

Escambia County School District

Molino Park Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Molino Park Elementary

899 HIGHWAY 97, Molino, FL 32577

www.escambiaschools.org

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Johnecheck, Cheryl	Principal	School leadership role. Implement School Improvement Plan, conduct walkthroughs, monitor student data, and provide opportunities for professional development.
Robinson, Laura	Assistant Principal	School leadership role. Implement School Improvement Plan, conduct walkthroughs, monitor student data, and provide opportunities for professional development.
Scanlon, Samantha	Teacher, K-12	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	Teacher, K-12	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	Teacher, K-12	Member gathers information/ideas from their team members and brings it before the leadership team and disseminates information/decisions to their area of representation.
Venable, Rachel	Teacher, K-12	
Leonard, Beth	Teacher, ESE	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	Instructional Media	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	Paraprofessional	Member gathers information/ideas from their team members and brings it before the leadership team and disseminates information/decisions to their area of representation.
Atteberry, Hope	Teacher, PreK	Member gathers information/ideas from their team members and brings it before the leadership team and disseminates information/decisions to their area of representation.
Calhoun, Sara	Teacher, K-12	Member gathers information/ideas from their team members and brings it before the leadership team and disseminates information/decisions to their area of representation.

Name	Position Title	Job Duties and Responsibilities
Dupree, Krista	Teacher, K-12	Member gathers information/ideas from their team members and brings it before the leadership team and disseminates information/decisions to their area of representation.
Cotton, Angie	Other	Member gathers information/ideas from their team members and brings it before the leadership team and disseminates information/decisions to their area of representation.

Stakeholder Involvement and SIP Development

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

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

Our school leadership team provides input based on their grade level/area's data and feedback.

SIP Monitoring

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

Our leadership team meets monthly in order to discuss, implement, and modify plans and instruction. We have data meetings for each grade level after each FAST progress monitoring in order to analyze data and plan instruction and interventions.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	15%
2022-23 Economically Disadvantaged (FRL) Rate	78%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities (SWD) Black/African American Students (BLK) Multiracial Students (MUL)

(subgroups below the federal threshold are identified with an asterisk)	White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	19	31	21	25	12	23	0	0	0	131	
One or more suspensions	2	1	0	1	2	0	0	0	0	6	
Course failure in English Language Arts (ELA)	0	2	3	5	2	1	0	0	0	13	
Course failure in Math	0	3	3	4	2	0	0	0	0	12	
Level 1 on statewide ELA assessment	0	0	0	2	21	7	0	0	0	30	
Level 1 on statewide Math assessment	0	0	0	2	7	4	0	0	0	13	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	1	2	6	2	1	0	0	0	13

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

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	14	24	26	17	20	28	0	0	0	129	
One or more suspensions	2	4	4	8	4	2	0	0	0	24	
Course failure in ELA	0	0	3	5	2	4	0	0	0	14	
Course failure in Math	0	1	6	4	4	1	0	0	0	16	
Level 1 on statewide ELA assessment	0	0	0	3	5	12	0	0	0	20	
Level 1 on statewide Math assessment	0	0	0	1	5	3	0	0	0	9	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	4	7	9	4	2	0	0	0	31	

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

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	14	24	26	17	20	28	0	0	0	129	
One or more suspensions	2	4	4	8	4	2	0	0	0	24	
Course failure in ELA	0	0	3	5	2	4	0	0	0	14	
Course failure in Math	0	1	6	4	4	1	0	0	0	16	
Level 1 on statewide ELA assessment	0	0	0	3	5	12	0	0	0	20	
Level 1 on statewide Math assessment	0	0	0	1	5	3	0	0	0	9	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	4	7	9	4	2	0	0	0	31	

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

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

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	58	48	53	66	51	56	67		
ELA Learning Gains				66			71		
ELA Lowest 25th Percentile				66			71		
Math Achievement*	76	50	59	83	46	50	74		
Math Learning Gains				89			62		
Math Lowest 25th Percentile				85			59		
Science Achievement*	76	52	54	73	52	59	69		
Social Studies Achievement*					55	64			
Middle School Acceleration					45	52			
Graduation Rate					50	50			
College and Career Acceleration						80			
ELP Progress		62	59						

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	263
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	75
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	528
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	41			
ELL				
AMI				
ASN				
BLK	60			
HSP	73			
MUL	71			
PAC				
WHT	65			

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	57			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	63			
ELL				
AMI				
ASN				
BLK	58			
HSP				
MUL	70			
PAC				
WHT	77			
FRL	72			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	58			76			76					
SWD	28			56			50				4	
ELL												
AMI												
ASN												
BLK	55			64							2	
HSP	69			77							2	
MUL	67			75							2	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	57			77			74				4	
FRL	50			68			64				4	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	66	66	66	83	89	85	73					
SWD	26	52	71	76	86	90	40					
ELL												
AMI												
ASN												
BLK	38	57		63	75							
HSP												
MUL	71			69								
PAC												
WHT	69	66	66	85	90	86	77					
FRL	59	68	60	75	85	83	71					

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	67	71	71	74	62	59	69					
SWD	34	61		55	56		41					
ELL												
AMI												
ASN												
BLK	27			46								
HSP												
MUL	55			55								
PAC												
WHT	69	75	77	76	66	58	76					
FRL	57	66	60	65	59	40	64					

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	62%	49%	13%	54%	8%
04	2023 - Spring	76%	57%	19%	58%	18%
03	2023 - Spring	51%	44%	7%	50%	1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	71%	51%	20%	59%	12%
04	2023 - Spring	88%	58%	30%	61%	27%
05	2023 - Spring	77%	47%	30%	55%	22%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	76%	51%	25%	51%	25%

III. Planning for Improvement

Data Analysis/Reflection

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

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

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. For 2022-2023, our ELA proficiency was 62.7%. 3rd Grade - 51.3%; 4th Grade - 74.7%; 5th Grade - 62.2%. Third grade and Fifth grade ELA proficiency showed the lowest performance. Third grade may be due to computer based testing. Our overall for SWD was only 35.6% (22-23) proficient in ELA. However, overall for SWD was 26.5% (21-22) proficient in ELA.

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

For 2021-2022, our overall ELA Proficiency was 66%. For 2022-2023, our ELA proficiency was 62.7%. 3rd Grade - 61%; 4th Grade - 80%; 5th Grade - 62.9%. Third grade and Fifth grade ELA proficiency showed the lowest performance. Third grade may be due to computer based testing. Our overall Math proficiency declined from 83% (21-22) to 78.2% (22-23). For our SWD in Math, overall proficiency dropped from 76.5% (21-22) to 55.6% (22-23). This may also be due to computer based testing.

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.

Our ELA and Math proficiency in all grade levels was above the district and state. Our third grade ELA Proficiency (51.3%) was the closest to the district (44%) and state (50%). Most 2022-2023 third graders were in Kindergarten when schools were remote due to COVID (Spring 2020) and were in 1st grade when schools had the choice of traditional, remote or virtual (2020-2021). This could be a contributing factor.

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

Our overall proficiency in science went from 73% (21-22) to 76.5% (22-23). Our Math proficiency in 4th grade was 86.7% and 5th grade was 76.7%. Our 4th and 5th grades departmentalize. Our math teachers in both 4th and 5th grade use student data to plan FOCUS lessons along with the district planned curriculum.

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

Overall ELA proficiency in Grades 3 and 5 as well as ELA proficiency for SWD. Tardies and Attendance for all grades and quarters is a concern. (Q1 - 587 Tardies; Q2 - 878 Tardies; Q3 - 763 Tardies; Q4 - 902 Tardies) (Q1 - 1402 Absences; Q2 - 2389 Absences; Q3 - 1596 Absences; Q4 - 1642 Absences).

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

Increase overall ELA proficiency in Grade 3. Increase overall ELA proficiency in Grade 5. Increase ELA proficiency or have learning gains for SWD. To have ELA learning gains for those students who are not proficient. To decrease our tardies and attendance for the 23-24 School Year.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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%. For 2022-2023, our ELA proficiency was 62.7%. 3rd Grade - 51.3%; 4th Grade - 74.7%; 5th Grade - 62.2%. Third grade and Fifth grade ELA proficiency showed the lowest performance. Third grade may be due to computer based testing. Our overall SWD was only 35.6% proficient in ELA.

Measurable Outcome:

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

For the FAST 2024, third, fourth and fifth grades will have 65% ELA overall proficiency.

Monitoring:

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

Data from STAR 360 will be collected, analyzed, and reviewed and broken down by teacher and ESSA groups.

Data from iReady will be collected, analyzed, and reviewed.

School administration, the data teacher leader, RTI Coordinator and the guidance counselor will meet with each grade level after the FAST/STAR assessment periods to plan strategies for improvement for students who are not on track to score a level 3 or higher or make learning gains.

Administration will meet with the RTI Coordinator and teachers to discuss the individual needs of students in TIER II and TIER III. Classroom walkthroughs will be conducted by administration to target ELA instruction and intervention.

Person responsible for monitoring outcome:

Cheryl Johncheck (cjohncheck@ecsdfl.us)

Evidence-based Intervention:

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

Sondag system; 95% group; Sound Sensible. 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 and fluency. Teachers will use these interventions to target those students specifically in Tier 2, Tier 3 and SWD.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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 report found that teaching students to recognize and manipulate the segments of sound in words and to link those sounds to letters is necessary to prepare them to read words and comprehend text. Students must be taught to effectively decode and encode words.

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. Sondag System; 95% group; Sound sensible help with both of these.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 Coordinator.

Person Responsible: Cheryl Johnnecheck (cjohnnecheck@ecsdfi.us)

By When: Each 9 weeks and Progress Monitoring period.

The use of Sonday System, Heggerty and 95% group Phonics Chip Kit will be provided by our Rtl Coordinator, ESE teachers and teachers to support the needs for individual students.

Person Responsible: Cheryl Johnnecheck (cjohnnecheck@ecsdfi.us)

By When: Each 9 weeks and Progress Monitoring period.

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.

Person Responsible: Cheryl Johnnecheck (cjohnnecheck@ecsdfi.us)

By When: Each 9 weeks and Progress Monitoring period.

#2. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

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

Improve student attendance and decrease check in and check outs to promote a positive culture and environment. Tardies and Attendance for all grades and quarters is a concern. (Q1 - 587 Tardies; Q2 - 878 Tardies; Q3 - 763 Tardies; Q4 - 902 Tardies) (Q1 - 1402 Absences; Q2 - 2389 Absences; Q3 - 1596 Absences; Q4 - 1642 Absences).

Measurable Outcome:

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

Our average daily student attendance for 2022-2023 was 92.73%. For the 2023-2024, our goal is 94%.

Monitoring:

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

Our average daily attendance will be monitored through our FOCUS reports and our Weekly Measures Report data.

Person responsible for monitoring outcome:

Cheryl Johnnecheck (cjohnnecheck@ecsdf.us)

Evidence-based Intervention:

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

Tracking and monitoring attendance data as well as check ins and check outs. Use a 3-Tiered Approach: Universal/Preventative Initiatives and programs (all students); Intervention programs (at-risk for poor attendance or rising absence rates); Recovery programs (students who are chronically absent & habitually truant).

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

To provide a school-wide initiative for all students' attendance - perfect attendance ribbons; attendance percentages recognition for classes/grade levels. Through District Attendance Procedures and Steps, monitor those students who are at-risk for poor attendance and provide supports and incentives. Follow the district guidelines/procedures for those students who are chronically absent.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implement a school-wide initiative for all students' attendance. Through District Attendance Procedures and Steps, monitor those students who are at-risk for poor attendance and provide supports and incentives.

Person Responsible: Cheryl Johnnecheck (cjohnnecheck@ecsdf.us)

By When: Monitor weekly attendance; incentives each nine weeks

Follow the district guidelines/procedures for those students who are chronically absent. Our leadership team will monitor and discuss attendance at our monthly meetings. We will track our attendance weekly through our weekly measures report.

Person Responsible: Cheryl Johnnecheck (cjohnnecheck@ecsdf.us)

By When: Review data monthly at leadership meetings

CSI, TSI and ATSI Resource Review

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

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

Our School Improvement Plans are available on our school webpage. Our School Improvement Plan will be shared at our School Advisory Council meetings as well as monthly updates and mid-year reflection. Our School Improvement Plan Area of Focus will be shared at our annual Title I meeting. At Open House each fall, School Improvement Plan and School Family Compact is shared and available. In the fall, each teacher (Pre-K-5th) has a conference day to meet with parents individually to discuss student achievement, assessment/data information, go over the School Improvement Plan and School Family Compact, provide a take home packet that includes math manipulatives and books for literacy and science, and address any parental concerns.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Open House in the fall. In the fall, each teacher (Pre-K-5th) has a conference day to meet with parents individually to discuss student achievement, assessment/data information, go over the School Family Compact, provide a take home packet that includes math manipulatives and books for literacy and science, and address any parental concerns. Molino Park encourages parents to participate in classroom activities designed to have parents interact with their child's learning at school. Some teachers use the Remind app as a tool to remind parents of events in the classroom and/or the school.

We also provide Pre-K progression conferences and middle school progression conferences. For the 2023-2024 school year, we will have family nights for literacy, math, and science. VPK Family Engagement activities. School webpage <https://www.escambiaschools.org/mpes>

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

Data from STAR 360 will be collected, analyzed, and reviewed and broken down by teacher and ESSA groups.

Data from iReady will be collected, analyzed, and reviewed.

School administration, the data teacher leader, RTI Coordinator and the guidance counselor will meet with each grade level after the FAST/STAR assessment periods to plan strategies for improvement for students who are not on track to score a level 3 or higher or make learning gains.

Administration will meet with the RtI Coordinator and teachers to discuss the individual needs of students in TIER II and TIER III. Classroom walkthroughs will be conducted by administration to target ELA instruction and intervention.

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

Molino Park receives Title I Grant money. Funds are used for parental Involvement, staff development materials, software, supplies, communication planners and folders, and substitute teachers for professional development, small group/individual assessment, and parent conferences.

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.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

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

Our guidance counselor shares with teachers, students and families how to refer students for school guidance counselor services. Our school has a licensed mental health counselor provided by the district two days per week. Classroom teachers use Suite 360 or Sanford Harmony for Social Skills curriculum. 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. 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. When any of these needs are identified in RtI meetings, the committee develops strategies to combat the problem. If problems are severe or noted to be harmful to a child, Child Protective Services are contacted.

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

N/A

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

Classroom teachers have classroom behavior plans. School-wide positive behavior incentives include Eagle of the Month, Students of the Month, Bus Riders of the Week, ribbons, rewards, and incentives. The RTI procedures for behavior are followed if there are any severe behaviors. When any behavior needs are identified in RtI meetings, the committee develops strategies to combat the problem.

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

Professional learning opportunities are offered at both the district level and the school level. District offered professional development activities are offered and provided on the district professional development days. i-ready Training and professional development is provided for grade levels during common plan times. Grade levels have curriculum development planning days during the summer and one per 9 weeks. Grade Level Data Meetings are held after each Progress Monitoring in order to determine students' levels and progress. Data meetings include administration, teachers, data lead teacher, RTI coordinator and counselor.

Teachers maintain data notebooks in which they keep data on weekly and unit assessments, benchmark data, STAR 360 Assessments, iReady data, Progress Monitoring data, and any other data they may need to identify student progress. RTI trainings are done with each grade level to address implementation/intervention strategy needs for each grade level. Through RTI meetings, students in need of additional help or intensive interventions are identified.

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

Escambia County School District offers pre-k classes on 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.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00

Total:	\$0.00
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Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes