Pine Hills Elementary

2021-22 Schoolwide Improvement Plan

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Pine Hills Elementary

1006 FERNDELL RD, Orlando, FL 32808

https://pinehillses.ocps.net/

Demographics

Principal: LaTonya Smothers

Start Date for this Principal: 7/28/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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	2018-19: C (51%) 2017-18: C (53%) 2016-17: C (50%)
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	
* 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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	Position Title	Job Duties and Responsibilities
Smothers, Latonya	Principal	Latonya Smothers, the Principal, provides a common vision for using standards-based instruction and data-driven decisions and ensures that the school-based team is implementing the MTSS process with fidelity. Ms. Smothers delivers actionable feedback to teachers and staff to improve instructional best practices. Ms.Smothers also assumes the responsibility and accountability for planning, developing, and implementing instructional programs and activities designed to achieve school goals. She collaborates with the assistant principal, resource teachers, and teachers to identify problems and concerns for which training and support may be needed to address those problems and concerns. She also supervises and evaluates personnel in terms of their performance and responsibilities supporting school-wide goals.
Elmore, Adasha	Assistant Principal	Adasha Elmore, Assistant Principal, assists the principal in the implementation of the common vision and ensures that the staff is implementing standards-based instruction and providing intervention and enrichment to students as needed. She also supervises and evaluates personnel in terms of their performance and responsibilities supporting school-wide goals.
Gooden, Khelia	Attendance/ Social Work	Ms. Gooden supports Character Education and assisting students with goal setting; working with individual students, small groups, and/or large groups on skills needed to succeed academically and socially; assisting teachers in creating and implementing interventions to provide differentiated instruction to meet individual student's needs, and implementing programs to address cyber-bullying and bullying prevention. Ms. Gooden works with the Registrar to monitor attendance.
Monlina, Sabrina	Instructional Coach	Instructional support for Math and Science. Supports teachers in building lessons plans, and assessments. Conducts non-evaluative feedback, completes coaching cycle (observations, model lessons, provide feedback), classroom throughs, provides professional development.
Jones, Vilma	Instructional Coach	Instructional support for K-2 ELA. Support teachers in building lessons and assessments. Conducts non-evaluative feedback, completes coaching cycle (observations, model lessons, provide feedback), classroom throughs, provides professional development.
Slee, Anne	Instructional Coach	Anne Slee is the Instructional Coach. Her responsibilities include side by side coaching with struggling teachers, testing coordinator to include school-wide iReady and FSA testing for grades K-5. She assists teachers with analyzing and disaggregating student data for grouping students during interventions. Ms. Slee ensures that teachers receive adequate teaching resources and is responsible for textbook inventory. Ms. Slee also facilitates the "New Achievers" beginning teacher program. Provides non-evaluative

Name	Position Title	Job Duties and Responsibilities
		feedback, completes coaching cycle (observations, model lessons, provide feedback), classroom walkthroughs, and provides professional development.
Baldwin, LaDawn	Other	Mrs. Baldwin facilitates the MTSS process for grades K-5 grade students and assists teachers with analyzing and disaggregating student data for grouping students during intervention and provides math intervention for the identified students performing in the lowest 30% in math.
Jones, Antwanette	Instructional Coach	Instructional support for K-5 Writing. Support teachers in building lessons and assessments. Conducts non-evaluative feedback, completes coaching cycle (observations, model lessons, provide feedback), classroom throughs, provides professional development.
Newcomer, Theresa	Staffing Specialist	Meets all requirements and compliance items for ESE students.

Demographic Information

Principal start date
Wednesday 7/28/2021, LaTonya Smothers

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.*
0

Total number of teacher positions allocated to the school
46

Total number of students enrolled at the school
631

Identify the number of instructional staff who left the school during the 2020-21 school year.
0

Identify the number of instructional staff who joined the school during the 2021-22 school year.
16

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	87	109	102	83	111	108	0	0	0	0	0	0	0	600
Attendance below 90 percent	1	33	17	22	20	17	0	0	0	0	0	0	0	110
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	1	34	17	9	14	0	0	0	0	0	0	0	0	75
Course failure in Math	1	34	17	9	14	0	0	0	0	0	0	0	0	75
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	12	14	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	7	12	0	0	0	0	0	0	0	19
Number of students with a substantial reading deficiency	0	0	1	24	13	17	0	0	0	0	0	0	0	55

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	1	33	17	27	22	17	0	0	0	0	0	0	0	117

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	25	0	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 7/28/2021

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	46	116	93	91	122	97	0	0	0	0	0	0	0	565
Attendance below 90 percent	5	46	37	25	28	17	0	0	0	0	0	0	0	158
One or more suspensions	1	1	4	2	8	4	0	0	0	0	0	0	0	20
Course failure in ELA	0	0	0	29	8	5	0	0	0	0	0	0	0	42
Course failure in Math	0	0	0	24	9	5	0	0	0	0	0	0	0	38
Level 1 on 2019 statewide ELA assessment	0	0	0	0	21	27	0	0	0	0	0	0	0	48
Level 1 on 2019 statewide Math assessment	0	0	0	0	11	14	0	0	0	0	0	0	0	25

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	1	3	20	23	19	0	0	0	0	0	0	0	66

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	
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

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	46	116	93	91	122	97	0	0	0	0	0	0	0	565
Attendance below 90 percent	5	46	37	25	28	17	0	0	0	0	0	0	0	158
One or more suspensions	1	1	4	2	8	4	0	0	0	0	0	0	0	20
Course failure in ELA	0	0	0	29	8	5	0	0	0	0	0	0	0	42
Course failure in Math	0	0	0	24	9	5	0	0	0	0	0	0	0	38
Level 1 on 2019 statewide ELA assessment	0	0	0	0	21	27	0	0	0	0	0	0	0	48
Level 1 on 2019 statewide Math assessment	0	0	0	0	11	14	0	0	0	0	0	0	0	25

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	1	3	20	23	19	0	0	0	0	0	0	0	66

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	
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

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				40%	57%	57%	42%	56%	56%
ELA Learning Gains				55%	58%	58%	57%	55%	55%
ELA Lowest 25th Percentile				50%	52%	53%	56%	48%	48%
Math Achievement				51%	63%	63%	56%	63%	62%
Math Learning Gains				59%	61%	62%	62%	57%	59%
Math Lowest 25th Percentile				50%	48%	51%	57%	46%	47%
Science Achievement				50%	56%	53%	43%	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	29%	55%	-26%	58%	-29%
Cohort Comparison						
04	2021					
	2019	39%	57%	-18%	58%	-19%
Cohort Comparison		-29%				
05	2021					
	2019	41%	54%	-13%	56%	-15%
Cohort Comparison		-39%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	52%	62%	-10%	62%	-10%
Cohort Comparison						
04	2021					
	2019	52%	63%	-11%	64%	-12%
Cohort Comparison		-52%				
05	2021					
	2019	39%	57%	-18%	60%	-21%
Cohort Comparison		-52%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	45%	54%	-9%	53%	-8%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Pine Hills Elementary used iReady as the progress monitoring tool for the 2020-2021 school year.

Grade 1			
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	20	22	30
	Economically Disadvantaged	18	19	28
	Students With Disabilities	0	0	0
	English Language Learners	17	15	15
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18	19	25
	Economically Disadvantaged	17	18	24
	Students With Disabilities	0	0	0
	English Language Learners	17	15	22

Grade 2			
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	7	11	14
	Economically Disadvantaged	8	12	16
	Students With Disabilities	0	0	0
	English Language Learners	4	4	8
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	2	6	9
	Economically Disadvantaged	2	7	9
	Students With Disabilities	0	0	0
	English Language Learners	0	0	13

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9	13	15
	Economically Disadvantaged	9	13	16
	Students With Disabilities	33	33	33
	English Language Learners	4	4	14
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2	5	10
	Economically Disadvantaged	3	5	11
	Students With Disabilities	0	0	0
	English Language Learners	3	4	19

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	6	4	7
	Economically Disadvantaged	5	2	4
	Students With Disabilities	0	0	0
	English Language Learners	0	3	6
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2	2	8
	Economically Disadvantaged	2	1	6
	Students With Disabilities	0	0	0
	English Language Learners	0	0	9

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	4	7	12
	Economically Disadvantaged	4	6	12
	Students With Disabilities	0	0	7
	English Language Learners	3	10	20
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	1	4	7
	Economically Disadvantaged	1	3	8
	Students With Disabilities	0	0	0
	English Language Learners	3	3	7
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	23	30	37
	Economically Disadvantaged	24	29	40
	Students With Disabilities	15	8	40
	English Language Learners	25	36	38

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		13		4			15				
ELL	16	19	8	29	22	8	36				
BLK	21	27	26	22	19	9	32				
HSP	21	33		21	7		21				
FRL	20	27	25	24	18	5	33				
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	9	39	45	34	39		9				
ELL	25	47	50	50	64	55	26				
BLK	39	55	48	53	60	49	53				
HSP	44	48		42	46		27				
FRL	39	56	49	51	59	49	46				

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	13	47	46	27	63	50					
ELL	31	42	36	45	47		23				
BLK	40	55	58	55	64	59	41				
HSP	47	74		59	57		50				
FRL	41	58	56	57	62	58	43				

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)	
OVERALL Federal Index – All Students	24
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	30
Total Points Earned for the Federal Index	189
Total Components for the Federal Index	8
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	5
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	21
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	

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%	
Black/African American Students	
Federal Index - Black/African American Students	23
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	22
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
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%	
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%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	22
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

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?

i-Ready data tended low in all subgroups within core content areas. When reviewing the i-Ready data, phonics was one of the lowest domains within all grade levels which contributed to the drop in comprehension and vocabulary.

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

The lack of strong phonics skills, comprehension of informational text, and vocabulary demonstrated the greatest need for improvement.

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

The contributing factors for a need for improvement are the following:
Lack of a strong foundation in phonics, schema, understanding vocabulary, and comprehension.
Student engagement, and student absenteeism.

New action:
An intense understanding of the student's individual needs based on multiple sources of data, and reteaching through interventions.
Interventionists, focused on core instruction, will be placed in all intermediate classes and one in each grade level in primary classes.

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

Based on i-Ready reading, students' showed improvement in the areas of identifying high-frequency words and phonological awareness.
Based on i-Ready math students' showed improvement in the area of numbers and operations.

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

i-Ready computer program helped students practice skills that they were struggling with and the teachers worked on deficient skills in small groups.

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

Building background knowledge
Appropriate scaffolding
Targeted and data-informed small group instruction with continued progress monitoring

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.

Professional development will be offered bi-weekly for new teachers during the 'New Achievers" workshops.
Professional development will have an intense focus on accelerated learning strategies and how data

drives instruction. Teachers will be afforded the opportunity to attend morning workshops that will focus on student learning strategies.

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

Pine Hills Elementary will implement morning and afternoon tutoring using an acceleration approach to learning. Teachers will go through a series of Professional Developments to help them recognize the importance of using data to drive instruction. Teachers will be held accountable for students' learning and will present an understanding of their through data biweekly and quarterly meetings. An intense focus on reading will be included in all subject areas. The teachers will use the new understanding of data to identify areas for reteaching and enriching students.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Description: Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally Rationale: Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to the subject material. By strengthening our school's culture for social and emotional learning, we will address the following student needs: self-awareness, responsible decision making, and self-management
Measurable Outcome:	Alex Incident/SESIR data Panorama survey data, specifically to Student Survey, will indicate students have a Sense of Belonging at school 90% of students will indicate a sense of belonging at school Teachers and Staff - School Climate, School Leadership, Professional Learning About SEL 100% of teachers and staff will participate in SEL professional learning trainings. 80% of teachers and staff will indicate positive responses in regards to the school climate and school leadership when surveyed. Teachers will conduct individual student data chats where students set goals and to set and develop a plan for self-monitoring of the goals. 100% of the teachers will participate in data chats with their students where goals are set as well as a plan for self- monitoring.
Monitoring:	During weekly leadership team meetings, we will discuss classroom walkthrough trends and data from the student/teacher data chats to make adjustments during common planning and coaching support to ensure teacher and student success.Teachers will review documentation from the student/teacher data chat with administration on a bi-weekly basis. In addition, we will use the data from the school surveys to make necessary adjustments with regards to the school climate for teachers, staff, and students.
Person responsible for monitoring outcome:	Latonya Smothers (latonya.smothers@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 SELL 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:

The 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

Implement a school-wide SEL curriculum

Ensure a school team receives training on implementation of a school-wide SEL curriculum

Create a training plan that leverages the trained school team members to train all necessary stakeholders in implementation of the curriculum

Implement a school-wide SEL curriculum

Integrating Aligned Instructional and SEL Strategies

Identify student social and emotional learning needs to prepare for academic instruction

Determine cognitive and conative strategies that align with the standard

Interpret standards and student needs to intentionally integrate aligned instructional strategies

Deliberate School SEL Supports for Families

Identify strategies to support family engagement based on Panorama Family Members Survey - Barriers to Engagement that relates to strengthening communication, building community and creating connections such as:

Strengthening Communication

Create and facilitate opportunities to welcome families and introduce key staff (back to school night, Open House, principal breakfast)

Develop a school-wide digital communication outreach plan to inform students and families of how they can connect to the school events and resources

Building Community

Establish a family resource center where families can access resources and information to support student and school success

Create a welcoming environment where family culture and languages are recognized and respected (staff greetings, office appeal)

Host events, workshops and opportunities that are relational, connected to family interests and culture, and are linked to learning

Creating Connections

Establish a family -friendly system with multiple ways to gather and respond to families' questions, suggestions and needs

Create flexible events and opportunities for families (e.g. different times throughout the day, face to face, virtual, pre-recorded sessions, multiple languages)

Monitor, Measure, and Modify

Evaluate the climate and culture for social and emotional learning to implement necessary responsive practices

Implement a continuous improvement plan for social and emotional learning & leadership that uses cycles of professional learning.

Evaluate the impact of cycles of professional learning on improvement efforts

Monitor, measure, and modify the plan for continuous improvement in social and emotional learning & leadership using data-based instructional leadership to positively impact climate and culture

Person Responsible Vilma Jones (vilma.jones@ocps.net)

#2. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale:	By placing an intense focus on small group instruction and establishing an understanding of expectations for the implementation, the identification of students' needs will occur and can be addressed. In targeting the specific needs of our students, overall students achievement and learning gains will increase.
Measurable Outcome:	Currently, 31% of students in K-5 are performing on grade level according to ELA iReady End of Year, and 23% of students in K-5 are performing on grade level according to Math iReady End of Year Assessment. By strengthening and monitoring the effectiveness of small group instruction our percentage of students reading on grade level will increase to 50% performing on grade level in K-5 and math will increase to 55%.
Monitoring:	Implement a classroom observation schedule and execute during intervention, small group, and core instruction. Use this data to provide specific and immediate actionable feedback to teachers with the intent of improving instructional practices.
Person responsible for monitoring outcome:	Latonya Smothers (latonya.smothers@ocps.net)
Evidence-based Strategy:	An intense focus will be on small group differentiated instruction. During PLCs, grade-level teams will meet weekly with administration and instructional coaches 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 (proficiency), as well as close achievement gaps (learning gains) as identified by the formative and summative assessments.
Rationale for Evidence-based Strategy:	Differentiating instruction will improve student achievement by meeting all learners' needs.

Action Steps to Implement

Teachers will plan collaboratively using the OCPS Scope and Sequence to ensure alignment to standards. The "backward design" model for planning will be used to align the planning process with the use of formative data, differentiation of instruction, and monitoring for understanding.

Person Responsible	Latonya Smothers (latonya.smothers@ocps.net)

Teachers will model and scaffold steps or processes needed to understand content and concepts, apply skills, and complete tasks successfully during whole group and small group instruction.

Person Responsible	Adasha Elmore (adasha.elmore@ocps.net)

Instructional coaches, teachers, and administration will meet weekly to analyze ELA /Math data trends to make instructional decisions about small group lessons and intervention groups. The administrative and leadership team will monitor data through classroom walkthroughs, data chats, and an online data hub.

Person Responsible	Latonya Smothers (latonya.smothers@ocps.net)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	The rationale for focusing on improving instructional practice specifically related to ELA is due to 79% of Pine Hills students scoring below a Level 3 on the Florida Standards Assessment
Measurable Outcome:	By focusing on instructional practice specifically relating to ELA, Pine Hills' ELA proficiency, as assessed on the Florida Standards Assessment, will increase from 21% proficiency based in 2021 to 40% on the 2022 Florida Standards Assessment.
Monitoring:	Instructional Practice specifically related to ELA will be monitored through class walk-through data, professional learning communities, exit slip data and common assessment data.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Teachers will receive ongoing support regarding the Instructional Practice, specifically related to ELA through coaching, professional development, and actionable feedback.
Rationale for Evidence-based Strategy:	This strategy was used as Pine Hills is receiving ongoing support from Corrective Programs Progam Specialists Additionally, teachers will receive specific training in best practices in teaching reading during school-wide professional development and during Saturday curriculum writing opportunities.

Action Steps to Implement

The administration will design a walk-to-intervention schedule that allows for homogenous grouping to better target student needs. This walk-to-intervention will facilitate the tiering of students based on their needs and will provide data to support the movement of students through the intervention groups. We will revisit this throughout the year as data becomes available and make adjustments aligned with students' needs.

Person Responsible

Latonya Smothers (latonya.smothers@ocps.net)

Additional Schoolwide Improvement Priorities

Using the 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.

According to the school incident ranking, Pine Hills Elementary reported 4.6 incidents per 100 students. When compared to all elementary schools statewide, it falls into the very high category. The primary reason for discipline referrals were fighting and teasing. Pine Hills ES will address this concern by being proactive with mentoring students through My Brother's Keepers, implementing a positive behavior system, and having before and after school clubs. Pine Hills Elementary will regulate behavior by consistently following our school-wide discipline system, CHAMPs. The discipline team will complete daily check-ins with our students who have frequent discipline issues. Pine Hills Elementary will continue to implement a positive behavior reinforcement approach and providing school counseling services to students in need will help us address future incidents. DIscipline will be measured through discipline referral trends and the Early Warning System.

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.

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning and leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families based on school and community needs. School leadership teams collaborate with students, staff, and families through processes such as the School Advisory Council to reflect on implementation and determine the next steps. The development of positive culture and environment is further enhanced through school-based, and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

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

Pine Hills Elementary will utilize staff such as Parent Engagement Liaison (Colita Smith) and the Social Worker (Khelia Gooden) to help bridge the community and school culture. A core team of teachers (Shania Frazer, Vimla Jones, and Chantel Clemmons) and administrators (Latonya Smothers and Adasha Elmore) from the school, which includes a mental health designee, attend the SEL district-wide professional learning throughout the year. The core team works with the school-based team and is charged with personalizing and implementing professional learning for school stakeholders based on school and community needs. School
leadership teams collaborate with stakeholders, through processes such as the School Advisory Council, to reflect on implementation and determine next steps.