Describe how the school addresses building a positive school culture and environment.**

Molino Park's vision is, "To promote joy in learning in a positive, safe and child-centered environment." At Molino Park, we are united for every student to succeed. 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. Our stakeholders (SAC, PTA, Leadership Team, Business Partners, Volunteers, Mentors, and our Families) play a key role such as providing feedback to our administration. As an example, our SAC members provide feedback on school improvement strategies. Molino Park's faculty, staff, and stakeholder strive everyday to build effective relationships, promote physical safety, address emotional needs of students, and provide individual academic support.

### **Identify the stakeholders and their role in promoting a positive school culture and environment.**

Our stakeholders are our faculty and staff, SAC, PTA, Leadership Team, Literacy Leadership Team, Mathematics Committee, Business Partners, Volunteers, Mentors, Families, and our community members. All of these stakeholders play an important role such as providing feedback to our administration, building relationships, promoting safety, and addressing academic and emotional needs of our individual students.