Ucp Pine Hills Charter

2021-22 Schoolwide Improvement Plan

Table of Contents

Ucp Pine Hills Charter

5800 GOLF CLUB PKWY, Orlando, FL 32808

[no web address on file]

Demographics

Principal: James Oliver

Start Date for this Principal: 5/30/2016

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)	Alternative 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* Economically Disadvantaged Students*
School Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: F (0%)
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	No	%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	Yes	%

School Grades History

Year	2016-17
Grade	F

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To empower children with and without disabilities to achieve their potential by providing individualized support, education, and therapy services in an inclusive environment.

Provide the school's vision statement.

UCP of Central Florida overall vision is to unlock the potential of all children - with disabilities and without.

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
Hawkins-Scott, karyn	Principal	Daily operations, Budget Management, Personnel Hiring, StaffEvaluations, Discipline, Parental Concerns,Data Analysis, Public Relations, Staff Management, Mentoring, Coaching, Facilities Management, Instructional leader
Golden, Simeon	Assistant Principal	Master Schedule, Support Staff Scheduling, Staff Evaluations, Discipline, Parental Concerns, Coverage for Absences, Title I,Threat Assessment Team, Summer Program Coordinator, Parent Engagement, School wide events
Jimenez, Virgen	Instructional Coach	Support teachers and provide academic student intervention
McKinney, Lauri	Staffing Specialist	Support families, teachers and families with IEP's
Brown, Mica	Attendance/ Social Work	Support school culture and student leadership. Assist families and students via counseling and social skills
Davis, Kathleen	Math Coach	Coach and support teachers
Daniels, Meredith	Reading Coach	Coach and support teachers

Demographic Information

Principal start date
Monday 5/30/2016, James Oliver

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

8

Total number of students enrolled at the school

149

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

5

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

5

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	18	36	22	16	32	25	0	0	0	0	0	0	0	149
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	4	7	15	10	16	19	0	0	0	0	0	0	0	71
	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	13	30	22	11	31	24	0	0	0	0	0	0	0	131

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	1	0	0	0	1	0	0	0	0	0	0	0	0	2
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

Thursday 9/16/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	35	21	15	38	31	11	0	0	0	0	0	0	0	151
Attendance below 90 percent	1	0	0	0	1	0	0	0	0	0	0	0	0	2
One or more suspensions	0	0	1	3	2	0	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	23	20	6	0	0	0	0	0	0	0	49
Level 1 on 2019 statewide FSA Math assessment	0	0	0	23	20	10	0	0	0	0	0	0	0	53

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	14	3	5	0	0	0	0	0	0	0	22

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	6	0	0	0	0	0	0	0	0	6
Students retained two or more times	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					57%	57%		56%	56%
ELA Learning Gains					58%	58%		55%	55%
ELA Lowest 25th Percentile					52%	53%		48%	48%
Math Achievement					63%	63%		63%	62%
Math Learning Gains					61%	62%		57%	59%
Math Lowest 25th Percentile					48%	51%		46%	47%
Science Achievement					56%	53%		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	5%	55%	-50%	58%	-53%
Cohort Comparison						
04	2021					
	2019	0%	57%	-57%	58%	-58%
Cohort Comparison		-5%				
05	2021					
	2019	0%	54%	-54%	56%	-56%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	5%	62%	-57%	62%	-57%
Cohort Comparison						
04	2021					
	2019	0%	63%	-63%	64%	-64%
Cohort Comparison		-5%				
05	2021					
	2019	0%	57%	-57%	60%	-60%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	0%	54%	-54%	53%	-53%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

UCP Pine Hills Charter uses iReady as its progress monitoring tools for ELA and Math.

Grade 1			
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	17%	54%	81%
	Economically Disadvantaged			
	Students With Disabilities	11%	11%	11%
	English Language Learners	20%	0%	0%
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	9%	28%	78%
	Economically Disadvantaged			
	Students With Disabilities	0%	0%	1%
	English Language Learners	0%	0%	14%

Grade 2			
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	11%	10%	53%
	Economically Disadvantaged			
	Students With Disabilities	0%	11%	22%
	English Language Learners	0%	0%	0%
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	0%	15%	24%
	Economically Disadvantaged			
	Students With Disabilities	0%	0%	22%
	English Language Learners	0%	0%	0%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	18%	30%	28%
	Economically Disadvantaged			
	Students With Disabilities	6%	0%	0%
	English Language Learners	25%	25%	25%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	22%	17%	18%
	Economically Disadvantaged			
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	8%	7%
	Economically Disadvantaged			
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	16%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4%	8%	4%
	Economically Disadvantaged			
	Students With Disabilities	0%	7%	0%
	English Language Learners	0%	0%	0%

Grade 5					
English Language Arts	Number/% Proficiency	Fall	Winter	Spring	
	All Students	0%	10%	10%	
	Economically Disadvantaged				
	Students With Disabilities	0%	0%	0%	
	English Language Learners	0%	0%	0%	
Mathematics	Number/% Proficiency	Fall	Winter	Spring	
	All Students	0%	0%	0%	
	Economically Disadvantaged				
	Students With Disabilities	0%	0%	0%	
	English Language Learners	0%	0%	0%	
Science	Number/% Proficiency	Fall	Winter	Spring	
	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				

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	23			22							
ELL	25			13							
BLK	20			12							
HSP	13			6							
FRL	21	8		13	8		10				
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	5			9							
BLK	7	20		11	40						
FRL	4			4							

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

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	15
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	
Total Points Earned for the Federal Index	77
Total Components for the Federal Index	5
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	19
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	16
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	10
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	12
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?

The trends leans towards a decrease in ELA proficiency in the higher grades. For SY 20/21 the 81% Kindergarten students were proficient in ELA iReady scores. The 5th grade students were 0% proficient in ELA iReady scores. On the 2021 FSA ELA 34% of the students scored at least 50% proficient.

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

Greatest need for improvement based off the iReady Progress monitoring is Reading among 4th & 5th graders. The growth range was 60% for 4th grade and 45% for fifth grade. The Reading proficiency for FSA 2019 among 3rd - 5th graders was 8%. FSA 2019, 5% of 3rd graders; 20% of 4th graders and 0% of 5th graders were proficient.

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 end of 2018/19 and the entire 2019/2020 school year was inconsistent with student attendance and engagement. Moving to an abrupt virtual platform and then to a combination of virtual and face to face for the 19/20 SY was a stressful and challenging predicament for both the student and staff. We are already faced with the challenge of low Socio Economic demographics that trend low academic achievement so the pandemic contributed to the expansion of the gaps. Also, SY20/21, the 5th grade students had 3 ELA teachers. This turnover impacted the students emotionally and Admin devoted much of the attention to the SEL stability of the students n conjunction with classroom closures due to COVID.

The 21/22 SY will focus on reengaging both students and parents to the school setting with a heavy focus on data chats for student self-awareness of expected learning gains. An interventionist was hired to focus on ELA gaps and teacher coaching to build capacity. There will be a greater focus on the FSA Content Areas, especially ELA Key Ideas and Details; Craft & Structure and Integration of Knowledge and Ideas. Staffing is consistent and Admin will be providing professional development support with an emphasis on data driven instruction using the core curriculum.

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

The most improvement was FSA ELA proficiency scores from 18/19 SY 8% to 20/21SY 13%. Overall, 52% of students met iReady typical growth goals in Reading and 64% of students met Math typical growth gains in iReady.

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

The contributing factors was building teacher capacity and the implementation of a researched based multisensory literacy program, Neuhaus, for grades K-2nd and as an intervention for grades 3rd 5th. There is a 80% increase in phonological awareness, phonics and high frequency words across grade levels since the implementation of the Neuhaus literacy program.

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

Continue implementing Neuhaus program with fidelity and teacher coaching sessions. There will be continuous focus on the implementation of the writing program, Core Connections, that will include monthly coaching sessions. The newly hired Interventionist/Coach will work closely with teachers to strategize closing gaps and supporting Tier 1 instructions as well as small groups. While there will be greater focus on teacher capacity there will also be a focus on student academic responsibility with 3rd - 5th graders tracking their progress through Academic Notebooks and monthly student data chats.

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.

The teachers received 2 to 3 full days of the Science of Reading PD at the beginning of the school year. The teachers receive the science of reading coaching sessions throughout the school year. The entire staff received 2 full days of Leader In Me, SEL program, at the beginning of the school year with coaching throughout the year. Consortium Writing PD is conducted monthly as well as specific school based PD on targeted content to build teacher capacity.

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

An interventionist and and Assistant Principal has been hired to support instruction and student engagement. The implementation of Academic notebooks will support student academic responsibility and awareness. The School Social Worker will connect with families to encourage engagement and consistent attendance. The after school program will provide Standards Based instruction align with school day target goals. The after school program collaborates with the school day teachers to plan and deliver targeted instruction to strengthen skills in both ELA and Math.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on the 2021 FSA data, 13% scored proficiency with an overall 36% showing learning gains. There is a need for intense and focus instruction on Key Ideas & Details; Craft & Structure and Integration of Knowledge and Ideas clusters for student academic growth. These areas were identified as a consistent area of focus across grade levels.
Measurable Outcome:	Students will increase proficiency in FSA Reading from 13% to 16% on the FSA. Student will increase their end of year typical growth gains in iReady in Reading from 55% to 58% .
Monitoring:	i-Ready data from BOY to Moy to EOY will be used as a progress monitoring tool. Additionally, Raz-Plus will be used for monitoring acquisition of the standards. DRA assessments will be used in addition to iReady in the primary grades for additional progress monitoring. Running records will be used for tracking progression of fluency.
Person responsible for monitoring outcome:	karyn Hawkins-Scott (kscott@ucpcfl.org)
Evidence-based Strategy:	Bi-weekly PLC meetings will occur to track student progress through data chats. Students will track their progress using an Academic Notebook and have data chats with their teacher. Interventionist/coach, and members of the consortium coaching team will conduct walkthroughs to ensure research based data driven practices are occurring during instruction to build teacher capacity. Feedback will target student engagement to include reteaching and reassessment efforts, targeted intervention and to provide actionable instructional practice.
Rationale for Evidence-based Strategy:	A strong Tier 1 is essential to improving achievement and close learning gaps along with the support of small groups. Teachers implementing consistent evidence-based instructional strategies with all students focusing on the standards affords an opportunity for all students to learn.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Based on the 2021 FSA data, 5% scored proficiency with an overall 21% showing learning gains. The areas identified for focus are Operations (3rd grade); Fractions; Measurement and Geometry (4th grade) and all clusters for 5th grade. It will be important to introduce those focus areas earlier in the school year for student mastery.
Measurable Outcome:	Students will increase proficiency in FSA Math from 5% to 8% and increase FSA Math learning gains from 21% to 24%. Student will increase their end of year typical growth gains in iReady in Math from 31% to 34% .
Monitoring:	i-Ready data from BOY to Moy to EOY will be used as a progress monitoring tool. Additionally, Unit Assessments will be used for monitoring acquisition of the standards.
Person responsible for monitoring outcome:	karyn Hawkins-Scott (kscott@ucpcfl.org)
Evidence-based Strategy:	Bi-weekly PLC meetings will occur to track student progress through data chats. Students will track their progress using an Academic Notebook and have data chats with their teacher. Interventionist/coach, and members of the consortium coaching team will conduct walkthroughs to ensure research based data driven practices are occurring during instruction to build teacher capacity. Feedback will target student engagement to include reteaching and reassessment efforts, targeted intervention and to provide actionable instructional practice.
Rationale for Evidence-based Strategy:	A strong Tier 1 is essential to improving achievement and close learning gaps. Teachers implementing consistent evidence-based instructional strategies with all students focusing on the standards affords an opportunity for all students to learn.

Action Steps to Implement

No action steps were entered for this area of focus

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Using Leader in Me Program, Conscious Discipline, and Panther Buck Reward system provides a researched based strategy that helps students to be prepared to be leaders in the 21st Century. Students throughout the consortium are empowered to make choices that will help them be successful and contribute to the school culture in a positive and meaningful way. The faculty, staff, and administration are also empowered with tools to deescalate situations and equip students to be successful citizens in a very competitive
Measurable Outcome:	Using the process of leader in Me and kickboard for monitoring behaviors, we will also conduct weekly in house and biweekly corporate behavior meetings along with our referral process to our Family Service Social Worker and in collaboration with ABA Services or other outside behavior companies, UCP pine hills will use these resources along with the data from kickboard and observations
Monitoring:	Our learning community will monitor behaviors by meeting weekly with our behavior team creating structured collaboration to share data, and partnership involvement are key elements for ensuring staff commitment to the implementation of the shared vision. Through our Panther Buck Store System, the behavior team along with admin will collaborate and reward students weekly and monthly for exhibiting key elements of 7 habits that create great leaders.
Person responsible for monitoring outcome:	Simeon Golden (simeon.golden@ocps.net)
Evidence-based Strategy:	UCP Pine Hills Charter Elementary School will use the Leader in Me program, k-5, along with Conscious Discipline school wide as our strategy to empower the learning community to lower both major and minor corrective actions throughout the learning community. UCP Pine Hills will continue to use, with fidelity, the interactive kickboard system that allows our learning community's families be informed about daily positive behaviors as they are happening in real time, as well as behaviors we will need to change. The school will continue to use the districts referral system, except this year we have added counseling as a option to help admin use discipline issues as a teaching and training tool to help our students be leaders.
Rationale for Evidence-based Strategy:	Using Leader in Me Program, Conscious Discipline, and Panther Buck Reward system provides a researched based strategy that helps students to be prepared to be leaders in the 21st Century. Students throughout the consortium are empowered to make choices that will help them be successful and contribute to the school culture in a positive and meaningful way. The faculty, staff, and administration are also empowered with tools to deescalate situations and equip students to be successful citizens in a very competitive

Action Steps to Implement

The leader in me song will be played as the students arrive to school. Each classroom will participate in weekly collaborative Leader in Me lessons and conversations that will help students to better understand what is needed to be a leader in their school and community. Our Behavior Coach and Family Service Social Worker will aid the process by offering classes and counseling to every grade level that teach social skills and life skills needed for success in their future. The entire school will participate in a monthly reward system that allows students to earn Panther Bucks for their good choices and exhibited leadership skills. Weekly behavior meetings are conducted with the Assistant principal, Behavior Therapist, Family Service

Social Worker, and the Behavior Technician to analyze data and ensure that the learning community is getting the support they need to implement our programs.

Person Responsible   Simeon Golden (simeon.golden@ocps.net)

The faculty will continue to use a level system and referral system that keeps everyone in the loop of ongoing behavior challenges. The faculty and staff will continue to use conscious discipline which focuses on de-escalation which is best for our learning community. UCP Pine Hills Elementary School is dedicated to helping every student in every classroom every day to reach their academic and social goals by creating a safe atmosphere where future leaders can grow and become what is needed for a successful life in an ever changing society.

Person Responsible   Simeon Golden (simeon.golden@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.

Minor corrective interactions at the PH Campus make up most behavior issues that occur on a daily basis. Using the research – validated Leader in Me program to address social emotional needs should help empower students to behave in a way that will significantly cut down the minor corrective interactions. 33% of threats made on campus are towards a faculty or staff member and 67% of threats made on campus are made from a student to a student. By empowering students to learn to lead by seeking first to understand then to be understood and through the therapeutic of one-on-one counseling UCP Pine Hills would like to reduce 10% percent of threats made on campus by the end of the 2021-2022 school year. Less than 2% of our student body has been suspended last year for major corrective actions. Our goal would be to keep that number at or under 5% which is still .04 under the national average for the state of Florida. Currently our percentage of male suspensions vs. female suspension is 50/50. Our percentage of African American suspensions vs other races at UCP Pine Hills is 100% - 0%.

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.

At UCP Pine Hills Elementary, we thrive on creating an environment that unites students, faculty, staff, and stakeholders by centering our learning environment around a common goal to prepare students with college, career, and life readiness skills that are necessary to thrive in today's ever-changing, fast-paced environment. We are instilling 21st Century Skills throughout our culture and environment by providing a unique approach teaching leadership, character, and integrity. Instead of focusing on behavior, this year, our learning community is earning trust and taking a holistic approach by teaching leadership to every student. We are creating a culture that empowers our faculty, staff, students, and stakeholders to integrate highly effective practices of the Leader in Me Program. The Leader In Me focuses on the the 7 habits of highly effective people. This is a curriculum that will be taught and celebrated throughout the school year.

The foundation of any positive school culture and environment is trust. At UCP Pine Hills Charter School we empower our faculty, staff, students, and stakeholders to build positive relationships collaboratively with both parent and student engagement throughout the campus. Our speech, language, OT, and physical therapist push in each classroom offering their expertise to all students and increasing staff involvement throughout the learning community. Our faculty members, front office staff, and therapist are all hosting student led clubs that allow 100% of our students to participate weekly in a club of their choice. The clubs that will be offered this year are cooking, Spanish, choir, drums, art, technology, and agriculture. Clubs provide UCP Pine Hill students with an important sense of community at school and add to the positive culture of our school by allowing our students the opportunity to practice their 21 century leadership skills at school.

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

At UCP Pine Hills Charter School, we pride ourselves in creating opportunities for monthly parent engagements. This year parents will participate in various monthly events that are both in person and virtual. One of our stakeholders, Beads4Beats, provides snacks for the faculty and staff and adopts a classroom providing tutoring and snacks for students. We are an inclusive learning environment engaging with various businesses to help provide exciting events for the learning community. Our annual Fall Festival is one example of a program our school provides that is sponsored by many businesses in our community while offering fun and engaging opportunities for all students and stakeholders.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
		Total:	$0.00