

Mollie Ray Elementary



2014-15 School Improvement Plan

Mollie Ray Elementary

2000 BEECHER ST, Orlando, FL 32808

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
58%

Alternative/ESE Center
No

Charter School
No

Minority
99%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	F	D	C

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

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

We celebrate Hispanic Heritage month and Black History month during the school year and highlight contributions of all Americans throughout history. Students and teachers participate in a weekly class meeting in each classroom using the guidance services framework for sharing during class meetings. Teachers also use interest inventories and learning styles inventories at the start of the school year to learn more about their students and teach them in ways that are meaningful to them.

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

Safety precautions are in place throughout the day with all staff members taking part in arrival and dismissal procedures. All staff members are trained and adhere to our Safe School Plan. Mollie Ray uses the PBS-Positive Behavior System school wide with consistent reinforcement of school rules and procedures. We use Lion Paws and Bucks to promote positive behavior and recognize good choices. Students trade these in our Lion's Den store for small tokens and larger prizes. Boys and girls are given opportunities to participate in computer labs and clubs, before school, based on their interests. ASP After School Program and the 21st Century grant have enrolled over 100 students to extend the learning day and provide a safe and organized before and after school environment.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Classrooms use the PBS - Positive Behavior System throughout the school day. Teachers have also set up Class Dojo accounts to inform parents of behavior challenges immediately and to reinforce positive choices throughout the school day as well. Teachers work with the dean to provide interventions for students with consistent misbehavior incidents by tracking behavior, keeping track of student behaviors on a behavior chart, and by working with parents to reinforce positive choices, rather than negative ones. When discipline referrals must be written, parent contact is made, and dismissal decisions are made according to the OCPS Code of Conduct. Interventions are also put into place to prohibit repeated misbehavior and referrals. All teachers are trained during pre-planning meetings to understand the Code of Conduct and the process for handling classroom misbehavior and writing discipline referrals.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Mollie Ray has many partnerships in place to ensure the social-emotional well being of students. We have a full time ALPHA counselor providing small group counseling for students and whole group social skills lessons with the Learning For Life curriculum. A group of Evans High School students are signed up and assist as mentors in the classrooms during the extended reading hour. The neighborhood grandparents mentoring group volunteers on campus in primary grades. Our dean of students provides social skills group interventions for students receiving frequent referrals. He also contacts and works with parents of these students to promote positive behavior interventions. A Child Study team consisting of social workers, behavior specialists, staffing specialist and school psychologist meet bi-weekly to discuss the needs of students and services that can be provided for students and families. We have formed a Parent Liaison Committee to share the goals of the school and these parents are working to encourage other parents to become more involved with their child's education.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

School Support Team is assigned to subject areas as well as specific grade levels for support. Child Study Team meetings are held weekly to discuss student needs and align services to provide assistance to students and families. This team consists of a Multi Tiered Student Support (MTSS) coach, staffing specialist, social worker, school psychologist and behavior specialist. The principal conducts bi-weekly data meetings with every grade level to discuss academic achievements and interventions that are taking place. Common planning meetings are conducted each week, meetings are facilitated by grade level and subject area coaches.

List of Early Warning Indicators:

Level 1 FCAT score

Below 90% attendance

One or more suspensions

Numerous classroom behavior interventions

FAIR/Benchmark testing scores more than one grade level below

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	20	17	15	11	11	16	90
One or more suspensions	3	15	4	9	14	13	58
Course failure in ELA or Math	0	0	31	34	25	28	118
Level 1 on statewide assessment	0	0	0	27	28	37	92

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	2	6	8	29	22	30	97

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

Automated messages are sent daily to students who are absent or tardy. We follow the OCPS attendance/truancy process and hold parent meetings to follow up on repeated absences. Behavior interventions with students and with their parents are in place for students receiving repeated discipline referrals. Selected first grade students receive Read to Succeed intervention where volunteers work on sight words. Read to Succeed interventions are also in place for selected 2nd grade students where volunteers are working with students on text dependent vocabulary. IMPACT volunteers provide interventions to 2nd and 3rd graders and work in classrooms with small groups during reading centers. IMPACT volunteers are also providing extra intervention with fact fluency. Math fact fluency blitz is part of the entire first quin. Teachers, paraprofessionals and all school personnel encourage fact fluency throughout the school day. Attention is paid to practicing facts during transition times, in lunch line, and fact fluency data is posted in every classroom as students practice. During arrival and dismissal at special area classes, the teachers help drill students on facts. Targeted Accelerated Growth (TAG) intervention groups are held every other day with Tier III students. Reading and math intervention teachers are providing extra instruction during special areas times for students with PE Waiver. Tier II intervention services are provided twice per week for 45 minutes by the coaching staff. Extended Hour of reading instruction materials include iStation computer program, teacher led skill based interventions and Voyager Passport intervention. Lexia, iReady math, and Reading Plus programs target students individualized needs and are monitored weekly.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Mollie Ray Elementary leadership team meets with partners in late summer or early in the school year to recruit and sustain existing partnerships and reach out to possible new partners. In 2014-2015

partnerships working directly with students include: grandparents mentoring program, Evans HS mentors, IMPACT partnership with St. Luke's Church, and Read to Succeed mentoring program.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Balgobin, Carmen	Principal
Houghton, Desiree	Assistant Principal
Pankonin, Christine	Instructional Coach
Dunagan, Jennifer	Instructional Coach
McKeown, Tessa	Instructional Coach
Munoz, Jose	Instructional Coach
Rodrigues, Mikela	Other

Duties

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

Dr. Carmen Balgobin, Principal: She observes instruction, provides feedback, and analyzes data and interventions throughout the school. She provides guidance for the MTSS Leadership Team, ensuring that implementation is done effectively.

Desiree Hitchmon-Houghton, Assistant Principal: She participates in the collection and analysis of data with teachers and guides informed decision making.

Christine Pankonin, CRT & CCT: She participates in data collection, provides research-based interventions, supports instruction, advocates for English Language Learners, and ensures ELL compliance is maintained.

Tessa McKeown, Reading Coach: She provides research-based interventions, and supports instruction, data collection, analysis, and informed decision making.

Jennifer Dunagan, Math/Science Coach: She provides research-based interventions, recommendations and instruction in K-5 math and science. She supports data collection, analysis, and informed decision-making.

Mikela Rodrigues, Staffing Specialist: She advocates for ESE students and ensures ESE compliance. She provides research based interventions for ESE students and participates in the collection and analysis of data of students in Tier II and Tier III of the MTSS framework.

Jose Munoz, TIF Academic Coach: He works directly with teachers to provide research-based intervention and supports instruction. He supports data collection, analysis, and informed decision making.

Enst Oracius, Dean: He provides research-based interventions for behavior. He supports data collection and creation of behavior plans. He works directly with parents to provide positive behavior support.

Debbie Jackson, School Psychologist: She conducts testing and participates in the collection and analysis of student's data.

All leadership team members play an essential role in the MTSS framework. All members will attend data meetings and provide modeling, coaching and feedback for teachers as well as provide mentoring or intervention to classroom teachers needing more support.

Coaches are ensuring that teachers are progress monitoring and collecting data on their students and supporting each individuals' needs.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Mollie Ray Elementary uses the problem-solving processes included in the Florida Continuous Improvement Model to implement and progress monitor Tier I core instruction and Tier II interventions. Teachers plan and implement standards-based, differentiated instruction in Tier I for all students. Instruction is aligned to the rigor and complexity of the standards, and they monitor student achievement through classroom observation and student assessment data.

The leadership team holds weekly data meetings with teachers to analyze data from Tier I core instruction to determine Tier II interventions. During Tier II interventions, students receive 30 minutes of instruction outside of the core instructional time, where teachers intervene at the student's instructional level to provide support based on areas of need identified by data collected.

Differentiated coaching support is provided to teachers based upon classroom observation and student achievement data.

Students receiving Tier III intervention are determined by assessment data. These students receive small group instruction on targeted skills by a highly qualified instructor. These students are also provided extra support during instruction 2-3 times weekly.

Mollie Ray Elementary has a Voluntary Pre-Kindergarten unit (VPK) onsite. Funding from Title I is designated for instructional and curriculum resources and professional development opportunities are utilized to increase student achievement. The Neighborhood Center for Families (NCF) is also located on the campus of Mollie Ray Elementary. The NCF is a family-friendly resource that provides children and families with a multitude of valuable services within their communities and is provided by the Citizens' Commission for Children. The ALPHA program is a grant-funded program that provides character education to students in grades K-5.

Title III funds are utilized for instructional materials that support instructional skills and strategies of English Language Learners.

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

Supplemental Academic Instruction funds are used to purchase materials to support student learning in reading. Funds may also be used to pay for additional personnel to work with students outside the curriculum block schedule.

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

Mollie Ray Elementary has an administrative dean to assist students, parents, and teachers with behavior and discipline. Mollie Ray Elementary also has the Positive Behavior Support school wide program and CHAMPS classroom management structure. The students of Mollie Ray participate in Red Ribbon Week Activities, Cultural Awareness programs, and Learning for Life.

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Carmen Balgobin	Principal
Latricia Holt	Education Support Employee
Christine Pankonin	Teacher
Desiree Houghton	Teacher
Luis Rosado	Education Support Employee
Calvin Hill	Business/Community
Teresa Williams	Parent
	Student

Duties

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

Evaluation of last year's school improvement plan

The school improvement plan was reviewed at a SAC meeting mid year and at the end of the year. During each SAC meeting the plan's goals are reviewed and data is shared to show progress toward those SIP goals.

Development of this school improvement plan

The SAC met formally in May 2014 to review the School Improvement Plan. End of year data was analyzed and the team used the problem solving process to determine goals for the upcoming school year. This year's SAC met in September to review the goals and approve the plan. Throughout the year, the SAC committee will monitor continuously the goals and implementation of our SIP.

Preparation of the school's annual budget and plan

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

School improvement funds were used to provide After school Tutoring Services (ATS) and Saturday school to provide extra instruction in reading to Tier II and Tier III students.

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

Yes

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

Mollie Ray leadership team is working to invite parents to be part of the SAC committee. Our grade level parent liaisons are facilitating parent discussions about the goals of the school and encouraging increased parent involvement. Community outreach projects are underway.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
McKeown, Tessa	Instructional Coach
Houghton, Desiree	Assistant Principal
Munoz, Jose	Instructional Coach
Pankonin, Christine	Instructional Coach
Dunagan, Jennifer	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT conducts observations and walkthroughs during reading instruction. The LLT provides coaching, feedback, and monitoring to teachers during the extended reading hour and during daily reading instructional time.

Major initiatives of the LLT includes providing professional development for staff that focuses on effective instructional reading strategies and practices. The team focuses on the diagnosis and remediation of low performing students as well as developing ideas that motivate the students.

The LLT will hold a Literacy Night for parents, students, and staff.

Additionally, the LLT will help coordinate the use of the MyOn online reading program throughout all grade levels and develop an incentive program for students who reach their individual reading goals each quarter.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Each grade level team will have weekly common planning time. Grade level teams meet with instructional coaches to complete lesson plans for reading and math. Coaches facilitate this process by sharing resources and guidance. Teachers and coaches share best practices and instructional strategies pertinent to the lessons being planned. Coaches leave teachers positive and constructive feedback after conducting classroom walk throughs each day.

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

Mollie Ray Elementary actively seeks to recruit and retain effective teachers. New teachers are paired with veteran teachers, team leaders and instructional coaches to provide mentoring and support. All teachers are provided weekly ongoing professional development and encouraged to grow as instructional leaders. All teachers are involved in PLCs and book studies.

Monthly, we have 21st Century Teacher Academy where teachers are invited to create presentations, show video, and share best practices and strategies from their classrooms with each other in an effort to build capacity throughout the school.

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

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

two, new teachers continue to complete OCPS requirements. All teachers in the program are mentored directly by their grade level team leader and also by the coaching staff during weekly collaboration meetings and feedback after classroom walkthroughs.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Weekly common planning sessions are conducted where teachers and coaches collaboratively plan lessons. They utilize the new Florida Standards for Math and Reading (MAFS and LAFS), Item Specifications from the state, and resources compiled by OCPS instructional leaders located on IMS. During this time, teachers will use deconstructed standards, and district curriculum to align resources in order to sequence strategies and activities to best meet the needs of our students.

Students are also placed on research-based computer programs with diagnostic testing to target reading and math lessons to their specific needs. These programs include: Lexia (for below level students), Reading Plus (for on level students), iReady math (for all students) and iStation (for all students during Extended Reading Hour).

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Students are tracked using the MTSS framework. Data is compiled from formative and summative assessments and through progress monitoring data. This data is used to group students to provide extra instruction based on students' specific needs.

Classroom interventions are provided to all students with the use of differentiated instruction. Further interventions are provided during the 30 minute reading intervention daily and during the extended reading hour of instruction.

During intervention times, students are grouped based on their specific needs for targeted interventions.

Students are also invited to participate in interventions beyond the school day - ATS tutoring program, 21st Century grant program.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

Extended reading hour provides direct skill instruction in reading based on student needs. Students will receive differentiated reading instruction.

Strategy Rationale

Extended reading hour is mandated by the state to improve student academic achievement and increase the number of students scoring at Level 3 or above on the FSA.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pankonin, Christine, christine.pankonin@ocps.net

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

All students will take diagnostic, formative, and summative assessments to measure growth. Data from assessments will be disaggregated after each administration throughout the length of the program.

Strategy: After School Program

Minutes added to school year: 4,000

ATS tutoring will take place two days each week after school. Students will practice reading skills and strategies based on needs shown in data.

Strategy Rationale

ATS tutoring is provided to students to further increase instructional minutes in reading. Skill based instruction will be provided twice weekly after school.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

McKeown, Tessa, tessa.mckeown@ocps.net

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

All students will take a diagnostic, formative, and summative assessment to measure growth. Data from formative assessments will be disaggregated after each administration throughout the length of the program.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Students who attend area day care facilities or participate in Head Start Programs near the school, are invited to visit our campus each spring. Our Pre-K teacher visits each new student that will attend Mollie Ray. All parents are invited to join their son/daughter on campus at Meet the Teacher and during the first day of school to familiarize themselves with school procedures. Fifth grade students are visited by teachers from the middle school to share school policies, procedures and information on core courses and electives.

College and Career Readiness

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

Mollie Ray Elementary has culturally embedded Destination College. Destination College helps students prepare for college by teaching them higher order thinking skills, self advocacy and organizational skills and investing them in their future. We also participate in OCPS Teach In, inviting guests to our campus to speak about their career.

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

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Implement the MTSS framework for academics and behavior by disaggregating and analyzing data.
- G2.** Increase rigorous standards-based instruction.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Implement the MTSS framework for academics and behavior by disaggregating and analyzing data.

1a

G038477

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	50.0
ELA/Reading Lowest 25% Gains	75.0
Math Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- MTSS Leadership Team
- Research-based instructional and intervention materials.
- Student achievement data: Voyager, benchmark, and mini-assessment data used within the MTSS framework

Targeted Barriers to Achieving the Goal 3

- Teachers lack knowledge and understanding of how to utilize the MTSS framework and to provide interventions by differentiating instruction for tiered students

Plan to Monitor Progress Toward G1. 8

MTSS Leadership Team meets bi-weekly to review academic and behavioral data collected through formative assessments. The team discusses the current status of MTSS implementation, and based on data, refines the plan for continued implementation of MTSS school-wide.

Person Responsible

Mikela Rodrigues

Schedule

Biweekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Sign in sheets, MTSS leadership meeting minutes, and data binders.

G2. Increase rigorous standards-based instruction. 1a

G038478

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	56.0
ELA/Reading Gains	65.0
Math Gains	59.0
AMO Math - All Students	58.0

Resources Available to Support the Goal 2

- Instructional Coaches, Standards, Item Specifications, Instructional Focus Calendars

Targeted Barriers to Achieving the Goal 3

- Teachers lack instructional knowledge and skill in planning and delivering rigorous, standards-based instruction and assessments.

Plan to Monitor Progress Toward G2. 8

Data analysis will occur using student formative and summative data including mini benchmarks and computer program usage. Classroom observations will be conducted and iObservation data will be reviewed at Core team meetings weekly. Teachers collaborate weekly in common planning with the leadership team.

Person Responsible

Carmen Balgobin

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Data meeting minutes, Core team meeting minutes, lesson plans, iObservation, benchmark, and mini-assessment data.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Implement the MTSS framework for academics and behavior by disaggregating and analyzing data. **1**

 G038477

G1.B1 Teachers lack knowledge and understanding of how to utilize the MTSS framework and to provide interventions by differentiating instruction for tiered students **2**

 B092382

G1.B1.S1 Provide PD on the MTSS framework. **4**

 S103303

Strategy Rationale

Teachers need to understand the MTSS framework to determine deficiencies and align prescribed interventions to student needs.

Action Step 1 **5**

Coaches will facilitate common planning with teachers to support them in developing differentiated instruction and centers activities.

Person Responsible

Tessa McKeown

Schedule

Weekly, from 8/19/2014 to 5/28/2015

Evidence of Completion

Resources identified in lesson collaboration forms and progressions.

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

Participate in common planning meetings and review common planning meeting minutes and centers lesson plans.

Person Responsible

Tessa McKeown

Schedule

Weekly, from 8/19/2014 to 5/28/2015

Evidence of Completion

lesson plans, lesson collaboration forms and sign in sheets.

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

Conduct classroom walk-throughs and review lesson plans for differentiated instructional strategies.

Person Responsible

Jennifer Dunagan

Schedule

Weekly, from 8/19/2014 to 5/29/2015

Evidence of Completion

iObservation, Voyager, benchmark, and mini-assessment data

G1.B1.S2 Build teacher capacity through professional development on differentiated instruction. (N) 4

 S103304

Strategy Rationale

Teachers need to be able to provide individualized instruction to fit the needs of students.

Action Step 1 5

Provide professional development on differentiated instructional strategies.

Person Responsible

Christine Pankonin

Schedule

Biweekly, from 8/20/2014 to 5/27/2015

Evidence of Completion

Sign in sheets.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Participate in professional development and review professional development materials and sign in sheets.

Person Responsible

Christine Pankonin

Schedule

Biweekly, from 8/20/2014 to 5/27/2015

Evidence of Completion

PD sign in sheets and materials

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Conduct classroom walkthroughs and review lesson plans for differentiated instructional strategies.

Person Responsible

Jose Munoz

Schedule

Weekly, from 8/20/2014 to 5/29/2015

Evidence of Completion

iObservation, Voyager, benchmark, and mini-assessment data

G2. Increase rigorous standards-based instruction. 1

 G038478

G2.B1 Teachers lack instructional knowledge and skill in planning and delivering rigorous, standards-based instruction and assessments. 2

 B092383

G2.B1.S1 Provide professional development on planning and delivering rigorous, standards-based instruction, to include Webb's Depth of Knowledge, Marzano's strategies, and deconstructing standards. (N) 4

 S103305

Strategy Rationale

Teachers need to know how to plan lessons that are aligned to the new Florida standards.

Action Step 1 5

Conduct professional development on planning and delivering rigorous, standards-based instruction to include Webb's Depth of Knowledge, Marzano's strategies, and deconstructing standards.

Person Responsible

Christine Pankonin

Schedule

Biweekly, from 8/20/2014 to 5/27/2015

Evidence of Completion

Sign in sheets, PLC logs, Agendas, Exit Slips and PLC notes.

Action Step 2 5

School-based and STO coaches will collaborate on best practices for planning and delivering rigorous standards-based instruction prior to supporting teachers in common planning each week.

Person Responsible

Jennifer Dunagan

Schedule

Weekly, from 8/19/2014 to 5/28/2015

Evidence of Completion

Collaboration meeting minutes - reading/ELA and math/science lesson template form and lesson progression form

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

Participate in professional development, common planning, and review professional development materials and sign in sheets.

Person Responsible

Christine Pankonin

Schedule

Biweekly, from 8/20/2014 to 5/27/2015

Evidence of Completion

PD materials, sign in sheets, exit surveys, and PLC notes.

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

Admin and leadership team conduct classroom walk-throughs and review lesson plans.

Person Responsible

Tessa McKeown

Schedule

Weekly, from 8/19/2014 to 5/27/2015

Evidence of Completion

Feedback in iObservation.

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

Conduct classroom walkthrough, review lesson plans, and facilitate common planning.

Person Responsible

Jennifer Dunagan

Schedule

Weekly, from 8/19/2014 to 5/27/2015

Evidence of Completion

Feedback in iObservation.

G2.B1.S2 Implement the coaching cycle to build capacity in planning and delivering rigorous, standards-based instruction and assessments. (N) 4

 S103306

Strategy Rationale

Teachers need modeling, assistance with best practices including classroom management and class structure to become more successful.

Action Step 1 5

Coaches will provide coaching support for identified teachers through the coaching cycle.

Person Responsible

Tessa McKeown

Schedule

Weekly, from 8/19/2014 to 5/28/2015

Evidence of Completion

Coaching assignments and coaching logs.

Action Step 2 5

School-based and STO coaches will collaborate on best practices for planning and delivering rigorous standards-based instruction prior to supporting teachers in common planning two times each week.

Person Responsible

Christine Pankonin

Schedule

Weekly, from 8/19/2014 to 5/28/2015

Evidence of Completion

Collaboration meeting minutes - reading/ELA and math/science lesson collaboration form and lesson progression form

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Collect completed lesson collaboration forms and conduct observations

Person Responsible

Jennifer Dunagan

Schedule

Weekly, from 8/19/2014 to 5/28/2015

Evidence of Completion

iObservation data and coaching logs.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Core Team meetings held weekly to discuss grade level progress and specific student needs.

Person Responsible

Carmen Balgobin

Schedule

Weekly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Core team meeting minutes outlining next steps.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Monitor benchmark and progress monitoring data, conduct classroom walkthroughs using iObservation, and administrative discussions.

Person Responsible

Carmen Balgobin

Schedule

Weekly, from 8/20/2014 to 5/29/2015

Evidence of Completion

iObservation, benchmark, and mini-assessment data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Coaches will facilitate common planning with teachers to support them in developing differentiated instruction and centers activities.	McKeown, Tessa	8/19/2014	Resources identified in lesson collaboration forms and progressions.	5/28/2015 weekly
G1.B1.S2.A1	Provide professional development on differentiated instructional strategies.	Pankonin, Christine	8/20/2014	Sign in sheets.	5/27/2015 biweekly
G2.B1.S1.A1	Conduct professional development on planning and delivering rigorous, standards-based instruction to include Webb's Depth of Knowledge, Marzano's strategies, and deconstructing standards.	Pankonin, Christine	8/20/2014	Sign in sheets, PLC logs, Agendas, Exit Slips and PLC notes.	5/27/2015 biweekly
G2.B1.S2.A1	Coaches will provide coaching support for identified teachers through the coaching cycle.	McKeown, Tessa	8/19/2014	Coaching assignments and coaching logs.	5/28/2015 weekly
G2.B1.S1.A2	School-based and STO coaches will collaborate on best practices for planning and delivering rigorous standards-based instruction prior to supporting teachers in common planning each week.	Dunagan, Jennifer	8/19/2014	Collaboration meeting minutes - reading/ELA and math/science lesson template form and lesson progression form	5/28/2015 weekly
G2.B1.S2.A2	School-based and STO coaches will collaborate on best practices for planning and delivering rigorous standards-based instruction prior to supporting teachers in common planning two times each week.	Pankonin, Christine	8/19/2014	Collaboration meeting minutes - reading/ELA and math/science lesson collaboration form and lesson progression form	5/28/2015 weekly
G1.MA1	MTSS Leadership Team meets bi-weekly to review academic and behavioral data collected through formative assessments. The team discusses the current status of MTSS implementation, and based on data, refines the plan for continued implementation of MTSS school-wide.	Rodrigues, Mikela	8/25/2014	Sign in sheets, MTSS leadership meeting minutes, and data binders.	5/29/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Conduct classroom walk-throughs and review lesson plans for differentiated instructional strategies.	Dunagan, Jennifer	8/19/2014	iObservation, Voyager, benchmark, and mini-assessment data	5/29/2015 weekly
G1.B1.S1.MA1	Participate in common planning meetings and review common planning meeting minutes and centers lesson plans.	McKeown, Tessa	8/19/2014	lesson plans, lesson collaboration forms and sign in sheets.	5/28/2015 weekly
G1.B1.S2.MA1	Conduct classroom walkthroughs and review lesson plans for differentiated instructional strategies.	Munoz, Jose	8/20/2014	iObservation, Voyager, benchmark, and mini-assessment data	5/29/2015 weekly
G1.B1.S2.MA1	Participate in professional development and review professional development materials and sign in sheets.	Pankonin, Christine	8/20/2014	PD sign in sheets and materials	5/27/2015 biweekly
G2.MA1	Data analysis will occur using student formative and summative data including mini benchmarks and computer program usage. Classroom observations will be conducted and iObservation data will be reviewed at Core team meetings weekly. Teachers collaborate weekly in common planning with the leadership team.	Balgobin, Carmen	8/18/2014	Data meeting minutes, Core team meeting minutes, lesson plans, iObservation, benchmark, and mini-assessment data.	5/29/2015 weekly
G2.B1.S1.MA1	Admin and leadership team conduct classroom walk-throughs and review lesson plans.	McKeown, Tessa	8/19/2014	Feedback in iObservation.	5/27/2015 weekly
G2.B1.S1.MA3	Conduct classroom walkthrough, review lesson plans, and facilitate common planning.	Dunagan, Jennifer	8/19/2014	Feedback in iObservation.	5/27/2015 weekly
G2.B1.S1.MA1	Participate in professional development, common planning, and review professional development materials and sign in sheets.	Pankonin, Christine	8/20/2014	PD materials, sign in sheets, exit surveys, and PLC notes.	5/27/2015 biweekly
G2.B1.S2.MA1	Monitor benchmark and progress monitoring data, conduct classroom walkthroughs using iObservation, and administrative discussions.	Balgobin, Carmen	8/20/2014	iObservation, benchmark, and mini-assessment data	5/29/2015 weekly
G2.B1.S2.MA1	Collect completed lesson collaboration forms and conduct observations	Dunagan, Jennifer	8/19/2014	iObservation data and coaching logs.	5/28/2015 weekly
G2.B1.S2.MA3	Core Team meetings held weekly to discuss grade level progress and specific student needs.	Balgobin, Carmen	8/22/2014	Core team meeting minutes outlining next steps.	5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Implement the MTSS framework for academics and behavior by disaggregating and analyzing data.

G1.B1 Teachers lack knowledge and understanding of how to utilize the MTSS framework and to provide interventions by differentiating instruction for tiered students

G1.B1.S1 Provide PD on the MTSS framework.

PD Opportunity 1

Coaches will facilitate common planning with teachers to support them in developing differentiated instruction and centers activities.

Facilitator

MTSS Coach from STO

Participants

All instructional staff will participate.

Schedule

Weekly, from 8/19/2014 to 5/28/2015

G1.B1.S2 Build teacher capacity through professional development on differentiated instruction. (N)

PD Opportunity 1

Provide professional development on differentiated instructional strategies.

Facilitator

CRT (Christine Pankonin) and Instructional Coaches

Participants

All instructional staff will participate.

Schedule

Biweekly, from 8/20/2014 to 5/27/2015

G2. Increase rigorous standards-based instruction.

G2.B1 Teachers lack instructional knowledge and skill in planning and delivering rigorous, standards-based instruction and assessments.

G2.B1.S1 Provide professional development on planning and delivering rigorous, standards-based instruction, to include Webb's Depth of Knowledge, Marzano's strategies, and deconstructing standards. (N)

PD Opportunity 1

Conduct professional development on planning and delivering rigorous, standards-based instruction to include Webb's Depth of Knowledge, Marzano's strategies, and deconstructing standards.

Facilitator

CRT (Christine Pankonin), Coaches (Jen Dunagan, Tessa McKeown, JJ Munoz)

Participants

All instructional staff will participate in professional development.

Schedule

Biweekly, from 8/20/2014 to 5/27/2015

G2.B1.S2 Implement the coaching cycle to build capacity in planning and delivering rigorous, standards-based instruction and assessments. (N)

PD Opportunity 1

Coaches will provide coaching support for identified teachers through the coaching cycle.

Facilitator

Principal (Carmen Balgobin) and Assistant Principal (Desiree Houghton)

Participants

Teachers identified as needing support based upon iObservation and student achievement data

Schedule

Weekly, from 8/19/2014 to 5/28/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0