Pinar Elementary

2022-23 Schoolwide Improvement Plan

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Pinar Elementary

3701 ANTHONY LN, Orlando, FL 32822

https://pinares.ocps.net/

Demographics

Principal: Adrian Green

Start Date for this Principal: 6/22/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students White Students* Economically Disadvantaged Students
School Grades History	2021-22: B (55%) 2018-19: B (55%) 2017-18: B (55%)
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	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

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.](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)	**2021-22 Title I School**	**2021-22 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	90%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

School Board Approval

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SIP Authority

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

Name	Position Title	Job Duties and Responsibilities
Green, Adrian	Principal	The principal is the instructional leader and oversees the total operation of the school, which includes, but is not limited to, instructional and classified evaluations/observations, fixed assets, SAC, school safety, curriculum and instruction, facilities, and school-wide documentation. The principal also works collaboratively with staff, parents, and students to achieve academic excellence and the all-around success of all stakeholders.
Catania, Licette	Assistant Principal	Assists with overseeing the total operation of the school which includes but is not limited to, instructional and classified evaluations/observations, discipline/ behavior, school safety, transportation, Skyward, master schedule, curriculum and instruction, facilities, and school-wide documentation. Assistant Principal also works closely with teachers through the PLC process and monitors data to identify areas of need and growth.
Moreira, Zenya	Instructional Coach	The instructional coach facilitates common planning sessions as well as the implementation and monitoring of core instruction in all content areas. Also supports classroom teachers and serves as the point of contact for new teachers and mentors.
Patel, Dayna	School Counselor	Provides individual student and group counseling, facilitates Threat Assessment Team meetings, assists students with personal, social and emotional needs, and collaborates with teachers in developing and implementing classroom strategies to support student needs.
Kmak, Erica	Staffing Specialist	Oversees ESE/ESY/504 Plans program/staffing/IEP/ Revaluations, Matrix, Audits. Facilitates and monitors ESOL compliance and the integration of ESOL instructional strategies during instruction.

Demographic Information

Principal start date
Wednesday 6/22/2022, Adrian Green

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
5

Total number of teacher positions allocated to the school
30

Total number of students enrolled at the school
369

Identify the number of instructional staff who left the school during the 2021-22 school year.
9

Identify the number of instructional staff who joined the school during the 2022-23 school year.
8

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	29	48	54	75	50	54	0	0	0	0	0	0	0	310
Attendance below 90 percent	16	20	19	25	11	20	0	0	0	0	0	0	0	111
One or more suspensions	0	0	0	1	2	2	0	0	0	0	0	0	0	5
Course failure in ELA	0	1	0	0	1	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	6	7	0	0	0	0	0	0	0	0	13
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	14	13	15	0	0	0	0	0	0	0	42
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	11	16	0	0	0	0	0	0	0	35
Number of students with a substantial reading deficiency	23	38	30	38	0	0	0	0	0	0	0	0	0	129

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	8	8	15	0	0	0	0	0	0	0	31

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

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

Date this data was collected or last updated

Wednesday 8/10/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	23	57	53	74	51	53	0	0	0	0	0	0	0	311
Attendance below 90 percent	11	30	22	23	15	21	0	0	0	0	0	0	0	122
One or more suspensions	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	3	6	0	0	0	0	0	0	0	9
Course failure in Math	0	0	0	0	3	10	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	3	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	3	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Number of students enrolled	23	57	53	74	51	53	0	0	0	0	0	0	0	311
Attendance below 90 percent	11	30	22	23	15	21	0	0	0	0	0	0	0	122
One or more suspensions	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	3	6	0	0	0	0	0	0	0	9
Course failure in Math	0	0	0	0	3	10	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	3	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	3	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	**District**	**State**	**School**	**District**	**State**	**School**	**District**	**State**
ELA Achievement	45%	56%	56%				57%	57%	57%
ELA Learning Gains	58%						65%	58%	58%
ELA Lowest 25th Percentile	66%						68%	52%	53%
Math Achievement	54%	46%	50%				64%	63%	63%
Math Learning Gains	60%						56%	61%	62%
Math Lowest 25th Percentile	50%						24%	48%	51%
Science Achievement	54%	61%	59%				52%	56%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	49%	55%	-6%	58%	-9%
Cohort Comparison		0%				
04	2022					
	2019	53%	57%	-4%	58%	-5%
Cohort Comparison		-49%				
05	2022					
	2019	59%	54%	5%	56%	3%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	55%	62%	-7%	62%	-7%
Cohort Comparison		0%				
04	2022					
	2019	57%	63%	-6%	64%	-7%
Cohort Comparison		-55%				
05	2022					
	2019	67%	57%	10%	60%	7%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	48%	54%	-6%	53%	-5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	15	59	64	31	62	56	25				
ELL	42	56	68	53	60	45	41				
BLK	47	64		53	64						
HSP	43	56	68	52	55	48	49				
WHT	56	69		69	85						
FRL	44	53	64	51	58	50	50				

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	4	8		8	8						
ELL	39	48	50	54	53		42				
BLK	43			46							
HSP	45	55	42	56	52	33	51				
FRL	44	61	40	50	51	36	44				

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	20	53	60	37	48	31	31				
ELL	58	65	61	68	68	33	64				
BLK	53	50		41	25						
HSP	57	69	65	66	62	33	51				
WHT	57	69		57	46						
FRL	57	64	62	60	52	24	50				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	72

ESSA Federal Index	
Total Points Earned for the Federal Index	459
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners 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
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	57
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	55
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial 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	70
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

According to the 2022 FSA data, there was an increase in ELA learning gains for the lowest 25% in ELA by 16 percentage points, from 50% to 66%. ELA proficiency decreased by 12 percentage points, from 57% to 45% from 2019 FSA data. Overall math learning gains increased by 5 percentage points, from 55% to 60 %, and the learning gains of the lowest 25% in math increased by 7 percentage points, from 43% to 50%. Math proficiency decreased by 2 percentage points, from 56% to 54%.

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

The data components showing the greatest need for improvement are ELA proficiency and overall learning gains. ELA proficiency decreased by 12 percentage points, from 57% to 45% from 2019 FSA data with the overall ELA learning gains decreasing by 7 percentage points, from 65%to 58%.

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 to this need for improvement included two out of the three 4th grade teachers being on medical leave during the second semester and the implementation of departmentalization in 4th

and 5th grades. New actions will include the implementation of a straight schedule K-5 to decrease the impact of teacher absences on the grade level.

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

The data component showing the most improvement was ELA learning gains for the lowest 25th percentile with an increase of 16 percentage points, from 50% to 66%.

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

Actions taken in this area included ongoing progress monitoring and using data to identify resources for fluid intervention instruction. Continued professional development on instructional strategies including engagement strategies and collaborative structures, increased monitoring of ESE support facilitation services, Tier I Intervention teachers working to support core and small group instruction, and assigning ELL paraprofessionals to work with targeted students during the intervention block.

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

To accelerate learning we will continue our focus on the delivery of standards-aligned instruction based on the B.E.S.T. standards, closely monitoring student progress, and ensure that all students engage in grade level instruction with scaffolding and support as needed. Tier I intervention teachers will provide small group instruction to support low achieving students. We will also continue the implementation of the Cambridge Primary program in grades three through five to accelerate learning for on and above grade level students and other identified students who demonstrate the Cambridge Learner Attributes. Also, the Cambridge Global Perspectives program will continue to be implemented in grades kindergarten through five. We will also continue our implementation of Social and Emotional Learning (SEL) with a connection to the OCPS Instructional Framework.

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, professional development opportunities to support teachers and leaders will include B.E.S.T standards and implementation, Cambridge Primary, OCPS content area Impact, Social and Emotional Learning and Leadership (SELL), and i-Ready professional development sessions. Additionally, teachers will be supported during collaborative planning sessions. Tier I Intervention and new teachers will receive curriculum, lesson planning, and progress monitoring training.

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

To ensure the sustainability of improvement, regularly scheduled data meetings with grade levels and ESE teams, ongoing progress monitoring and student outcomes, and teacher support with the implementation of the B.E.S.T. standards will be provided.

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

:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	ESSA data for the 2021-2022 school year indicated an overall federal index of 57% for all students. The federal index for our lowest area was students with disabilities (SWD) at 46%. The 2021-2022 i-Ready EOY data indicated that SWD grades 3-5 demonstrated that 60% of students were below grade level in reading and 54% in math.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our focus will be to increase the learning gains of the lowest 25th percentile. The measurable outcome we plan to achieve is to increase ELA learning gains for the lowest 25th percentile of students by 5 percentage points, from 66% to 70%. In math, we also plan to increase learning gains from 50% to 57% for the lowest 25% percentile.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Ongoing progress monitoring will include i-Ready diagnostic assessments, formative and summative assessments, and the 2022-2023 ESSA and FAST data.
Person responsible for monitoring outcome:	Adrian Green (adrian.green@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Students in the lowest 25th percentile will be monitored through the MTSS process. The i-Ready diagnostic and FAST assessments will be used to identify deficiencies. In addition to intervention instruction, weekly i-Ready online instruction data along with formative assessment data will be used to measure growth.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Ongoing progress monitoring of student data will document student growth as well as the effectiveness of instruction and the next steps for intervention.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Ongoing progress monitoring using Tier II intervention, FAST, i-Ready, and formative assessment data to identify professional development needs to support fluid and differentiated student groups.

Person Responsible	Adrian Green (adrian.green@ocps.net)

Collaborative lesson planning sessions will focus on instruction, the implementation of resources, and problem-solving strategies for small groups and differentiated instruction.

Person Responsible	Zenya Moreira (zenya.moreira@ocps.net)

In addition to ATS tutoring, there will be Tier I intervention support to support students in reading and math. Ongoing progress monitoring data and classroom observation data will be used to monitor the effectiveness of instruction and provide actionable feedback to teachers.

Person Responsible	Adrian Green (adrian.green@ocps.net)

Administrators will meet with the ESE/504 team regularly to monitor the MTSS, IEP, and 504 Plan process and monitor that students are receiving accommodations and support facilitation as written in the IEP or 504 Plans.

Person Responsible	Adrian Green (adrian.green@ocps.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Data indicated that 56% of 3rd, 4th, and 5th-grade students scored below level 3 on the 2022 FSA ELA assessment. The following data reflects the percentage of students who scored below level 3 on the 2022 FSA ELA assessment by grade level: Third Grade-57%, Fourth Grade-58%, and Fifth Grade-54%
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The measurable outcome we plan to achieve in the area of ELA proficiency on the 2023 FAST assessment is as follows: Third Grade -seven7 percentage points from 53% to 50% Fourth Grade - eight percentage points from 42% to 50% Fifth Grade -four percentage points from 46% to 50%
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	To monitor growth towards the goal, i-Ready diagnostic data, Progress Monitoring Activities (PMAs), and Standards-Based Unit Assessments (SBUAs) will be monitored. Adjustments to instruction will be made in response to data and instructional groups will be created in i-Ready in grades three through five. Data will be analyzed and adjustments to small groups will occur when additional data points are collected. Classroom walkthroughs will happen on a continual basis with a focus on instructional delivery, student engagement, and the effectiveness of the collaborative planning process through PLC meetings.
Person responsible for monitoring outcome:	Adrian Green (adrian.green@ocps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Each student will read connected text daily to support reading accuracy, fluency, and comprehension. For students of greater need, small group instruction will occur to better scaffold student learning.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific**	The selected instructional practice has a moderate level of evidence, as noted in the Institute of Education Sciences (IES) Guide for Foundational Skills to Support Reading for Understanding. Quasi-experiments have a moderate level of evidence because they lack the key feature of randomly selected groups. Here students are assigned to intervention groups by using a non-random process based on data.

strategy.
Describe the resources/ criteria used for selecting this strategy.

Strengthen the common planning process.
o Use the district-created K-2 and 3-5 Common Planning Resources to guide the agenda and discussions
o Include foundational planning in K-2

Person Responsible	Adrian Green (adrian.green@ocps.net)

Classroom walkthroughs are conducted regularly and ELA feedback is provided; when needed adjustments are made in common planning/PLCs.

Person Responsible	Adrian Green (adrian.green@ocps.net)

Ensure the 90-minute reading block contains statutory requirements.
o 6 components of reading (as noted in Florida's Formula for success)
o Daily inclusion of on-level whole group instruction, and differentiated small group instruction

Person Responsible	Adrian Green (adrian.green@ocps.net)

Standards-Based Unit Assessment (SBUA) and Foundational Assessment Data are used to plan small group instruction and differentiation opportunities.

Person Responsible	Zenya Moreira (zenya.moreira@ocps.net)

Provide targeted ELA PD based on teacher needs (consider B.E.S.T. ELA Canvas course, recorded sessions from the Early Literacy Summer Institute, and when applicable, ELA IMPACT).

Person Responsible	Zenya Moreira (zenya.moreira@ocps.net)

MTSS Problem Solving Teams meet regularly to ensure:
o Students are appropriately identified
o Students are matched to appropriate interventions and intensity
o Data analysis is routinely part of the process, and adjustments are made to interventions based on the MTSS Problem Solving Team's findings

Person Responsible	Licette Catania (licette.catania@ocps.net)

#3. Positive Culture and Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Pinar Elementary Integrates and monitors 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 academic content. By strengthening our school's culture for social and emotional learning, we will address the following school needs: 1. Students with attendance below 90%. 2. Students referred to the Threat Assessment Team During the 2021-2022 school year there were 3 threats to others, and 8 students were monitored by the Threat Assessment Team. This data indicates a need for our students to have increased knowledge of self-awareness, social awareness, relationship skills, and responsible decision-making. 3. Parent and family engagement needs related to strengthening a culture for social and emotional learning. According to the Panorama survey results, only 45% of students responded favorably in the area of Relationship Skills and Self Awareness and 45% responding favorably in the area of Social Awareness.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By the end of the 2022-2023 school year, we will decrease the number of students with less than 90% attendance by 10%. We will decrease the number of SESIR incidents as well as the number of students monitored by the Threat Assessment Team by 25%. We will also increase the percentage of staff members responding favorably in the area of school leadership by 20%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	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.
Person responsible for monitoring outcome:	Dayna Patel (dayna.patel@ocps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a schoolwide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school support for families.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used**	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.

for selecting this strategy.

Resources/Criteria: Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model, our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Our Social and Emotional Learning and Leadership (SELL) team will attend scheduled professional development sessions to provide staff training and opportunities for safe practice as we monitor data to determine the impact on student growth and development. We will continue using common language to support a culture of social and emotional learning within our school with adults and students, as we monitor and measure the impact of our implemented professional learning.

Person Responsible   Adrian Green (adrian.green@ocps.net)

Pinar Elementary will implement a school-wide SEL curriculum. We will ensure that the school team receives training on the implementation of the Second Step program. We will create a training plan that leverages the information from the training to provide professional development to all necessary stakeholders in the implementation of the curriculum, observe Second Step lessons, and provide feedback. The lessons facilitated through the Second Step program provide teachers opportunities to build rapport with their students, which will have a positive impact on increasing student motivation and attendance.

Person Responsible   Dayna Patel (dayna.patel@ocps.net)

The SELL team along with the school site SEL team will analyze the results of the Panorama survey and use
the Playbook to identify strategies and activities to support family engagement and address barriers to engagement by strengthening two-way communication.

Person Responsible   Adrian Green (adrian.green@ocps.net)

We will build community by establishing a family resource center where families can access resources and information to support student and school success, creating a welcoming environment where family culture and languages are recognized and respected, host events, workshops, and opportunities that are relational, connected to family interests and culture, and are linked to learning. Through these workshops, we will embed information communicating the importance of regular student attendance and help parents implement strategies to motivate students.

Person Responsible   Adrian Green (adrian.green@ocps.net)

In an effort to accelerate learning Pinar ES will implement the Cambridge Primary ELA and Math curriculum to select students in grades 3-5. We will also implement the Cambridge Learner Attributes and Cambridge Global Perspectives challenges school-wide in concert with the SEL competencies.

Person Responsible   Adrian Green (adrian.green@ocps.net)

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

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

Overall EOY i-Ready data identified that 56% of Kindergarten through second-grade students were on track to score Level 3 or above on the statewide, standardized ELA assessment. The following data reflects the percentage of students who were on track to score Level 3 or above on the statewide standardized ELA assessment by grade level: Kindergarten - 70%, First Grade-39%, Second Grade-58%.

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

Overall data indicated that 44% of third through fifth-grade students met proficiency of level 3 or above on the 2022 FSA ELA assessment. The following data reflects the percentage of students who met proficiency of level 3 or above on the 2022 FSA ELA assessment by grade level: Third Grade-43%, Fourth Grade-42%, and Fifth Grade-46%.

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

The measurable outcome we plan to achieve in the area of ELA proficiency on the 2023 FAST assessment is as follows:
Kindergarten - increase five percentage points from 70% to 75%
First Grade - increase eleven percentage points from 39% to 50%
Second Grade - increase percentage points from 58% to 65%

Grades 3-5: Measureable Outcome(s)

The measurable outcome we plan to achieve in the area of ELA proficiency on the 2023 FAST assessment is as follows:
Third Grade - eight percentage points from 43% to 50%
Fourth Grade - nine percentage points from 42% to 50%
Fifth Grade - four percentage points from 46% to 50%

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

To monitor growth towards the goal, the MTSS Problem-Solving Team will review i-Ready diagnostic data, FAST Progress Monitoring Assessments, and Standards-Based Unit Assessments (SBUAs) will be monitored. Adjustments to instruction will be made in response to data and instructional groups will be created in i-Ready in grades Kindergarten through five. Data will be analyzed and adjustments to small groups will occur when additional data points are collected. Classroom walkthroughs will happen on a continual basis with a focus on standards-aligned instruction, student engagement, and the effectiveness of the collaborative planning process through PLC meetings.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Green, Adrian, adrian.green@ocps.net

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

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

We will utilize i-Ready data as well as FAST data to identify student needs and areas of growth. Targeted instruction will be provided during small groups. Classroom walkthrough data will be collected and analyzed to identify needs during small groups.

Targeted planning through the PLC process will be utilized to fully understand the new B.E.S.T. standards/ benchmarks to ensure teachers deliver high-quality lessons. Professional development will be provided on the

B.E.S.T. benchmarks as well as the Wonders curriculum as necessary to ensure teachers have a solid understanding of the standards and resources

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

Common planning will be critical to ensure equity across all students while also utilizing small group teaching to target the needs of individual students to close gaps. The use of following programs will be used as a resource to support students to close gaps.
-District-created Curriculum Resource Materials (CRMs) -use of the foundational pieces of the optional daily slides (Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.)
-Heggerty (Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters)
-SIPPS (Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.

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

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Coaching - The instructional coach attends district coach meetings. Coach uses data to identify personnel and areas of need. Implementation of coaching cycles, modeling, PLC planning support, etc. to fit area(s) of need. The instructional coach is an active member of the MTSS problem-solving team to use data to determine interventions and support needs of students	Moreira, Zenya, zenya.moreira@ocps.net
ELA Leadership Team - Monthly ELA Leadership Team meetings, where data are analyzed and action steps implemented and monitored. Professional Development - Develop professional development plans based on the needs of the school. These plans include specific support for teachers based on progress monitoring data and also District PD options that include literacy coach meetings and K-5 ELA Impact Series.	Green, Adrian, adrian.green@ocps.net

Positive Culture & Environment

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

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

Pinar Elementary ensures the social-emotional needs of all stakeholders are being met by providing the following services and resources to support positive school culture and environment:
- Social-Emotional Learning Competencies
- Threat Assessment Team
- Counseling referrals as needed
- Social Skills instruction
- Cambridge Learner Attributes
- Monthly Parent Workshops
- Provides resources for families
- Family and Community Events
- PTA
- SAC

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

Pinar Elementary promotes and works to maintain a supportive school culture and nurturing environment that meets the needs of our students and stakeholders. Our Title I Parental Engagement Liaison (PEL) works to establish positive relationships with parents, bridge communication gaps due to language, and increase parental engagement in the school. Each year parents are invited to attend monthly parent workshops, curriculum nights, student performances, award ceremonies, as well as PTA events.

Attendance is documented for all parent events. Parents are encouraged to participate in a variety of volunteer opportunities throughout the school year including monthly PTA and SAC meetings. Our PEL is also instrumental in establishing partnerships with local businesses and our students participate in the JA in a Day program annually. We also partner with Read2Succeed to provide additional reading support for struggling readers in first and second grades. Teachers and support staff will participate in the OCPS Social-Emotional Learning and
Leadership professional development sessions and work collaboratively to implement the strategies throughout our school.