

Orange County Public Schools

Michael McCoy Elementary



2022-23 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

2019-20 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (60%) 2020-21: (46%) 2018-19: C (50%) 2017-18: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the 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.

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

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

Name	Position Title	Job Duties and Responsibilities
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 school based MTSS plans. She will work directly with the lowest 25% students in intermediate grades during interventions.</p>
Gomez, Julie	Reading Coach	<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 grades during interventions.</p>
Lattin, Callie	Math Coach	<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 grades during intervention.</p>

Name	Position Title	Job Duties and Responsibilities
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 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 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

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

10

Total number of teacher positions allocated to the school

23

Total number of students enrolled at the school

444

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

3

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

3

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	21	80	70	103	42	91	0	0	0	0	0	0	0	407
Attendance below 90 percent	6	31	25	47	15	30	0	0	0	0	0	0	0	154
One or more suspensions	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	1	10	1	0	0	0	0	0	0	0	0	12
Course failure in Math	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	17	6	38	0	0	0	0	0	0	0	61
Level 1 on 2022 statewide FSA Math assessment	0	0	0	11	5	30	0	0	0	0	0	0	0	46
Number of students with a substantial reading deficiency	0	0	0	0	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 who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	15	5	32	0	0	0	0	0	0	0	52

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	4	2	14	1	0	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 8/22/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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

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	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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	42%			37%			42%	57%	57%
ELA Learning Gains	59%			45%			49%	58%	58%
ELA Lowest 25th Percentile	56%			44%			44%	52%	53%
Math Achievement	54%			41%			55%	63%	63%
Math Learning Gains	76%			61%			66%	61%	62%
Math Lowest 25th Percentile	83%			67%			67%	48%	51%
Science Achievement	49%			29%			30%	56%	53%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	39%	55%	-16%	58%	-19%
Cohort Comparison		0%				
04	2022					
	2019	43%	57%	-14%	58%	-15%
Cohort Comparison		-39%				
05	2022					
	2019	28%	54%	-26%	56%	-28%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	50%	62%	-12%	62%	-12%
Cohort Comparison		0%				
04	2022					
	2019	59%	63%	-4%	64%	-5%
Cohort Comparison		-50%				
05	2022					
	2019	39%	57%	-18%	60%	-21%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	29%	54%	-25%	53%	-24%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	6	32	27	19	81	83	19				
ELL	31	55	58	45	75	83	21				
BLK	41	44		41	80						
HSP	39	60	58	54	77	82	46				
WHT	53	73		68	64						
FRL	38	55	55	50	72	82	43				
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				
WHT	46			62							
FRL	41	49	44	53	65	67	32				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	479
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	39
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	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

All 7 FSA sub-group areas increased on the 2022 FSA Assessment. A total of 95 points in all. All ESSA sub-groups met the 41% threshold except ESE students who were at 39%.

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

The top three priorities include:

1. ELA & Math Proficiency
- 2.. ELA Lg Gains
3. ELA L25% Learning Gains

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. In addition, COVID-19 created learning gaps that needed to be addressed.

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

The data components that showed the most improvement were:

1. Math proficiency increased 13% (rising from 41% to 54%)
2. Science proficiency increased 22% (rising from 27% to 49%)
3. Math Lowest 25% increased 16% (rising from 67% to 83%)

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 second year in a row our 3rd-5th grade teachers were departmentalized adding continuity. 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. Additionally, we used Tier I Interventionist in 4th grade math classrooms. Also, the amount of tutoring we held from September to April paid dividends. We also did Math & Science Acceleration.

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

We will continue the district initiative being implemented last year with all our tutoring programs 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 NEW teachers will be given the opportunity to take the MAO Acceleration training for the 2022-2023 school year. No teacher will be able to participate in after school/Saturday school tutoring without completion of the that training. In addition, PD will center around our new state benchmarks.

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

The additional planning time will be utilized with our coaches to ensure new BEST benchmarks are being taught and implemented with fidelity. 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. Health and safety will continue to be a top priority of our students. The Leadership Team will monitor levels of student's daily attendance and emphasize its importance.

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus

Description and

Rationale:

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

Our students with disabilities was the one ESSA sub-group that did not make the 41% threshold. They were at 39%. Because of this, particularly in ELA, we will have a focus on these students who make up about 12% of the McCoy population. A main focus will be making sure these students are monitored closely throughout the year using a wide range of progress monitoring tools.

Measurable Outcome:

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

Our ESSA sub-group of students with disabilities will increase by a minimum of 5% on the 22-23 Florida State Assessment.

Monitoring:

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

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:

Describe the evidence-based strategy being implemented for this Area of Focus.

In order to increase reading achievement, specifically for our students with disabilities, instruction will be benchmark -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:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Benchmark 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 new Florida State Assessment. 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

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.

1. Classroom walkthroughs using the CWT tool along with the Marzano Framework.
2. Streamlined PLC's with a focus on the new B.E.S.T. benchmarks.
3. Grade level planning days built in throughout the year.
4. Monthly grade level data meetings.
5. Bi-monthly teacher/admin data meetings with the focus on individual students.
6. Monthly grade level MTSS meetings.

Person Responsible [no one identified]

#2. Positive Culture and Environment specifically relating to .Social emotional learning.

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

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.

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

To decrease our referrals in grades 3rd-5th by 30% or more this year. Skyward and referral data will be assessed multiple times throughout the year as well as creating a Behavior Leadership Team that will meet monthly to discuss the school as an entire entity focusing on behavior, culture, and social emotional wellbeing.

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

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
 -BLT (Behavior Leadership Team) - Monthly meetings.

Person responsible for monitoring outcome:

Eric Unger (eric.unger@ocps.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a schoolwide SEL.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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

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.

For the 2022-2023 school year, McCoy will continue to introduce and update its school wide behavior system adopting new resources and plans learned for SEL training this summer. McCoy's school wide behavior posters have been modified and we will continue select both a male and female student from each grade level as student's of the month. Additionally, we will select one staff member per month from instructional and classified, to be recognized as "teacher/staff member of the month". These winners will be displayed on the school lobby for all to see. This year, a new initiative will begin, as we will also be recognizing multiple parents per month as, "parents of the month". Our PEL (parent engagement lesion), will be implementing a room parent initiate as well. The goal being that every teacher has a least one room parent for the 22-23 school year.

Person Responsible Pamela Rumph (pamela.rumph@ocps.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

K-2 will focus on the foundations of reading with an emphasis on phonics and vocabulary development. They will also instill a love of reading by including personal choice of reading material at the student's level with AR tests as the accountability piece. Writing, in the form of response to text, is also a focus for the primary grades. The target is to have all students reading before the end of 1st grade.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

3-5 will focus on comprehension of text on an analysis level. The B.E.S.T standards allow for deeper understanding and analysis of text. Having this type of instruction will aid students in better comprehension of the overall purpose of each text with the shift from learning to read to reading to learn.

Writing will be a focus as the students develop responses based on the text analysis. They will also have personal choice of reading material at the student's level with AR tests as the accountability piece.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

On the 21-22 EOY iReady Diagnostic 1st grade grade was 45% proficiency. For the 22-23 school year, that will increase to 50% on the 22-23 EOY PM Assessment.

On the 21-22 EOY iReady Diagnostic 2nd grade grade was 37% proficiency. For the 22-23 school year, that will increase to 50% on the 22-23 EOY PM Assessment.

Grades 3-5: Measureable Outcome(s)

On the 21-22 FSA ELA 4th grade was 36% proficiency. For the 22-23 school year, that will increase to 50% on the Florida BEST Assessment.

On the 21-22 FSA ELA 5th grade was 42% proficiency. For the 22-23 school year, that will increase to 50% on the Florida BEST Assessment.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

ELA will be monitored by the following different ways;

1. Classroom walkthroughs
2. Unit Assessments
3. District & State Progress Monitoring Tools (TBD)
4. ORF's
5. Formative Assessments
6. Coming grade level planning
7. Monthly MTSS and Data Meetings
8. Informal and Formal Observations

District created summative assessments and state directed progress monitoring assessments will be used to monitor each student's growth and mastery of the standards and instruction. Formative assessments will guide instruction on the spot to allow for additional reteaching or intervention support.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Unger, Eric, eric.unger@ocps.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

McCoy will continue to use a wide range of curriculum and support materials to increase ELA proficiency. This will include the state adopted Wonders Reading series along with district created unit assessments and formative assessments.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

These practices are supported by are overall growth of 31% from the 2020-2021 FSA to the 2021-2022 FSA. Additionally, McCoy's learning gains increased by 10% overall in the same time period, while our lowest 25% increased 12%. Our overall proficiency increased by 5%.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Yearly PD will be centered around the new BEST benchmarks for grades 3-5. Our ELA Coach will help plan and design lessons aligned to all benchmarks. Additionally, she will model and side-by-side teach with those teachers who are still in need of support.	Gomez, Julie, julie.gomez2@ocps.net

Positive Culture & Environment

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

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

For the 2022-2023 school year, McCoy will be continuing its 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 initiative this year. The goal being that every teacher has at least one room parent for the 2022-2023 school year. We also hold a number of PTO events throughout the year to build community relationships.

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

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.