

Orange County Public Schools

# Michael McCoy Elementary



2021-22 Schoolwide Improvement Plan

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# Michael McCoy Elementary

5225 S SEMORAN BLVD, Orlando, FL 32822

<https://mccoyses.ocps.net/>

## Demographics

Principal: Eric Unger

Start Date for this Principal: 6/22/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	<i>[Data Not Available]</i>
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: C (50%) 2017-18: C (52%) 2016-17: C (49%) 2015-16: C (42%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	[not available]
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

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

To ensure every student has a promising and successful future.

### School Leadership Team

**Membership**

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

Name	Title	Job Duties and Responsibilities
Unger, Eric	Principal	<p>The Principal will provide the vision and direction for the school through shared leadership, discussions, and collaboration with our Professional Learning Communities. The Principal will communicate the school wide expectations for instruction in core subjects and support implementation of effective instructional strategies by observing, providing actionable feedback and coaching to teachers, ensuring that MTSS is being implemented with fidelity consistently across grade levels, ensuring the use of common language for implementing the effective leadership habits, and communicating with parents regarding school-based MTSS plans and activities.</p>
Mihelich, Tracy	Instructional Coach	<p>The Instructional Coach/Reading Coach will provide guidance of effective instructional strategies through professional developments (Close Reading, etc.), observing instructional delivery, providing actionable feedback and coaching to teachers. She will facilitate data collection, and assist with data analysis for Tier I, II, and III. She will assist in ensuring that MTSS is being implemented with fidelity consistently across grade levels and communicate with parents regarding schoolbased MTSS plans. She will work directly with the lowest 25% students in intermediate grades during interventions.</p>
Gomez, Julie	Other	<p>Instructional Support will provide guidance of effective instructional strategies through professional developments, observing instructional delivery, providing actionable feedback and coaching to teachers. She will facilitate data collection, and assist with data analysis for Tier I, II, and III. She will work directly with the struggling students in intermediate</p>

Name	Title	Job Duties and Responsibilities
		grades during interventions.
Lattin, Callie	Math Coach	
Hernandez, Brenda	Guidance Counselor	The Guidance Counselor will provide support to students and staff concerning mental health issues. She will monitor the early warning signs of all students and assist with monthly meetings to discuss students at risk. She will communicate with parents of students on the EWS list to increase student attendance and encourage positive behaviors.
Betancourt Diaz, Janet	ELL Compliance Specialist	The CCT/ESE Support will provide guidance of effective ELL instructional strategies through professional developments, observing instructional delivery, providing actionable feedback, monitor compliance, and coaching to teachers. She will monitor the implementation of the MAO Culturally Responsive Plan. She will facilitate ELL data collection, and assist with data analysis for ELL students. She will work directly with our ELL/ESE students.
Rumph, Pamela	Assistant Principal	The Assistant Principal will assist the Principal to provide the vision and direction for the school through shared leadership, discussions, and collaboration with our Professional Learning Communities. The Assistant Principal will assist the Principal to communicate the school wide expectations for instruction in core subjects and support implementation of effective instructional strategies by observing, providing actionable feedback and coaching to teachers, ensuring that MTSS is being implemented with fidelity consistently across grade levels, ensuring the use of common language for implementing

Name	Title	Job Duties and Responsibilities
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the effective leadership habits, and communicating with parents regarding school-based MTSS plans and activities.

**Demographic Information**

**Principal start date**

Tuesday 6/22/2021, Eric Unger

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

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

37

**Total number of students enrolled at the school**

466

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

5

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

4

**Demographic Data**

**Early Warning Systems**

**2021-22**

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



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	23	69	69	91	78	98	0	0	0	0	0	0	0	428
Attendance below 90 percent	9	26	20	40	23	29	0	0	0	0	0	0	0	147
One or more suspensions	0	5	8	5	3	5	0	0	0	0	0	0	0	26
Course failure in ELA	0	0	0	10	15	45	0	0	0	0	0	0	0	70
Course failure in Math	0	0	0	7	11	40	0	0	0	0	0	0	0	58
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	10	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	4	2	10	13	46	0	0	0	0	0	0	0	75

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

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

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

Thursday 6/3/2021

**2020-21 - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	27	72	77	103	114	86	0	0	0	0	0	0	0	479
Attendance below 90 percent	7	20	11	22	22	14	0	0	0	0	0	0	0	96
One or more suspensions	0	0	1	6	4	2	0	0	0	0	0	0	0	13
Course failure in ELA	0	0	0	34	62	30	0	0	0	0	0	0	0	126
Course failure in Math	0	0	0	27	60	3	0	0	0	0	0	0	0	90
Level 1 on 2019 statewide ELA assessment	0	0	0	0	11	21	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide Math assessment	0	0	0	0	7	17	0	0	0	0	0	0	0	24

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	26	62	22	0	0	0	0	0	0	0	111

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

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

**2020-21 - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	27	72	77	103	114	86	0	0	0	0	0	0	0	479
Attendance below 90 percent	7	20	11	22	22	14	0	0	0	0	0	0	0	96
One or more suspensions	0	0	1	6	4	2	0	0	0	0	0	0	0	13
Course failure in ELA	0	0	0	34	62	30	0	0	0	0	0	0	0	126
Course failure in Math	0	0	0	27	60	3	0	0	0	0	0	0	0	90
Level 1 on 2019 statewide ELA assessment	0	0	0	0	11	21	0	0	0	0	0	0	0	32
Level 1 on 2019 statewide Math assessment	0	0	0	0	7	17	0	0	0	0	0	0	0	24

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	26	62	22	0	0	0	0	0	0	0	111

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

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

**Part II: Needs Assessment/Analysis**

**School Data Review**

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	37%			42%	57%	57%	42%	56%	56%
ELA Learning Gains	45%			49%	58%	58%	54%	55%	55%
ELA Lowest 25th Percentile	44%			44%	52%	53%	66%	48%	48%
Math Achievement	41%			55%	63%	63%	50%	63%	62%
Math Learning Gains	61%			66%	61%	62%	52%	57%	59%
Math Lowest 25th Percentile	67%			67%	48%	51%	56%	46%	47%
Science Achievement	29%			30%	56%	53%	46%	55%	55%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	39%	55%	-16%	58%	-19%
Cohort Comparison						
04	2021					
	2019	43%	57%	-14%	58%	-15%
Cohort Comparison		-39%				
05	2021					
	2019	28%	54%	-26%	56%	-28%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	50%	62%	-12%	62%	-12%
Cohort Comparison						
04	2021					
	2019	59%	63%	-4%	64%	-5%
Cohort Comparison		-50%				
05	2021					
	2019	39%	57%	-18%	60%	-21%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	29%	54%	-25%	53%	-24%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

The progress monitoring tool used to track data from the fall through the spring is i-Ready.

<b>Grade 1</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12/18%	14/20%	20/28%
	Economically Disadvantaged	8/17%	6/12%	12/23%
	Students With Disabilities	1/20%	0/0%	0/0%
	English Language Learners	2/6%	4/12%	5/15%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11/18%	12/17%	18/25%
	Economically Disadvantaged	7/14%	7/13%	7/25%
	Students With Disabilities	1/20%	1/17%	1/0%
	English Language Learners	3/9%	6/18%	3/12%
<b>Grade 2</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10/15%	18/25%	20/32%
	Economically Disadvantaged	7/12%	12/19%	16/25%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	2/8%	6/15%	7/18%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2/4%	5/7%	12/16%
	Economically Disadvantaged	1/2%	3/5%	1/11%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	2/5%	1/3%	2/10%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	6/7%	17/19%	23/26%
	Economically Disadvantaged	3/4%	12/18%	18/27%
	Students With Disabilities	1/14%	1/14%	1/14%
	English Language Learners	3/4%	7/12%	14/25%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1/2%	7/8%	25/28%
	Economically Disadvantaged	1/2%	5/8%	1/27%
	Students With Disabilities	1/14%	1/14%	1/14%
	English Language Learners	1/2%	2/4%	1/32%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14/14%	17/17%	23/22%
	Economically Disadvantaged	11/14%	12/15%	16/20%
	Students With Disabilities	0/0%	0/0%	1/7%
	English Language Learners	5/8%	6/10%	8/13%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3/8%	10/10%	23/23%
	Economically Disadvantaged	1/1%	7/10%	1/22%
	Students With Disabilities	0/0%	1/3%	0/7%
	English Language Learners	1/2%	13%	1/26%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	7/9%	6/8%	22/10%
	Economically Disadvantaged	4/7%	4/7%	5/8%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	1/2%	1/2%	1/13%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0/5%	4/5%	9/11%
	Economically Disadvantaged	0/0%	2/15%	23%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/11%	0/17%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	21/27%	28/37%	28/37%
	Economically Disadvantaged	15/28%	21/41%	17/33%
	Students With Disabilities	0/0%	2/20%	2/25%
	English Language Learners	8/16%	12/26%	13/28%
	Number/% Proficiency	Fall	Winter	Spring

**Subgroup Data Review**

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	10	36		13	36						
ELL	28	32	40	35	69	73	20				
BLK	27			36							
HSP	36	44	44	41	59	65	31				
WHT	40			27							
FRL	35	42		39	57	62	30				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	50	50	23	50	62	17				
ELL	32	47	44	47	67	68	24				
BLK	57	73		57	67						
HSP	39	47	43	53	65	67	29				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	46			62							
FRL	41	49	44	53	65	67	32				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	12	50	50	27	48	64					
ELL	33	53	62	45	57	67	31				
BLK	50	57		67	57						
HSP	41	54	63	50	52	55	48				
WHT	38	45		38	45						
FRL	40	52	62	47	51	54	45				

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	373
Total Components for the Federal Index	8
Percent Tested	98%

**Subgroup Data**

Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
<b>White Students</b>	
Federal Index - White Students	34
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0



## Analysis

### Data Analysis

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

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

Considering the 2018-2019 FSA data, the Key Ideas and Details component for ELA had the greatest gap when compared to the state average for the 2018-2019 school year. Factors that contributed to gap included the loss of the extra hour and changes to the 3rd grade team (5 out of 6 teachers were new to the grade level and/or a first year teacher). For the 2019-2020 school year, I-Ready data has been used to monitor student growth and the middle of the year (MOY) proficiency for ELA is 35% (Grades 3-5 is 29%) and math is 30% (Grades 3-5 is 31%). Specifically, MOY data for the fourth graders which will be the 2020-2021 fifth graders showed a (MOY) proficiency for ELA as 25% and math as 37%.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The top three priorities include:

- 1) ELA and Math Proficiency
- 2) ELA and Math Learning Gains for 5th grade
- 3) Science Proficiency

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

Contributing factors include a high mobility rate along with a high ELL population. In addition, student mobility between virtual learning and face to face learning directly impacted student achievement in a negative capacity.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data component that showed the most improvement is Math Learning Gains, which increased 14% (rising from 52% to 66%).

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

The contributing factors for this improvement were that this was the first year that McCoy departmentalized in grades 4th and 5th. In addition, our 4th grade math teachers looped up with their 3rd grade students from the previous year. Also, new actions that were taken to help in this area was more availability with the Math Coach for standard-aligned instruction planning, closely monitoring performance on standards, and using data to change and drive daily instruction as needed.

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

A new district initiative being implemented this year will be that all tutoring programs will be through the Minority Achievement Office and their Acceleration framework. This framework strategically prepares students for success in the present. This framework jump-starts underperforming students into learning new concepts before their classmates even begin. It also provides a fresh academic start for students every week and creates opportunities for struggling students to learn alongside their more successful peers.

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

All teachers will be given the opportunity to take the MAO Acceleration training for the 2021-2022 school year. No teacher will be able to participate in after school/Saturday school tutoring without completing of the that training.

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

Because we are a CP2 school, we will be able to have two PLC's per week. The additional planning time will be utilized with our coaches to ensure. Based on EWS data, an additional area of need of improvement is attendance and will be addressed by continued communication with parents stressing the importance of attendance. Due to a rise in Covid cases, the school realizes the health and safety of our students is a top priority and will encourage ill students to stay home and recover. The Leadership Team will monitor levels of student's daily attendance and emphasize its importance.

### **Part III: Planning for Improvement**

#### **Areas of Focus:**

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

**Area of Focus Description and Rationale:** On the most recent Florida Standards Assessment (FSA), data indicated that 50% or more of students scored below a level 3 in English Language Arts (ELA). The following percentages for ELA achievement are: Third Grade-39%, Fourth Grade-31%, Fifth Grade-35%. To increase ELA proficiency and ELA learning gains by focusing on deepening teacher knowledge of rigorous standards based instructional practices, small group instruction, and the role that formative and common assessments and data play to help accelerate student performance and increase student proficiency and learning gains with all of our students with an increased focus on our ESSA subgroups based on the 2021-2022 FSA data.

**Measureable Outcome:** The 2022 ELA FSA will show an increase for the following grade level(s): Third Grade - 16% points from 39% to 55%, Fourth Grade - 24% points from 31% to 55%, and Fifth Grade - 20% points from 35% to 55%.

**Monitoring:** Progress monitoring will be done by McCoy's administration along with the reading and math coach. Weekly monitoring checks will occur along with weekly PLC's, monthly data and MTSS meetings. To monitor growth towards the goal, i-Ready diagnostic data, Progress Monitoring Activities (PMAs) and Standards Based Unit Assessments (SBUAs) will be monitored fall, winter and spring as well at the end of units of instruction. Adjustments to instruction will be made in response to data and Instructional Groups for students will be created in I-Ready for grades three through five. Comparisons and adjustments to small groups will occur when additional data points are collected. Classroom Walkthroughs will happen on a continual basis as well to address instructional delivery, student engagement and the planning process through PLCs.

**Person responsible for monitoring outcome:** Eric Unger (eric.unger@ocps.net)

**Evidence-based Strategy:** In order to increase reading achievement, instruction will be standards-based and aligned to every student task and teachers will effectively use common assessment data. Each student will read connected text every day to support reading accuracy, fluency, and comprehension. For students of greater need, small group instruction can occur where students can decode words, analyze word parts, and write and recognize words.

**Rationale for Evidence-based Strategy:** Standard based instruction ensures that both students and teachers have a clear understanding of the standards. Teachers are able to provide instruction that is aligned to the mastery of skills students are expected to learn. This will allow for students to perform more proficiently on the FSA. Each student will read connected text every day to support reading accuracy, fluency, and comprehension. For students of greater need, small group instruction will occur to better scaffold student learning.

**Action Steps to Implement**

- Strengthen the common planning process.
  - o Use the district created K-2 and 3-5 Common Planning Resources to guide the agenda and discussions
  - o Include foundational planning in K-2
- Classroom walkthroughs are conducted regularly and ELA feedback is provided; when needed adjustments are made in common planning/PLCs.
- Ensure the 90 minute reading block contains statutory requirements.
  - o 6 components of reading (as noted in Florida's Formula for success)
  - o Daily inclusion of on-level whole group instruction, and differentiated small group instruction
- Standards Based Unit Assessment (SBUA) Data and Foundational Assessment Data is used to plan small group instruction and differentiation opportunities.

- Provide targeted ELA PD based on teacher needs (consider B.E.S.T. ELA Canvas course, recorded sessions from the Early Literacy Summer Institute, and when applicable, ELA IMPACT).
- MTSS Problem Solving Teams meet regularly to ensure:
  - o Students are appropriately identified.
  - o Students are matched to appropriate interventions and intensity.
  - o Data analysis is routinely part of the process, and adjustments are made to interventions based on the MTSS Problem Solving Team's findings.

**Person Responsible** Eric Unger (eric.unger@ocps.net)

Professional Development will occur on engagement strategies for new teachers to the school.

**Person Responsible** Julie Gomez (julie.gomez2@ocps.net)

Formative assessments on individual standards will occur prior to the administration of the standards-based unit assessment (SBUA) to better prepare and accelerate student learning.

**Person Responsible** Eric Unger (eric.unger@ocps.net)

**#2. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus Description and Rationale:** McCoy Elementary will begin to build and create a school culture that nourishes emotional learning amongst all stakeholders. In turn, this will increase student achievement. Students will have an opportunity to interact with, and make connections to subject matter and problem solve. By increasing our understanding of the school and the communities culture for social and emotional learning, we will be able to address individual needs by making those connections between SEL and MTSS.

**Measureable Outcome:** To decrease out of school suspensions by 50% this year. DESSA data assessed multiple times throughout the year as well as the Panorama survey, including the following areas: student survey, teacher/staff survey, and family survey.

**Monitoring:** The following processes and systems will be put into place to monitor the measurable outcome throughout the year:  
 -Culture & Climate Continuum data  
 -Classroom walkthrough trend data  
 -Evaluative instructional and leadership practice observational data  
 -Qualitative data from students, staff, and families

**Person responsible for monitoring outcome:** Eric Unger (eric.unger@ocps.net)

**Evidence-based Strategy:** Evidence-based strategy: Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families.  
 Description of Monitoring: Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.

**Rationale for Evidence-based Strategy:** Rationale for Strategy Selection: In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change. Resources/Criteria: Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social,emotional, and academic development of every student.

**Action Steps to Implement**

Positive Behavioral Interventions and Supports (PBIS) strategies and processes will be reinforced during pre-planning.

**Person Responsible** Eric Unger (eric.unger@ocps.net)

Incentives for students in both behavior and academics will be initiated at the start of school with the support of Partners-in-Education.

**Person Responsible** Eric Unger (eric.unger@ocps.net)

Incentives for staff members will be initiated with the support from Partners-in-Education.

**Person Responsible** Eric Unger (eric.unger@ocps.net)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**McCoy's school incident ranking is considered Very High in comparison schools across the state. This data is based on the 2019-2020 school year. McCoy ranked #1,228 out of 1,395 elementary schools statewide. The statewide elementary school rate is 1.0 incidents per 100 students. McCoy's school rate is 2.4 incidents per 100 students. In addition, McCoy ranks #1,253 out of 1,395 schools for violent incidents, which is considered very high. McCoy's Property/Drug/Public Order Incidents ranks Very Low. McCoy is in the middle ranking, #750 out of 1,395 elementary schools statewide.**

### Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

For the 2021-2022 school year, McCoy will be implementing a new school wide behavior system. In addition, to the school will begin selecting a boy and a girl from each grade level per month to be recognized as, "students of the month". Also, we will be selecting one staff member per month from instructional and classified to be recognized as, "teacher of the month" and "staff member of the month". These winners will be displayed in the school lobby for all to see. We are also considering recognizing multiple parents per month as, "parent of the month". Our PEL (parent engagement lesson), will also be

implementing a room parent initiate this year. The goal being that every teacher has at least one room parent for the 2021-2022 school year.

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

The mission of McCoy Elementary School is to lead our students to success with the support and engagement of families and community. In an effort to uphold the goals of Orange County Public Schools, McCoy ES will build capacity for parental involvement and sustained community engagement. It is our belief that a strong home school relationship will have a positive impact of student achievement. We will host multiple curriculum events aligned to grade level standards to model instructional strategies for home and school.

Stakeholders:

All members of McCoy's staff, Partners in Education, students, and parents.

<b>Part V: Budget</b>						
<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$3,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6150	510-Supplies	0891 - Mccoy Elementary	Title, I Part A	449.0	\$3,500.00
			<i>Notes: Resources for parent workshops and school activities.</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Social Emotional Learning</b>				<b>\$4,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6150	510-Supplies	0891 - Mccoy Elementary	Title, I Part A	449.0	\$4,000.00
			<i>Notes: Funds will be used to purchase resource materials and substitutes for classroom observations.</i>			
					<b>Total:</b>	<b>\$7,500.00</b>