

Orange County Public Schools

Mollie Ray Elementary



2021-22 Schoolwide Improvement Plan

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Mollie Ray Elementary

2000 BEECHER ST, Orlando, FL 32808

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

Demographics

Principal: Nathaniel Stephens

Start Date for this Principal: 6/1/2021

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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (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
School Grades History	2018-19: C (45%) 2017-18: C (43%) 2016-17: B (60%) 2015-16: C (45%)
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	[not available]
* 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

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
Stephens, Nate	Principal	nathaniel.stephens@ocps.net
<p>Dr. Stephens provides the vision for the school to ensure high academic achievement is attained for all students. He implements and evaluates programs within the school to ensure that the achievement gap is closing among subgroups. As an administrator, he performs classroom observations to manage and support alignment for student learning. Additionally, actionable feedback is provided to the teachers for improvement of instruction. He holds weekly Professional Learning Community meetings at each grade levels with the instructional team members and the support coaches to discuss standards-based instruction, Tier I and Tier II interventions along with enrichment lessons for students who are working above grade level. All discussions are focused toward increasing student achievement through fostering a growth mindset. Dr. Stephens coordinates the operation and management of all school functions, community relations, and school budget in compliance with district policies. He also participates in the School Advisory Council (SAC).</p>		
Spooney, Danielle	Assistant Principal	danielle.spooney@ocps.net
<p>The Assistant Principal (AP) is responsible for assisting the principal with carrying out the school's vision and mission. Her role as an instructional leader includes the collection and analysis of data and supervisory support of all grade levels with an intense focus on the primary levels grades K-2. She facilitates common planning and data meetings and provides instructional resources for teachers K-2. She conducts classroom observations and provides feedback and support to teachers on instructional practices and classroom interventions.</p>		
Fedrick, Laquanda	Reading Coach	laquanda.fedrick@ocps.net
<p>Ms. Fedrick supports K-5 curriculum frameworks addressing the Florida Standards. She supports school curriculum planning and implementation of curriculum initiatives, provides support to teachers as the ELA instructional coach, and provides feedback to ensure instruction is differentiated to meet the individual needs of students. Ms. Fedrick conducts curriculum materials inventory, assists teachers with the implementation of Marzano instructional</p>		

Name	Title	Job Duties and Responsibilities
		<p>practices, and monitors the fidelity of Deliberate Practice strategies being used to increase student achievement. She oversees and monitors the reading assessments and student data. She supports and monitors Professional Learning Communities for ELA and coordinates the reading diagnostic assessment schedules. She also provides guidance for curriculum and instruction in other content areas such as science and math.</p>
Cieciwa-lott, Rebecca	Science Coach	rebecca.cieciwa-lott@ocps.net
		<p>Mrs. Lott supports the K-5 curriculum frameworks addressing the Florida Standards and Next Generation Sunshine Science State Standards. She progress monitors grade level science content, ensures that appropriate science strategies are being implemented in classrooms as well as monitoring the assessments to ensure that the data reflects improved student learning. Mrs. Lott assists teachers with the implementation of Marzano instructional practices and the fidelity of Deliberate Practice strategies being used to increase student achievement. Additionally, Mrs. Lott provides guidance for curriculum and instruction and strategies for infusing science in other content areas such as ELA and math.</p>
Cole, Tiffany	Math Coach	tiffany.cole@ocps.net
		<p>Ms. Cole supports K-5 curriculum frameworks addressing the Florida Standards. She facilitates school curriculum planning and implementation of curriculum initiatives, provides support to teachers as an instructional coach, conducts curriculum materials inventory, and coordinates mathematics programs and initiatives. Ms. Cole assists teachers with the implementation of Marzano instructional practices and the fidelity of Deliberate Practice strategies being used to increase student achievement. Additionally, Ms. Cole infuses strategies for curriculum and instruction in other content areas such as ELA and science.</p>
Nobles, Debra	Dean	debra.nobles@ocps.net
		<p>Ms. Nobles supports student supervision and school-wide discipline. She maintains appropriate records related to discipline referrals and supports the implementation of CHAMPS,</p>

Name	Title	Job Duties and Responsibilities
		which is the school-wide behavior initiative. Mrs. Nobles assists the general education teachers in developing positive behavior plans by implementing strategies that conform to CHAMPS expectations.

Demographic Information

Principal start date

Tuesday 6/1/2021, Nathaniel Stephens

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.*

29

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.*

6

Total number of teacher positions allocated to the school

36

Total number of students enrolled at the school

386

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

16

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

27

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	62	54	62	48	76	60	0	0	0	0	0	0	0	362
Attendance below 90 percent	2	0	0	16	8	11	0	0	0	0	0	0	0	37
One or more suspensions	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Course failure in ELA	1	0	0	1	0	0	0	0	0	0	0	0	0	2
Course failure in Math	2	0	0	1	0	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	17	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	0	0	0	17	7	12	0	0	0	0	0	0	0	36

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	2	0	0	17	8	13	0	0	0	0	0	0	0	40

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

Friday 7/16/2021

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	71	78	54	87	74	0	0	0	0	0	0	0	391
Attendance below 90 percent	4	44	46	18	13	14	0	0	0	0	0	0	0	139
One or more suspensions	1	3	4	5	2	4	0	0	0	0	0	0	0	19
Course failure in ELA	0	0	0	2	0	1	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	6	0	2	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide ELA assessment	0	0	0	0	17	23	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide Math assessment	0	0	0	0	8	12	0	0	0	0	0	0	0	20

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	2	3	6	11	18	0	0	0	0	0	0	0	40

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	71	78	54	87	74	0	0	0	0	0	0	0	391
Attendance below 90 percent	4	44	46	18	13	14	0	0	0	0	0	0	0	139
One or more suspensions	1	3	4	5	2	4	0	0	0	0	0	0	0	19
Course failure in ELA	0	0	0	2	0	1	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	6	0	2	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide ELA assessment	0	0	0	0	17	23	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide Math assessment	0	0	0	0	8	12	0	0	0	0	0	0	0	20

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	2	3	6	11	18	0	0	0	0	0	0	0	40

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

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	18%			28%	57%	57%	33%	56%	56%
ELA Learning Gains	33%			48%	58%	58%	47%	55%	55%
ELA Lowest 25th Percentile	47%			48%	52%	53%	34%	48%	48%
Math Achievement	35%			58%	63%	63%	49%	63%	62%
Math Learning Gains	29%			56%	61%	62%	47%	57%	59%
Math Lowest 25th Percentile	32%			39%	48%	51%	50%	46%	47%
Science Achievement	34%			41%	56%	53%	44%	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	20%	55%	-35%	58%	-38%
Cohort Comparison						
04	2021					
	2019	39%	57%	-18%	58%	-19%
Cohort Comparison		-20%				
05	2021					
	2019	28%	54%	-26%	56%	-28%
Cohort Comparison		-39%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	55%	62%	-7%	62%	-7%
Cohort Comparison						
04	2021					
	2019	69%	63%	6%	64%	5%
Cohort Comparison		-55%				
05	2021					
	2019	45%	57%	-12%	60%	-15%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	40%	54%	-14%	53%	-13%
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 that was used to compile the below data is i-Ready.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23	21	33
	Economically Disadvantaged	23	21	33
	Students With Disabilities	0	0	0
	English Language Learners	10	0	10
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23	13	31
	Economically Disadvantaged	23	13	31
	Students With Disabilities	0	0	100
	English Language Learners	0	0	10
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19	23	28
	Economically Disadvantaged	19	23	28
	Students With Disabilities	0	0	0
	English Language Learners	17	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8	16	25
	Economically Disadvantaged	8	16	25
	Students With Disabilities	0	0	0
	English Language Learners	0	0	8

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22	31	28
	Economically Disadvantaged	22	31	28
	Students With Disabilities	0	0	0
	English Language Learners	0	0	20
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3	9	31
	Economically Disadvantaged	3	9	31
	Students With Disabilities	0	0	8
	English Language Learners	0	0	40

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12	13	14
	Economically Disadvantaged	12	13	14
	Students With Disabilities	0	0	0
	English Language Learners	0	0	11
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12	24	36
	Economically Disadvantaged	12	24	36
	Students With Disabilities	0	0	0
	English Language Learners	0	0	33

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14	16	20
	Economically Disadvantaged	14	16	20
	Students With Disabilities	0	7	7
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11	27	39
	Economically Disadvantaged	11	27	39
	Students With Disabilities	0	7	14
	English Language Learners	25	25	25
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	39	37	42
	Economically Disadvantaged	39	37	42
	Students With Disabilities	7	21	21
	English Language Learners	0	0	25
	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	6	11		15	22	30	23				
ELL	22	45		48	55		40				
BLK	15	31	46	30	28	37	29				
HSP	29			55							
FRL	18	31	40	35	29	32	35				
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	7	46	48	30	43	36	7				
ELL	22	56	62	67	67	80	35				
BLK	25	43	42	55	54	35	43				
HSP	39	70		70	65		33				
FRL	30	49	44	58	53	36	40				

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	3	12	20	16	32	40	10				
ELL	17	38		51	55						
BLK	32	47	30	48	49	54	42				
HSP	38	53		54	44						
FRL	35	46	34	49	47	53	42				

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	34
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	270
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	18
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners

Federal Index - English Language Learners	42
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	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	45
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

The first trend that emerges across grade levels is a decrease in ELA performance in our intermediate grade levels as evidenced on i-Ready end-of-year assessments (EOY). Our 2020-2021 EOY results revealed 21% proficiency in ELA, whereas our 2019-2020 results revealed 32% proficiency. Conversely, our primary grades increased their ELA achievement levels from 36% to 49% on the EOY assessments. When compared to our 2019 Florida Standards Assessment (FSA) results, intermediate grades showed a decline of seven percent in the data where comparable.

The second trend that emerges across grade levels is a slight decrease in math performance in our intermediate grade levels as evidenced on i-Ready end-of-year assessments (EOY). Our 2020-2021 EOY results revealed 37% proficiency in math, whereas our 2019-2020 results revealed 39% proficiency. Conversely, our primary grades increased their math achievement levels from 26% to 47% on the EOY assessments. When compared to our 2019 FSA results, intermediate grades showed a decline of 21% in the data where comparable.

Our ESSA subgroup, Students with Disabilities (SWDs), indicates a significant lag when compared to their peers. In ELA, the EOY diagnostic indicated 5% proficiency. In Math, the EOY diagnostic indicated 10% proficiency.

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

Based off progress monitoring and 2019 state assessments the data component that demonstrates the greatest need for improvement is intermediate math. When comparing i-Ready beginning-of-year (BOY) to EOY, third grade showed a decrease of 15%, fourth grade showed a decrease of 12%, and there was no change in fifth grade proficiency between the 2019-2020 and 2020-2021 school years.

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

2020-2021 school year brought many challenges. One major challenge was the need for teachers to pivot away from traditional instructional delivery models. To address this need for improvement, teachers will require additional professional development focused on the implementation of math manipulatives and other resources, to include computer-based tools that are proven to engage students authentically. Increased support from instructional coaches and intervention teachers will also be needed to provide additional layers of differentiated small group math instruction.

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

As evidenced on i-Ready EOY data, the component that demonstrates the greatest improvement is mathematics in the primary grades. When comparing i-Ready BOY to EOY, kindergarten showed an increase of 51%, first grade showed an increase of 24%, and second grade showed an increase of 16%. The proficiency increase amounts to an overall 21% between the 2019-2020 and 2020-2021 school years.

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

Based on the 2019-2020 progress monitoring results and observational data, strategically adjusted personnel placements were made. These moves created more cohesive teams which led to more productive professional learning community meetings. Additionally, supplemental support was provided by the district to engage students in differentiated small group instruction utilizing push-in and pull-out models of instructional delivery. School-based instructional coaches and intervention teachers have been provided classroom support schedules that will allow for additional layers of targeted, data-driven push-in and pull-out instruction.

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

In order to accelerate learning in the upcoming school year, an intense focus will be placed on ensuring the learning acceleration model is implemented during the extended hour of the school day. Students will have access to high-quality instructional materials that are aligned to the standards. Teachers will integrate lessons using priority standards to provide an appropriate balance of fluency, conceptual understanding, and hands-on practice. Additionally, Tier 1 interventionists will push in to classrooms providing additional support in ELA and Math. The framework for this support consists of the lead teacher providing grade level instruction to half of the class, while the Tier 1 teacher provides the trailing standard to the second half of the class. At prescribed intervals, the groups will rotate. Diagnostic and common assessment data will be used to determine acceleration groupings and resources. Instructional resources that will be utilized include but are not limited to i-Ready scaffolded lessons. For these strategies to work effectively, all teachers will require professional development focused on acceleration practices.

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.

Based on the contributing factors and strategies identified to accelerate learning, the professional development opportunities that will be provided at the school to support teachers and leaders includes professional development focused on the high-quality instructional materials that will be available to students. In addition, professional development will focus on supporting teachers as they prepare their lessons so they will have a deep understanding of the content and are able to effectively deliver it to students. Through common planning, coaches will model lessons, discuss engagement strategies, and clarify misconceptions.

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

Additional services that will be implemented to ensure sustainability of improvement in the next year and beyond are tutoring programs that utilize the learning acceleration model, weekly professional learning community meetings for teachers, professional development based on observed trends, and coaching support. Using the Tier 1 teachers, students will receive additional support during intervention during the extra hour of reading.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Mollie Ray Elementary will continue to focus on increasing student proficiency by ensuring that instructional teams collaboratively develop unit plans that assure student mastery of standards-based objectives, while simultaneously providing opportunities for enhanced learning. The primary focus will be on identifying and prioritizing the most critical learning standards, unpacking the explicit and implicit domain skills for those learning standards, and ultimately developing plans that engage students using high-yield instructional strategies.
 Student achievement data and observation data indicates teachers will benefit from collaboratively developing unit plans that ensure student mastery of student based objectives. That will lead to students mastering standards at a high percentage rate.

Measurable Outcome: By June 2022, we expect to see an overall increase of 20% in the performance of students meeting grade level proficiency in both ELA and math as evidenced on the Florida Standards Assessment.

Monitoring: Consistent, ongoing monitoring of school-wide pedagogical practices, coupled with specific, actionable feedback to teachers and coaches around observational trends, will allow us to remain focused on the most critical information and meet our end-of-year objectives. Coaches will provide teachers support during common planning. Classroom observations (informal, formal, and classroom walkthroughs) will be conducted to observe instructional trends and the transfer of planning into instructional delivery. Actionable feedback will be provided after all observations.

Person responsible for monitoring outcome: Nate Stephens (nathaniel.stephens@ocps.net)

Evidence-based Strategy: Professional development on the topics of standards-based instruction and authentic engagement strategies will be provided to teachers to increase their pedagogy throughout the school year. Professional development will be presented in workshops, facilitated common planning and during the coaching cycle.

Rationale for Evidence-based Strategy: i-Ready EOY student data indicates 32% of KG - 5th grade students are proficient in reading and 39% are proficient in math. Classroom observation data indicates teachers need additional support implementing pedagogical practices to include collaboration activities that would engage students during instruction.

Action Steps to Implement

Identify and tier teachers in need of support: Leadership team will discuss all teachers to determine unique strengths, weaknesses, tier level, and areas of focus. Once teachers' areas of need are identified, coaches will implement the coaching cycle. Teachers are supported through PLCs, modeling, and co-teaching.

Person Responsible Nate Stephens (nathaniel.stephens@ocps.net)

Teachers requiring additional support will participate in the coaching cycle with a resource teacher. The resource teacher will document the strategies that are being implemented with the teacher and the progress of the coaching cycle.

Person Responsible Danielle Spooney (danielle.spooney@ocps.net)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: To increase student achievement and close the achievement gap, Mollie Ray Elementary will continue to implement Multi-Tiered Systems of Support (MTSS) and rededicate ourselves to executing the fundamentals of an effective MTSS process. Focused professional learning community meetings and targeted professional development offerings will help to ensure that teachers are supported in understanding the curriculum, standards, and assessments for their grade level and content areas, particularly with Tier I instruction. The school leadership team will also work intimately with teachers to analyze student performance data, identify appropriate intervention materials for Tier II and III support, match students accordingly, and establish consistent coaching and monitoring plans using available data. Student achievement data indicates that teachers will benefit from additional support and professional development on the MTSS framework as well as disaggregating data and using it to drive instruction.

Measureable Outcome: By June 2022, students in the lowest 25% in grades 3-5 will increase in learning gains for ELA by 18% from 47% to 65%. By June 2022, students in the lowest 25% in grades 3-5 will increase in learning gains for math by 33% from 32% to 65%.

Monitoring: Classroom observations (informal, formal, and classroom walkthroughs) will be conducted to observe instructional strategies and determine trends. Actionable feedback will be provided after all observations.

Person responsible for monitoring outcome: Nate Stephens (nathaniel.stephens@ocps.net)

Evidence-based Strategy: Teachers will discuss students' data during weekly data meetings and common planning meetings. During the monthly MTSS meetings, teachers will identify and discuss students with significant academic deficiencies. During the meetings, teachers and coaches will review data and provide students with appropriate interventions based on student needs.

Rationale for Evidence-based Strategy: Student achievement data indicates that teachers will benefit from additional support and professional development on the MTSS framework as well as disaggregating data and using it to drive instruction. As a result of the implementation of the MTSS framework with fidelity, student achievement will increase. Student learning gains were below 50% in ELA and math on the 2018-2019 FSA. Learning gains decreased by 11% in math on the 2018-2019 FSA.

Action Steps to Implement

Support will be given to teachers who have students in need of Tier II and Tier III supports to ensure that fewer students move to Tier III. Targeted small group instruction will be provided by ELA and math interventionists.

Person Responsible Nate Stephens (nathaniel.stephens@ocps.net)

Fidelity of MTSS implementation will be monitored weekly and student information groups will be adjusted in response to the data.

Person Responsible Danielle Spooney (danielle.spooney@ocps.net)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Mollie Ray Elementary will establish and nurture a strong culture for social emotional learning with all stakeholders. To build academic expertise in all students, we will use social and emotional learning, through the distributive leadership model, to strengthen team dynamics and collaboration. Professional development focused on the CASEL core competencies will afford our staff the knowledge needed to implement social and emotional learning and connect the cognitive and conative strategies that support student success and subsequent family engagement.

Measureable Outcome: By June 2022, we will reduce our School Incidence Ranking from Very High to Very Low as evidenced in the SafeSchoolsforAlex.org ranking system.

Monitoring: Classroom observations (informal, formal, and classroom walkthroughs) will be conducted to observe instructional strategies and determine trends. Actionable feedback will be provided after all observations. Student referral data, counseling notes, and MTSS data will also be used to inform supports needed for students and teacher.

Person responsible for monitoring outcome: Nate Stephens (nathaniel.stephens@ocps.net)

Evidence-based Strategy: We will build a culture for social and emotional learning at our school with adults and students.

Rationale for Evidence-based Strategy: Discipline and threat assessment data indicates students and teachers will benefit from an increased focus on social and emotional learning. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By ensuring that our school has a culture for social and emotional learning, we will address the school's needs through explicit Instruction, by providing students with tools and a common language to communicate about daily issues in and outside the classroom. We will continue using, or implement, high-yield instructional practices that require students to work and learn together. The emphasis will be on accountable talk, decision making, and making choices about their own learning.

Action Steps to Implement

Classroom meetings will be implemented daily to build and promote a positive classroom environment. Use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students.

Person Responsible Nate Stephens (nathaniel.stephens@ocps.net)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Teachers will provide standards-based instruction to increase student proficiency in English Language Arts. OCPS aligns curriculum expectations to the Florida State Standards (FSS). The use of these standards, as well as the backwards design model, will ensure that teachers are planning for high quality instruction that focuses on a defined Depth of Knowledge (DOK) level and outcome for learning. Collaborative planning ensures that all scholars in OCPS are engaged in rigorous learning activities, complex texts and critical thinking across all content areas. Current data demonstrates that there continues to be a need for ensuring the alignment and monitoring for both mastery of standards (proficiency levels) and continued growth (learning gains) in the six components of reading.

Measureable Outcome: By June 2022, we expect to see an overall increase of 20% in the performance of students meeting grade level proficiency in ELA as evidenced on the Florida Standards Assessment.

Monitoring: Through Professional Learning Communities (PLCs), grade-level teams will meet weekly with leadership team members to develop and plan for instruction using and analyzing data from both i-Ready and common unit assessments. Through this planning process, teams will work to target skills and strategies that will support the mastery of standards, as well as close achievement gaps as identified by the formative and summative assessments.

Person responsible for monitoring outcome: Nate Stephens (nathaniel.stephens@ocps.net)

Evidence-based Strategy: Professional development on the topics of standards-based instruction and authentic engagement strategies will be provided to teachers to increase their pedagogy throughout the school year. Professional development will be presented in workshops, facilitated common planning and during the coaching cycle.

Rationale for Evidence-based Strategy: i-Ready EOY student data indicates 32% of KG - 5th grade students are proficient in reading. Classroom observation data indicates teachers need additional support implementing pedagogical practices to include collaboration activities that would engage students during instruction.

Action Steps to Implement

Identify and tier teachers in need of support: Leadership team will discuss all teachers to determine unique strengths, weaknesses, tier level, and areas of focus. Once teachers' areas of need are identified, coaches will implement the coaching cycle. Teachers are supported through PLCs, modeling, and co-teaching.

Person Responsible Nate Stephens (nathaniel.stephens@ocps.net)

Teachers requiring additional support will participate in the coaching cycle with a resource teacher. The resource teacher will document the strategies that are being implemented with the teacher and the progress of the coaching cycle.

Person Responsible Danielle Spooney (danielle.spooney@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.

Mollie Ray Elementary reported 12 incidents per 100 students in the area of violent incidents, specifically threats and intimidation. This rate is greater than the Statewide elementary school rate of 1 incident per 100 students. The second area of concern within this data set are the number of physical attacks on campus. In an effort to reverse the negative trends in these areas, we will make a concerted effort to establish esprit de corps with all stakeholders by way of our compelling school vision.

During this school year, we will monitor threats to others. Discipline referrals and threat assessments will be monitored for trends.

We believe that behavior issues are reduced and/or eliminated when meaningful, engaging classroom instruction is taking place. As such, we will offer professional development that focuses on how academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. To further support the aforementioned, we must also build and attend to our capacity for embedding social and emotional learning.

The school's culture and environment will be monitored through a monthly analysis of behavior and discipline data. The data will be used to establish counseling groups.

To start, we will provide teachers and students with tools and a common language to communicate about daily issues both in and outside the classroom. Resources to support these efforts may include the use of accountable talk during lessons, peer mediation, class meetings, school-wide mentoring programs, wrap-around counseling support services, and the like. Through the use of strategically placed, high yield instructional practices that require students to work and learn together, we are confident that we will see significant reductions in students making poor choices and a positive increase in ownership of behaviors and outcomes.

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.

Mollie Ray Elementary strives to cultivate a positive school culture and environment by ensuring all stakeholders are informed and involved in school decisions. Mollie Ray seeks to be a welcoming place for all students and their families. Numerous opportunities are provided for parents and families to be involved and engaged in their child's education. Curriculum nights, as well as School Advisory Council (SAC) and Parent-Teacher Association (PTA) meetings are held monthly. Parents are encouraged to attend these workshops and activities to receive information about curriculum, testing, and strategies to use at home to help their child succeed.

At the start of each school year, Mollie Ray welcomes parents and families to our school through a variety of programs. During the summer, a kindergarten orientation is conducted to introduce families to the school, kindergarten curriculum and requirements. Kindergarten parents are also given a first day of school breakfast where they receive additional information pertaining to the school year. All parents are invited to join their child(ren) on campus during "Meet the Teacher" and "Open House" to familiarize themselves with school initiatives and procedures.

To keep stakeholders abreast of school information, communication is provided through the school's website, newsletters, ConnectED messages, ClassDojo messages and posts, flyers, and social media.

The Parent Engagement Liaison (PEL), in collaboration with the school faculty and staff, works closely with parents to assist with strategies when working at home with students.

Counseling and mentoring services are provided to students to help support their social emotional needs. The guidance counselor provides counseling services to small groups and individual students. A full-time ALPHA counselor is on campus to support the social-emotional needs of students in kindergarten and first grade. Referrals for mental health counseling to outside agencies are provided when necessary. A mentoring group for boys and girls will be provided during the upcoming school year.

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

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. All parents, students, faculty and staff, and the community will work together to create a culture of social and emotional learning at Mollie Ray Elementary. Faculty and staff will encourage and support students throughout the day. Building relationships with students will be a big initiative in an effort to cultivate strong bonds. Community members will be actively pursued and encouraged to support appropriate school functions. 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 team dynamics necessary to collectively support positive organizational improvement and change.

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00