Pinar Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Pinar Elementary

3701 ANTHONY LN, Orlando, FL 32822

https://pinares.ocps.net/

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

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. The 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 serves as the testing coordinator to support the administration of state, local, and school-wide assessments.
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.
Miranda, Kimberlie	Math Coach	The math coach facilitates common planning sessions as well as the implementation and monitoring of core instruction in math and science. Also supports classroom teachers with instructional strategies, data collection, and classroom management.
Walker, Kimberly	Reading Coach	The reading coach facilitates common planning sessions and the implementation and monitoring of core instruction in reading. Supports the MTSS process to analyze data to identify students who need additional support and ensure students receive the necessary interventions. Also, supports classroom teachers and serves as the point of contact for new teachers and mentors.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

School Improvement Plan (SIP) development includes collaborating with the school leadership team, teachers/staff, and the School Advisory Council. Input is provided throughout the year and is disaggregated and integrated into the development of the SIP.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored throughout the year to ensure effective implementation and impact on increasing student achievement. Data will be collected through conducting classroom walkthroughs, professional development, and collaborative planning meetings. The data will be disaggregated and analyzed during leadership team, data, and SAC meetings to ascertain the effectiveness of practiced processes on student achievement. Based on these conversations and analyses, the SIP will be revised as needed.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	90%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B

	2019-20: B
	2018-19: B
	2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	8	13	15	16	17	16	0	0	0	85
One or more suspensions	0	2	3	3	30	8	0	0	0	46
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	6	16	21	0	0	0	43
Level 1 on statewide Math assessment	0	0	0	5	15	21	0	0	0	41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	4	14	15	16	0	0	0	0	49

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	8	9	20	19	0	0	0	57

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	16	20	19	25	11	20	0	0	0	111
One or more suspensions	0	0	0	1	2	2	0	0	0	5
Course failure in ELA	0	1	0	0	1	0	0	0	0	2
Course failure in Math	0	0	0	6	7	0	0	0	0	13
Level 1 on statewide ELA assessment	0	0	0	14	13	15	0	0	0	42
Level 1 on statewide Math assessment	0	0	0	8	11	16	0	0	0	35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	23	38	30	38	0	0	0	0	0	129

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	16	20	19	25	11	20	0	0	0	111
One or more suspensions	0	0	0	1	2	2	0	0	0	5
Course failure in ELA	0	1	0	0	1	0	0	0	0	2
Course failure in Math	0	0	0	6	7	0	0	0	0	13
Level 1 on statewide ELA assessment	0	0	0	14	13	15	0	0	0	42
Level 1 on statewide Math assessment	0	0	0	8	11	16	0	0	0	35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	23	38	30	38	0	0	0	0	0	129

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	40	57	53	45	56	56	46		
ELA Learning Gains				58			60		
ELA Lowest 25th Percentile				66			50		
Math Achievement*	45	60	59	54	46	50	56		
Math Learning Gains				60			55		
Math Lowest 25th Percentile				50			43		
Science Achievement*	64	63	54	54	61	59	54		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	60	59	59	72			40		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	254
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	459
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	1	1
ELL	41			
AMI				
ASN				
BLK	44			
HSP	51			
MUL				
PAC				
WHT	36	Yes	1	

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	49			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	46			
ELL	55			
AMI				
ASN				
BLK	57			
HSP	55			
MUL				
PAC				
WHT	70			
FRL	55			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	40			45			64					60
SWD	9			9							3	59
ELL	31			38			57				5	60
AMI												
ASN												
BLK	41			47							2	
HSP	40			47			64				5	60
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	44			28							2	
FRL	37			43			62				5	63

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	45	58	66	54	60	50	54					72
SWD	15	59	64	31	62	56	25					56
ELL	42	56	68	53	60	45	41					72
AMI												
ASN												
BLK	47	64		53	64							
HSP	43	56	68	52	55	48	49					70
MUL												
PAC												
WHT	56	69		69	85							
FRL	44	53	64	51	58	50	50					69

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	46	60	50	56	55	43	54					40
SWD	4	8		8	8		0					40
ELL	39	48	50	54	53		42					40
AMI												
ASN												
BLK	43			46								
HSP	45	55	42	56	52	33	51					41
MUL												
PAC												
WHT												
FRL	44	61	40	50	51	36	44					40

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	43%	54%	-11%	54%	-11%
04	2023 - Spring	38%	60%	-22%	58%	-20%
03	2023 - Spring	39%	52%	-13%	50%	-11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	43%	59%	-16%	59%	-16%
04	2023 - Spring	42%	62%	-20%	61%	-19%
05	2023 - Spring	47%	55%	-8%	55%	-8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	60%	59%	1%	51%	9%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The ELA proficiency component showed the lowest performance at 44%. The contributing factors include:
*40% of the teachers were new to Pinar ES with 0-3 years of experience
*New ELA FAST benchmarks were implemented for grades 3-5
*A new computer-based testing platform was implemented
ELA proficiency has decreased 13 percentage points from 57% to 44% since 2019.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The Math proficiency component showed the greatest decline from the prior year, decreasing from 54% to 48%. The contributing factors include:
*40% of the teachers were new to Pinar ES with 0-3 years of experience
*New math FAST benchmarks were implemented for grades 3-5
*A new computer-based testing platform was implemented

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average is in both ELA and math. The contributing factors include the students who were absent 10% or more days (23%), teacher turnover (40%), and the new FAST benchmarks and testing platform.

Which data component showed the most improvement? What new actions did your school take in this area?

The science component showed the most improvement from the prior year, increasing from 54% to 63%. Actions taken in this area included ongoing progress monitoring, focus on instructional strategies and hands-on activities and experiments, and differentiated professional development and support to build teacher capacity.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Student attendance continues to be an area of concern.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Core instruction to increase proficiency (ELA and math)
Small groups (ELA/math)
Intervention (Tier 2/3)
Student attendance

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 FAST data, ELA proficiency was 44 percentage points. Although a true comparison cannot be made, this is a decrease of 1 percentage point from the 2022 FSA data. ELA proficiency has been trending downward over the last four years.

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

Pinar will focus on improving student achievement in all content areas as a result of improving ELA proficiency on the 2024 FAST assessment.
Third Grade - nine percentage points from 41% to 50%
Fourth Grade - six percentage points from 44% to 50%
Fifth Grade - four percentage points from 48% to 52%

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

To monitor growth towards the goal, FAST PM BOY, MOY, and EOY data, and Standards-Based Unit Assessments (SBUAs) will be monitored. Data will be analyzed to guide decisions and adjustments to whole and small-group instruction. Classroom walkthroughs will happen continually 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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students will learn and use effective reading comprehension strategies such as activating prior knowledge/predicting, questioning, visualizing, clarifying, drawing conclusions, and summarizing to help improve reading comprehension. Additionally, common planning will be critical to ensure equity across all student groups while also ensuring small-group instruction targets the needs of individual students to close gaps. The use of the following programs will be used as a resource to support students in closing 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.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rationale for the intervention used in this Area of Focus is that there is strong evidence to support teaching students to decode, analyze word parts, and practice fluency builds strong foundations and

supports them in becoming fluent readers. In addition, our ESSA sub-group data reflects the need to increase proficiency in all areas and most importantly, or ESE subgroup.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

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: Zenya Moreira (zenya.moreira@ocps.net)

By When: Ongoing

Classroom walkthroughs will be conducted regularly and actionable feedback will be provided. When needed, adjustments will be made in common planning/PLC meetings.

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

By When: Ongoing

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)

By When: Ongoing

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: Kimberly Walker (kimberly.walker@ocps.net)

By When: Ongoing

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Academic learning is enhanced when teachers and 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. Level 1, 2, and 3 infractions
3. Students referred to the Threat Assessment Management Team

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 2023-2024 school year, we will decrease the number of students with less than 90% attendance by 10%. We will decrease the number of Level 1, 2, and 3 infractions 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. Attendance will be monitored monthly by the attendance team. The discipline and School-Based Threat Assessment Management Team will meet monthly to monitor the implemented strategies and interventions and their impact on discipline infractions and threats. We will modify our plan of action as indicated by data, students, staff, and family needs, as needed.

Person responsible for monitoring outcome:

Licette Catania (licette.catania@ocps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Use distributive leadership and social and emotional learning to implement a continuous improvement plan focused on implementing a schoolwide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school support for to all stakeholders.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school support necessary for 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

We will provide 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 also use 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)

By When: Ongoing

Pinar Elementary will continue to implement and monitor instruction in the Second Step program and provide actionable feedback. The lessons facilitated through the Second Step program will provide teachers with 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)

By When: Ongoing

We will continue to build community by providing a family resource center where families can access resources and information to support student and school success, improve on our efforts to create 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: Licette Catania (licette.catania@ocps.net)

By When: Ongoing

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 FAST Spring data identified that 59% 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 - 61%, First Grade-53%, Second Grade-62%

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

Overall data indicated that 44% of third through fifth-grade students met proficiency of level 3 or above on the 2023 FAST ELA assessment. The following data reflects the percentage of students who met proficiency of level 3 or above on the 2023 FSA ELA assessment by grade level: Third Grade-41%, Fourth Grade-44%, and Fifth Grade-48%.

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 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 Measurable Outcomes

Grade Previous School Year (22-23) Goals for Plan Year (23-24) %
Kg 61 65
First Grade 53 58
Second Grade 62 67

Grades 3-5 Measurable Outcomes

Previous School Year (22-23) % Goals for Plan Year (23-24) %
Grade Lvl 1 Lvl 3 Lvl 4 Lvl 1 Lvl 3 Lvl 4
and Above and Above and Above and Above
3rd 64 14 2 40 50 10
4th 58 10 12 40 50 10
5th 55 14 7 40 50 10

Monitoring

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 impact student achievement outcomes.

Weekly reading walkthroughs by administrators.

Monthly data meetings by area including the MTSS Problem-Solving Teams and Cadre leadership to review FAST progress monitoring assessments, K-1 DIBELS progress monitoring data, SIPPS progress monitoring data, and district-created standard-based unit assessments to monitor response to intervention.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Green, Adrian, adrian.green@ocps.net

Evidence-based Practices/Programs

Description:
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. §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?

The following IES Practice Guide Recommendations meet ESSA strong level of evidence requirements: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade:
Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters;
Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.

The following IES Practice Guide Recommendation meets ESSA strong level of evidence requirements: Providing Reading Interventions for Students in Grades 4-9:
Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words.
Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly.
Recommendation 3: Routinely use a set of comprehension-building practices to help students make

sense of the text
● Part 3A. Build students' world and word knowledge so they can make sense of the text
● Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read
● Part 3C. Teach students a routine for determining the gist of a short section of text
● Part 3D. Teach students to monitor their comprehension as they read

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

Consider that the below use the above Practice guide strategies meet ESSA strong level of evidence:
-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.)

-Use of the comprehension pieces of the optional daily slides (Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text)

-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. And Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words.)

-Being a Reader Small Group Curriculum (Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words; Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words; Recommendation 2: Provide purposeful fluency-building activities to help students
read effortlessly; Recommendation 3: Routinely use a set of comprehension-building practices
to help students make sense of the text)

-OCPS Multisensory Kits (Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.)

-Exact Path (Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters; Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words; Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words; recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly; Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text)

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
Teachers will attend PLCs to review details of upcoming lessons, plan text-based and benchmark-based questions, and plan for student responses. - Literacy Leadership - Leadership Team members will attend and support PLCs as well as follow-up with classroom walkthroughs along with data disaggregation so informed decisions about instruction can be made. - Literacy Coaching - The Instructional Coach will provide side-by-side coaching and modeling of lessons to aid with the understanding or delivery of content. - Assessment - Standards-based Unit Assessments will be utilized to determine students' understanding of content and make adjustments to future lessons. F.A.S.T. data is being used to initialize the student groups and upcoming diagnostic data will be used to update the student groups. - Professional Learning - Training in SIPPS, Heggerty and B.E.S.T. standards will be available.	Green, Adrian, adrian.green@ocps.net
Literacy Coach Literacy 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. Literacy coach is an active member of the MTSS problem-solving team.	Green, Adrian, adrian.green@ocps.net
Assessment Use and analysis of: -FAST -Heggerty Assessments -District created Standards Based Unit Assessments (SBUAs) -District created Foundational Unit Assessments (Grades 2) -DIBELS (K-1) -Being a Reader Formative Data (K-3) -SIPPS Formative Data (K-5) Use of data to determine interventions and support needs of students	Green, Adrian, adrian.green@ocps.net
Professional Learning Schools develop their professional learning plans based on the needs of their schools. These plans include specific support for teachers based on progress monitoring data. District PD options available include the Instructional Literacy Institute, literacy coach meetings,K-5 ELA Impact Series, Being a Reader PD, SIPPS PD and Making Sense of Multisensory Instruction PD.	Green, Adrian, adrian.green@ocps.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The plan for the dissemination of the SIP plan to stakeholders is as follows: Teachers/staff - staff, data, and PLC meetings. Parents/Students/Community - SAC/PTA meetings and Title I meeting

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The plan to build positive relationships with parents, families, and other community stakeholders is as follows:
*Parental Engagement Liaison
*Parent/Teacher conferences
*Schoolwide events
*Talking Points

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

The Area of Focus is to strengthen our school's culture for social and emotional learning, to positively impact the following school needs:
1. Students with attendance below 90%.
2. Level 1, 2, and 3 infractions
3. Students referred to the Threat Assessment Management Team
The MTSS Problem Solving Teams meet regularly to ensure that students are appropriately identified and provided the appropriate interventions and intensity. Data analysis will be a part of the process, and adjustments will be made to interventions based on the MTSS Problem Solving Team's findings.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Strengthening the school culture and decreasing the number of students with attendance below 90% should increase student proficiency and help meet ESSA.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
		Total:	**$0.00**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes