

Orange County Public Schools

# Pineloch Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## Pineloch Elementary

3101 WOODS AVE, Orlando, FL 32805

<https://pineloches.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
Mays, Gerai	Principal	Ms. Mays serves as the instructional leader of Pineloch Elementary School. She monitors instructional delivery of the benchmarks and allocation of resources to ensure students are being provided with a high-quality education. As the instructional leader, Ms. Mays, facilitates instructional rounds and provides teachers with timely and actionable feedback to enhance their professional practices. Ms. Mays establishes systems of guidance that result in a supportive learning environment with high expectations and increased student outcomes. In addition, she provides avenues for teachers to collaborate, plans rigorous lessons, and contributes input for the optimal functioning of the school. As the Principal, Ms. Mays engages with district and community members to facilitate the use of resources that directly impacts student achievement.
Anderson, Adriene	Assistant Principal	Mrs. Anderson is one of the instructional leaders on campus. Along with the principal she monitors the instructional delivery of the standards. Mrs. Anderson facilitates instructional rounds and provides teachers with actionable feedback to enhance their professional practices. The assistant principal partners with the principal to implement systems and structures that yield a strong learning environment. Mrs. Anderson has the responsibility of analyzing common assessment data to make timely instructional decisions that impact student achievement. Mrs. Anderson is also responsible for monitoring the discipline process to ensure a positive school climate and safe working environment.
Gaspar, Maria	Assistant Principal	Ms. Gasper facilitates instructional rounds and provides teachers with timely and actionable feedback to enhance their professional practices. She partners with the principal to implement systems and structures, as well as analyzes common assessment data to make timely instructional decisions that impact student achievement. Assistant Principal Gasper monitors discipline processes to ensure a safe learning and working environment.
	Dean	Ms. Brown assists with the school-wide discipline plan. Through collaborative efforts, she develops and supports the implementation of a universal system through proactive expectations that are utilized to encourage appropriate behaviors. Additionally, Ms. Brown provides teachers and support personnel with professional development in classroom management, restorative practices, and effective strategies to aid students with successful academic, personal, and social development. Dean Brown works in conjunction with the guidance counselor and Multi-Tiered System of Supports (MTSS) coordinator to collect data and develop differentiated intervention services for students in need of Tier II or Tier III support.
Guardascione-Wolf, Lisa	Instructional Coach	Ms. Guardascione-Wolf serves as the math/science instructional coach. As the academic coach, she facilitates ongoing professional development to build teacher capacity. Ms. Guardascione-Wolf utilizes

Name	Position Title	Job Duties and Responsibilities
		the coaching cycle to support teachers in need of Tier II or Tier III support. Additionally, she provides targeted instruction to students identified as performing below grade level on summative and formative assessments.
Melecio, Frances	ELL Compliance Specialist	Ms. Melecio ensures compliance with English Language Learners' policy, procedure, and initiatives.
Plowdeniz, Valerie	School Counselor	Ms. Plowdeniz provides a comprehensive curriculum focused on academic, as well as social and emotional learning for all students. She incorporates character education, prevention, and intervention services to meet the diverse needs of the student body. Ms. Plowdeniz's primary purpose is to remove barriers to learning and promote academic success by ensuring students have access to resources necessary for academic and social development.
Weidner, Sarah	Staffing Specialist	Ms. Weidner ensures compliance with Exceptional Student Education policy and procedures.

### 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.

Leadership team members initiate the SIP process by becoming familiar with template updates and a deep dive as to what is being asked occurs. Student outcomes drive the decisions and assist in answering questions for the school improvement process. Data is reviewed school-wide as a whole, by grade level and by subject in order to determine root causes of gaps and plan for strategies to eliminate those gaps. School data along with the school improvement plan process are shared during School Advisory Committee (SAC) meetings. In order to cast a wider net, some PTO meetings are set up to occur just before or after the SAC meetings to increase the number of parents involved in giving feedback. Data and action steps are connected to the planning process during Professional Learning Communities (PLCs).

### 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))

Once root causes have been identified and action steps developed to address the need(s), monitoring becomes dominant. The question, "Is it working?" is asked. At this point, adjustments are made especially when the data is not showing increased proficiency. Action steps will have to be revisited and revised. Considerations for a variety of subjects and data along with timelines that acknowledge



formative, unit, and progress monitoring assessments will need to be tracked and adjustments made to allocate resources to address the need(s).

### Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	95%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	CSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	Yes
<b>2021-22 ESSA Subgroups Represented</b> (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)* Economically Disadvantaged Students (FRL)*
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: F 2019-20: C 2018-19: C 2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

### 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	9	45	45	44	49	21	0	0	0	213	
One or more suspensions	1	6	14	15	30	13	0	0	0	79	
Course failure in English Language Arts (ELA)	0	0	0	4	0	0	0	0	0	4	
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	5	77	28	0	0	0	110	
Level 1 on statewide Math assessment	0	0	0	5	53	31	0	0	0	89	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	40	41	47	77	0	0	0	0	205	

**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	19	26	32	90	30	0	0	0	197

**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	4	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	

#### **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	65	60	50	47	47	0	0	0	285	
One or more suspensions	0	5	2	1	11	9	0	0	0	28	
Course failure in ELA	0	0	0	6	4	16	0	0	0	26	
Course failure in Math	0	0	0	4	4	3	0	0	0	11	
Level 1 on statewide ELA assessment	0	0	0	9	51	54	0	0	0	114	
Level 1 on statewide Math assessment	0	0	0	9	54	65	0	0	0	128	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

**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	3	1	9	53	58	0	0	0	124

**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	1	2	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) 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	65	60	50	47	47	0	0	0	285	
One or more suspensions	0	5	2	1	11	9	0	0	0	28	
Course failure in ELA	0	0	0	6	4	16	0	0	0	26	
Course failure in Math	0	0	0	4	4	3	0	0	0	11	
Level 1 on statewide ELA assessment	0	0	0	9	51	54	0	0	0	114	
Level 1 on statewide Math assessment	0	0	0	9	54	65	0	0	0	128	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

**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	3	1	9	53	58	0	0	0	124

**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	1	2	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

**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*	33	57	53	25	56	56	24		
ELA Learning Gains				37			43		
ELA Lowest 25th Percentile				32			44		
Math Achievement*	48	60	59	30	46	50	27		
Math Learning Gains				39			32		
Math Lowest 25th Percentile				28			25		
Science Achievement*	34	63	54	25	61	59	30		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	53	59	59	50			41		

\* 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)	CSI
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	192
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	33

**2021-22 ESSA Federal Index**

OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	266
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)****2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	16	Yes	4	3
ELL	33	Yes	2	
AMI				
ASN				
BLK	40	Yes	3	
HSP	33	Yes	2	
MUL				
PAC				
WHT	47			
FRL	39	Yes	2	

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	18	Yes	3	2
ELL	34	Yes	1	
AMI				
ASN				
BLK	33	Yes	2	
HSP	32	Yes	1	

**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%
MUL				
PAC				
WHT				
FRL	32	Yes	1	

**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	33			48			34					53
SWD	7			19			0				5	50
ELL	27			43			24				5	53
AMI												
ASN												
BLK	33			46			37				5	55
HSP	30			48			23				5	48
MUL												
PAC												
WHT	35			59							2	
FRL	34			48			35				5	53

**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	25	37	32	30	39	28	25					50
SWD	6	21	29	11	8	11	3					52
ELL	21	36	37	27	40	45	19					50
AMI												
ASN												

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
BLK	24	36	33	28	37	29	26					51
HSP	28	32	32	34	41	21	19					48
MUL												
PAC												
WHT												
FRL	23	35	32	26	34	29	23					51

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	24	43	44	27	32	25	30					41
SWD	2	35	27	7	33							28
ELL	22	43	47	22	38	33	21					41
AMI												
ASN												
BLK	23	41	50	27	27	22	18					49
HSP	22	39		20	35		35					34
MUL												
PAC												
WHT												
FRL	24	47	53	27	34	29	37					39

### 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	22%	54%	-32%	54%	-32%
04	2023 - Spring	54%	60%	-6%	58%	-4%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	24%	52%	-28%	50%	-26%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	47%	59%	-12%	59%	-12%
04	2023 - Spring	53%	62%	-9%	61%	-8%
05	2023 - Spring	32%	55%	-23%	55%	-23%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	30%	59%	-29%	51%	-21%

### 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.**

According to the grade level data that has been released in July 2023, Science is the lowest component followed by ELA. This grade level data does not consider whether students are a match for the FTE periods and are all inclusive in the denominator for determining percentages. In this case, Science is at 30% proficiency and ELA is at 31% proficiency. When eliminating the few who did not match using a denominator report provided by the district to the school, the Science percentage increased to 33% and ELA increased to 35%.

Reading comprehension is an area with which greater focus is needed for both ELA and Science. The BEST benchmarks for ELA were newly tested in the 2022-2023 school year and Pineloch students will need continued support in this subject. Contributing factors included gaps in the foundational skills such as phonics, phonological awareness, and sight recognition. Students struggled with foundational skills which also interfered with basic comprehension. In considering Extra Hour and FBS for this school year, additional strategies will be put into place in order to garner greater outcomes by having small groups to be more homogeneous and monitoring to occur consistently with assessment results and movement of students into appropriate groups.

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

No data component showed a decline.



**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.**

ELA proficiency followed by Science proficiency have the greatest gaps when compared to the state. In considering the grade level data released by the state in July 2023, both components had over a 20-percentage point gap when compared to the state. Reading comprehension along with foundational skills are areas that need additional focus for our students. An increased awareness and strategic planning for homogeneous small groups along with monitoring of formative and summative data in order to move students to appropriate groups will assist with narrowing the gaps.

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

The component that showed the most improvement was Math Achievement. In 2022 Pineloch had a proficiency rate of 25% for math. Based upon the grade level data that was released in July 2023, Pineloch has a proficiency rate of 44%. This grade level data does not consider whether students are a match for the FTE periods and are all inclusive in the denominator for determining percentages. When eliminating the few who did not match using a denominator report provided by the district to the school, Math increased to 50%.

Actions that lead to increased proficiency were:

1. PLC and common planning schedules were implemented with consistency throughout the year having a focus on best instructional strategies and modelling of those instructional strategies.
2. Classroom visits were conducted weekly, with all instructional staff receiving actionable feedback.
3. Leadership Team Members consistently met on a weekly basis to discuss trends which allowed for better provision of coaching to teachers and improved quality of instruction.

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

In reviewing EWS data, substantial reading deficiency followed by student absenteeism are two areas which will be focused upon for the 2023-2024 school year. For the second, third and fourth grades, the numbers of instances where 10% or more for absenteeism and the numbers of substantial reading deficiency were above 40 in each of the grade levels mentioned.

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

The highest priorities for Pineloch Elementary during the 2023-2024 school year will include:

- 1) ELA with focus on substantial reading deficiency
- 2) Science
- 3) Math
- 4) Attendance
- 5) ESSA Subgroups below 41%: SWD, ELL, BLK, HSP, FRL

**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 Benchmark-aligned Instruction****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.

While math proficiency increased by about 20%, ELA proficiency only increased by about 10%. Strategies related to instructional practice for Math need to be perfected and ELA strategies need to be improved. Small group instruction will be a source of delivery in order to reach students at their level of understanding.

**Measurable Outcome:**

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

By the 3rd F.A.S.T. assessment (PM3), at least 50% of tested students will score at or above proficiency in ELA and Math.

**Monitoring:**

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

The PM1 and PM2 assessment data will be used as key indicators for overall progress during the school year. On a more specific level, students' scores on the Standards Based Unit Assessments, as well as their progress on the assessments given during the Extra Hour of Reading will be monitored to pinpoint skill deficits and progress. The students will also be monitored using Exact Path and Benchmark Advance data to determine next steps for accelerating progress.

**Person responsible for monitoring outcome:**

[no one identified]

**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.)

Small-group instruction occurs when students are taught in small clusters ranging from 2-8 students which makes it easier for teachers to give students the one-on-one attention they need, observe their learning, and to provide feedback to accelerate understanding of the content.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

There are many benefits of small-group instruction. It is effective because the teaching is focused on the needs of the students, with the goal of growing their academic skills. Small-group instruction increases student collaboration, engagement and confidence while providing individualized instruction with personalized feedback. Differentiating the lessons to better meet the needs of students allows the teacher to accommodate different learning preferences as well as address deficits in learning. Student-teacher interactions are positively impacted during small groups and teachers can hone in on what exactly the students are grasping.

**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?**

Yes

**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.

Professional Learning Community meetings are held 3 times per week as job embedded PD, for modeling instruction, discussing best practices, and dissecting student data.

**Person Responsible:** Gerai Mays (gerai.mays@ocps.net)

**By When:** August 2023, Ongoing

Administrators will conduct weekly walkthroughs, and quantify walkthrough data, to tier teachers and provide individualized teacher support through coaching and interventions.

**Person Responsible:** Gerai Mays (gerai.mays@ocps.net)

**By When:** September 2023, Ongoing

Professional Development will be facilitated through school-based and School Transformation Office (STO) personnel and conducted in small groups, tailored to needs discovered after compiling and analyzing classroom walkthrough data which identifies school-wide trends.

**Person Responsible:** Gerai Mays (gerai.mays@ocps.net)

**By When:** September 2023, Ongoing

ELA progress monitoring data will be analyzed by school leadership team in collaboration with STO, then in teacher PLCs. This data will be used as indicators for next steps regarding lesson planning, instructional strategies and academic interventions.

**Person Responsible:** Adriene Anderson (adriene.anderson@ocps.net)

**By When:** September 2023, Ongoing

Tier 1 Interventionists' primary focus will be in tested grades to assist with small group instruction, push in and pull out for targeted students.

**Person Responsible:** Maria Gaspar (maria.gaspar@ocps.net)

**By When:** August 2023, Ongoing

Include anecdotal section on weekly walkthrough data to monitor effectiveness of coaching, discussing every Friday in school based coaches meetings. A differentiated targeted focus walk based upon the teacher(s)' needs will follow the Friday debrief in order to validate the transference of content and strategies shared in the side-by-side coaching.

**Person Responsible:** Gerai Mays (gerai.mays@ocps.net)

**By When:** August 2023, Ongoing

Use data sheet to keep track of students' data in Tier 1 teachers' groups, adding a column for small group instructor/teacher in the Individual Student Data Tracker housed on google drive.

**Person Responsible:** Gerai Mays (gerai.mays@ocps.net)

**By When:** October 2023, Ongoing

**#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups****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.

Based upon the 2021-2022 Subgroup Data Summary, Pineloch has five ESSA subgroups which are below the Federal Index Target with Students with Disabilities (SWD) having the greatest gaps in both ELA and Math. The other ESSA subgroups which are below the Federal Index Target include English Language Learners (ELL), Black (BLK), Hispanic (HSP), and Free and Reduced Lunch (FRL).

Of the 44 Students with Disabilities (SWD) at the intermediate level that were considered a match to the FTE periods, 39 were tested with the ELA FAST assessment. Two of the thirty-nine students or 5% were proficient. Three of the thirty-nine students or 8% scored a level 2 and 34 of the 39 or 87% of the students were at level 1.

**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, the Students with Disabilities will increase from 5% proficiency in ELA to 15% proficiency.

**Monitoring:**

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

This area of focus will be monitored by tracking MTSS data along with PM1 and PM2 data, as well as Standards Based Unit Assessments. The leadership team and teacher will participate in bi-weekly data meetings to review student data.

**Person responsible for monitoring outcome:**

Geraí Mays (gerai.mays@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.)

Multi-Tiered System of Support (MTSS) focuses on the whole child along with the academic, behavioral, and emotional needs which can help address absenteeism as well. Early screening for all students is important and the FAST PM1 assists with this process. Outcomes are examined and small groups are adjusted to better meet the needs of the students. Student assessments that are computer-based are enlisted into the monitoring process in order to track student success.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The rationale for MTSS is that teachers can offer support in a structured and systematic way in order to reach all of their students which positively impacts student outcomes.

**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?**

Yes

**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.

Students will be tiered based on their 22-23 end of year data as well as 23-24 PM1 data. This will provide a starting point for tailored student interventions.

**Person Responsible:** Adriene Anderson (adriene.anderson@ocps.net)

**By When:** September 2023

Small group instruction with targeted students will be fluid, determined by student progress and MTSS data, in order to accelerate student gains.

**Person Responsible:** Gerai Mays (gerai.mays@ocps.net)

**By When:** September 2023, Ongoing

Extra Hour reading instruction will be a walk-to model, with fluid student groups to pinpoint deficiencies and bring students to the rigor of the standards.

**Person Responsible:** Maria Gaspar (maria.gaspar@ocps.net)

**By When:** September 2023, Ongoing

Individual teacher data chats will be held quarterly, an opportunity for one to one collaboration to specifically discuss student subgroup progress.

**Person Responsible:** Gerai Mays (gerai.mays@ocps.net)

**By When:** October 2023, Quarterly

Teachers will be provided guidance and a template to hold individual student chats so that students can also track their own data.

**Person Responsible:** Adriene Anderson (adriene.anderson@ocps.net)

**By When:** October 2023, Quarterly

Collaboration with Staffing Specialist and ESOL Compliance Specialist in PLCs to plan successful interventions with English Language Learners and Students With Disabilities to bring them to the mastery of the benchmarks.

**Person Responsible:** Gerai Mays (gerai.mays@ocps.net)

**By When:** September 2023, Ongoing

Targeted walkthroughs to view instruction of lowest 25%, including SWD and ELL. Based upon the walkthrough trends, professional learning will be developed to address the needs.

**Person Responsible:** Gerai Mays (gerai.mays@ocps.net)

**By When:** October 2023, ongoing

**#3. 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.

Pineloch's absenteeism rate is high and impacts students academically. Positive Behavior Support will be finetuned to include student attendance incentives which will be offered quarterly. Further support will occur through the weekly student mentoring groups that will be established with the Behavioral Resource Teacher in order to increase feelings of student belonging and positively address attendance and participation.

**Measurable Outcome:**

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

Two hundred thirteen students exhibited absences of 10% or more days during the 2022-2023 school year based upon Early Warning Systems (EWS) data. Pineloch will reduce the absentee percentage by 7% from 213 students to 198 students for the 2023-2024 school year.

**Monitoring:**

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

In order to manage and improve student attendance, this data will be pulled weekly and communication with parents will occur in a timely manner. Quarterly data reports will be used to monitor attendance rates so that incentives can be given to students with higher percentages of being present.

**Person responsible for monitoring outcome:**

Adriene Anderson (adriene.anderson@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.)

Cultivating a positive school culture will entice students to be present and participate in school through outreach, rewards and having an adult with whom they can make a connection.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Increased communication with parents, incentives for students to attend school, and mentoring by the Behavior Resource Teacher will have a positive impact on student attendance which will in turn assist with student achievement.

**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?**

Yes

**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.

An additional office clerk will be added and assigned the task of monthly attendance monitoring and communicating with Guidance Department.

**Person Responsible:** Maria Gaspar (maria.gaspar@ocps.net)



**By When:** September 2023

Based on positive peer connections listed in Attendance Works and Positive Behavioral Support, student attendance incentives will be offered quarterly and Jostens Renaissance will be initiated for the second semester.

**Person Responsible:** Valerie Plowdeniz (valerie.plowdeniz@ocps.net)

**By When:** October 2023, Quarterly

Attendance will be considered as a data point for MTSS during T2/T3 meetings with parents.

**Person Responsible:** Maria Gaspar (maria.gaspar@ocps.net)

**By When:** Mid-September and Ongoing - Dates connected to Progress Reports and Report Cards

Weekly student mentoring groups with Behavioral Resource Teacher and assigned Program Coordinator to increase feelings of student belonging.

**Person Responsible:** Valerie Plowdeniz (valerie.plowdeniz@ocps.net)

**By When:** Weekly starting no later than October 2023.

Increase number of planned Parent Engagement events to increase parent involvement and belonging.

**Person Responsible:** Valerie Plowdeniz (valerie.plowdeniz@ocps.net)

**By When:** August 2023 - Meet the Teacher Event followed by additional scheduled activities.

To promote student and family engagement, Pineloch will earnestly advertise and incentivize family attendance at informational meetings regarding student academic and attendance data (i.e. SAC, CAT, Parent Academy) based upon research from Attendance Works.

**Person Responsible:** Valerie Plowdeniz (valerie.plowdeniz@ocps.net)

**By When:** August 2023, ongoing

Establish, communicate and follow internal flowchart for student absences and recommended actions.

**Person Responsible:** Adriene Anderson (adriene.anderson@ocps.net)

**By When:** September 2023, ongoing

Educational field trip to incentivize attendance and to increase student positivity and feelings of belongingness.

**Person Responsible:** Gerai Mays (gerai.mays@ocps.net)

**By When:** May 2024

### 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).

The school's review of the use of the resources supported by funding sources inclusive of general funds and those funds dedicated to school improvement activities are considered. A determination of a lack of resources which can be deficit of people and time may contribute to low performance. Pineloch Elementary School will address this deficit through supporting the planning process and tutoring for students through afterschool sessions. The afterschool sessions will allow teachers to further plan for the teaching and learning processes as well as offer additional support to students. Monies for this venture will come from Title 1 and UniSig.

### 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**

28% of Kindergarteners scored Proficient on the Star Early Literacy test. Of the remaining students, 34% scored Level 1, 23% scored Level 2, and 15% scored Level 3.

30% of 1st graders scored at or Above Proficient on the end of year assessment. Of the remaining students, 21% scored Level 2, and 49% scored Level 1.

31% of 2nd graders scored at or Above Proficient on the end of year assessment. Of the remaining students, 20% scored Level 2, and 49% scored Level 1.

The Institute of Education Sciences and its Educator's Practice Guide with Recommendations meet the ESSA requirement for strong level of evidence, through the Foundational Skills to Support Reading for Understanding in KG through 3rd grade.

(Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, also referred to as Phonological awareness, then link those sounds to letters. This helps students comprehend text.)

(Recommendation 3: Teach students to decode, analyze word parts, and write and recognize words. The students can then apply letter sound knowledge to decode and read words either in isolation or in text. Then, using an increased knowledge of meaningful word parts, students can better decode and read more complex words.)

The teachers will be focused and coached to train students in foundational skills. The teachers will receive training in whole group and in their PLCs on how to best do this, with the help of the K-2 Literacy Coach. The students will be monitored with programs including: Heggerty, UFLI, Exact Path, DIBELS and Core Phonics.

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

The percentage of students scoring below proficiency in 3-5 is as follows:

3rd Grade: 75% - 50% at Level 1 and 25% at Level 2.

4th Grade: 30% - 14% at Level 1 and 16% at Level 2.

5th Grade: 76% - 51% at Level 1 and 25% at Level 2.



For 3rd grade:

(Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, also referred to as Phonological awareness, then link those sounds to letters. This helps students comprehend text.)

(Recommendation 3: Teach students to decode, analyze word parts, and write and recognize words. The students can then apply letter sound knowledge to decode and read words either in isolation or in text. Then, using an increased knowledge of meaningful word parts, students can better decode and read more complex words.)

For 4th and 5th grade:

(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

### 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

Last year, the school averaged 30% proficiency in K-2 end of year assessments. By the end of the year, at least 41 percent of students in Kindergarten, 1st and 2nd grades will achieve proficiency and be on track to pass the statewide ELA assessment.

### Grades 3-5 Measurable Outcomes

Last year, less than 30% of students in 3rd and 5th grades reached proficiency on the FAST PM3 Reading. By the end of the year, at least 41% of students in 3rd and 4th grades will score at or above proficiency. In 5th grade, at least 70% of students will score at or above proficiency.

### 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.

Monitoring for desired outcomes requires the school to examine a variety of data including qualitative. Pineloch's Classroom Walk-through Form which is modeled after the BSI monitoring form is used to collect trend data in reference to instructional delivery. This form will be continuously used throughout the school year to help us to determine what gaps still exist and where mastery is falling short. Coaching will then be able to occur to support instructional practices.

Another method of monitoring is that of Coaching Logs which are broken down by teacher and need. Weekly PLCs are where teachers bring their data and review of the lessons in order to address content, possible misconceptions, and student gaps. An action plan is developed to close those gaps which will be monitored using FAST PM 1, FAST PM 2, Exact Path, UFLI and Being A Reader. Adjustments to action steps can then be made once data is interpreted. Teachers will be expected to do bi-weekly data chats with students ensuring that the students know what needs to be focused on for improvement. MTSS interventions for our Tier II and Tier III students will be addressed and documented as well. These monitoring processes should lead to an increase in student outcomes.

**Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

Mays, Gerai , gerai.mays@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 school is part of the School Transformation Office, and will use evidence-based programs such as SIPPS, Being A Reader, MultiSensory Kits, Exact Path, UFLI, Measuring Up, and DIBELS for instruction and/or monitoring. The school will align with the District's expectation of recommended curriculum, targeted professional development, and differentiated instruction for students who are identified as needing Tier II and Tier III support. The school will use streamlined, walkthrough tools to monitor instruction and identify trends.

**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?

The following evidence-based practices/programs address the identified need(s) and have a proven record of effectiveness:

- 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.)
- 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 the 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
<p><b>Literacy Leadership Teams</b>  The Leadership Team meets weekly to analyze data and adjust action steps based upon assessments and Classroom Walk-throughs. PLCs are attended weekly as well to give instructional support and feedback from the trend data from the Classroom Walk-throughs. Identified trends for an individual teacher will be given to that person in private.</p>	Mays, Gerai , gerai.mays@ocps.net
<p><b>Literacy Coaching</b>  The Literacy Coach attends district coach meetings, uses data to identify areas of need for coaching, and implements coaching cycles for teachers in need. Modeling lessons, PLC planning, and Side-By-Side Coaching aid teachers with the understanding and delivery of content. The Literacy coach is an active member of the MTSS problem-solving team and assists with appropriate scaffolds for SWD and ELL students</p>	Mays, Gerai , gerai.mays@ocps.net
<p><b>Assessment</b>  Analysis and use of the following data will occur to determine student understanding, to make appropriate interventions and to make adjustments as needed for students:  -FAST  -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)  -Benchmark Advanced  -Exact Path (diagnostic and weekly lessons)</p>	Mays, Gerai , gerai.mays@ocps.net
<p><b>Professional Learning</b>  The school's Professional Development Plan is written based upon the needs of the school from student outcomes and teacher-based needs whether in content or delivery. At Pineloch, professional learning will take place on Exact Path, UFLI, Being A Reader, small groups, and whole group instruction. Follow-up sessions will occur after implementation of these resources in order to correct any misconceptions of programs and to analyze data in order to make adjustments to student groups.</p>	Mays, Gerai , gerai.mays@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 School Improvement Plan (SIP) process is initiated with the leadership team members by reviewing the 2022-2023 school results from Progress Monitoring Three for statewide assessments from the

Florida Assessment of Student Thinking (FAST) and End of Course (EOC) Science exam for 5th grade. The commencement of input into the SIP template occurs in tandem with the sharing of school outcomes and obtaining feedback from school staff. The SIP areas of focus including interventions and measurable outcomes are also revealed. Communication about the SIP occurs in School Advisory Council and Open House as well as having a hard copy posted in the front office. Any updates as to the progress being made toward the SIP goals will be shared at future SAC meetings.

**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))

Communication is necessary in building the bridge toward positive relationships with students, parents, teachers and other stakeholders. School and grade-level newsletters, School Messenger phone messages, marquee, email and Class Dojo are the main forms of communication. Family Learning Nights will be held by the school to engage parents in their students' learning processes in order to positively impact student achievement. The Family Engagement Plan will be available on the school's website via the "School Information" pull down menu and shared during School Advisory Council (SAC) meetings, Multilingual Parent Leadership Council (MPLC) meetings, and the Title I Annual Meetings. Upon posting the Family Engagement Plan on the school's website, a Class Dojo message will go out to share the link to the plan with parents.

**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)**

School attendance is necessary in order to strengthen the academic program at Pineloch Elementary School. Monitoring student attendance and maintaining parental contact will have a positive impact on students attending school which will increase students' time focused on academic content and lead to improved achievement. Developing unity through a combination of Josten-Renaissance Program and House System along with engaging activities such as competitions appeal to students and increases attendance so that they are more involved in their learning experiences. Beyond attendance, small group instruction allows for more targeted support during during ELA and math and will assist with reducing any gaps that students may have. Areas of Focus which are being addressed include: 1) Positive Culture and Environment specifically relating to Early Warning Systems, 2) Instructional Practice specifically relating to Benchmark-aligned Instruction, and 3) ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups.

**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))**

Through addressing positive culture and instructional practice, the likelihood of progress will increase by meeting the needs of the students. Additional support resources are being purchased through Title I and UniSIG monies.

Supplemental resources from Magnetic Reading as well as University of Florida Literacy Institute (UFLI) materials to support foundational reading and Science Bootcamp and Speed Bag have been ordered. Being a Title I school, Pineloch Elementary School offers breakfast, lunch and snacks through the National School Lunch Program which is also supportive of a positive learning environment.

**Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

Pineloch Elementary has a guidance counselor, social worker, and outside state funded counseling services to improve students' skills outside academic subject areas.

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

N/A

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

Staff members recommend students to the Multi-Tiered System of Support (MTSS) process to address behavioral and academic concerns and develop plans of action with strategies for the students.

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

The school-based leadership team and district support will provide professional learning aligned to B.E.S.T. benchmarks, authentic student engagement, and monitoring for student understanding. Instructional trend data, assessment results, and lesson progression review will be used to guide and develop the professional learning for teachers at Pineloch.

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

During the summer months, Pineloch Elementary offers a Jumpstart to Kindergarten program to help students make the transition from Pre-School.

## 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: Benchmark-aligned Instruction				\$164,586.16
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	160	0231 - Pineloch Elementary	UniSIG	2.0	\$42,600.00

			<i>Notes: Salary for 2 Permanent Substitutes for instructional continuity during teacher absences - Average salary \$21,300.72 x2=\$42,600.00</i>			
	5100	210	0231 - Pineloch Elementary	UniSIG		\$5,780.82
			<i>Notes: Retirement Benefits for 2 Permanent Substitutes= \$5,780.82</i>			
	5100	220	0231 - Pineloch Elementary	UniSIG		\$3,258.90
			<i>Notes: Social Security Benefits for 2 Permanent Substitutes = \$3258.90</i>			
	5100	231	0231 - Pineloch Elementary	UniSIG		\$18,645.14
			<i>Notes: Health Insurance Benefits for 2 Permanent Substitutes = \$18,645.14</i>			
	5100	232	0231 - Pineloch Elementary	UniSIG		\$30.07
			<i>Notes: Life Insurance Benefits for 2 Permanent Substitutes =\$30.07</i>			
	5100	240	0231 - Pineloch Elementary	UniSIG		\$1,112.28
			<i>Notes: Workers Compensation for 2 Permanent Substitutes = \$1,112.28</i>			
	5100	250	0231 - Pineloch Elementary	UniSIG		\$19.40
			<i>Notes: Unemployment Compensation for 2 Permanent Substitutes = \$19.40</i>			
	5100	290	0231 - Pineloch Elementary	UniSIG		\$1,139.55
			<i>Notes: Additional Employee Benefits for 2 Permanent Substitutes = \$1,139.55</i>			
	5100	500	0231 - Pineloch Elementary	UniSIG		\$10,000.00
			<i>Notes: Purchase Science Lab materials for STEM Coach and for Science experiments in 5th grade.- LEGO bricks, cups(paper, plastic), paper plates, paper tubes and rolls, computer and construction paper, markers, colored pencils, craft sticks, dry erase board and markers, tape, glue, paper clips, straws not to exceed \$10,000</i>			
	5100	500	0231 - Pineloch Elementary	UniSIG		\$17,000.00
			<i>Notes: Purchase Ready books for Reading and Math K-5 to support Reading and Math intervention - not to exceed \$17,000</i>			
	5100	360	0231 - Pineloch Elementary	UniSIG		\$10,000.00
			<i>Notes: Purchase Renaissance/Accelerated Reader/Star supplemental software program for grades K-5 - not to exceed \$10,000</i>			
	5100	519	0231 - Pineloch Elementary	UniSIG		\$37,000.00
			<i>Notes: 10% Allowable technology upgrades for student headphones, student laptops and interactive whiteboards to access online programs and digital assessments for grades K -5th - not to exceed \$37,000</i>			
	5100	510	0231 - Pineloch Elementary	UniSIG		\$18,000.00
			<i>Notes: Allowable classroom supplies that directly impact student achievement- pens, pencils, spiral notebooks, post-its, crayons, dry erase boards, dry erase markers - not to exceed \$18,000</i>			
<b>2</b>	<b>III.B.</b>	<b>Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups</b>				<b>\$146,752.26</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0231 - Pineloch Elementary	UniSIG	0.5	\$22,200.00
			<i>Notes: Purchase 2 Degreed Tutors to provide targeted Reading interventions in class with small groups of students (2 tutors X 5 hours/day X 74 weeks @\$30/hr)= \$22,200</i>			
	5100	210	0231 - Pineloch Elementary	UniSIG		\$3,012.54
			<i>Notes: Retirement Benefits for 2 Degreed Tutors to provide targeted Reading interventions in class with small groups of students= \$3,012.54</i>			
	5100	220	0231 - Pineloch Elementary	UniSIG		\$1,698.00



			<i>Notes: Social Security Benefits for 2 Degreed Tutors to provide targeted Reading interventions in class with small groups of students= \$1,698.30</i>			
	5100	240	0231 - Pineloch Elementary	UniSIG		\$579.64
			<i>Notes: Workers Compensation for 2 Degreed Tutors to provide targeted Reading interventions in class with small groups of students= \$1,698.30</i>			
	5100	160	0231 - Pineloch Elementary	UniSIG	2.0	\$48,852.00
			<i>Notes: Purchase 2 Program Assistants to provide one on one and small group supplemental instruction - \$ 24,426 average salary x 2 = \$48,852.00</i>			
	5100	210	0231 - Pineloch Elementary	UniSIG		\$6,629.21
			<i>Notes: Retirement Benefits for 2 Program Assistants to provide one on one and small group supplemental instruction =\$6,629.21</i>			
	5100	220	0231 - Pineloch Elementary	UniSIG		\$3,737.17
			<i>Notes: Social Security Benefits for 2 Program Assistants to provide one on one and small group supplemental instruction =\$3,737.17</i>			
	5100	231	0231 - Pineloch Elementary	UniSIG		\$18,578.00
			<i>Notes: Health Insurance Benefits for 2 Program Assistants to provide one on one and small group supplemental instruction =\$18,578.00</i>			
	5100	232	0231 - Pineloch Elementary	UniSIG		\$34.48
			<i>Notes: Life Insurance Benefits for 2 Program Assistants to provide one on one and small group supplemental instruction =\$34.48</i>			
	5100	240	0231 - Pineloch Elementary	UniSIG		\$1,275.52
			<i>Notes: Workers Compensation for 2 Program Assistants to provide one on one and small group supplemental instruction =\$1,275.52</i>			
	5100	250	0231 - Pineloch Elementary	UniSIG		\$20.51
			<i>Notes: Unemployment Compensation for 2 Program Assistants to provide one on one and small group supplemental instruction =\$50.51</i>			
	5100	290	0231 - Pineloch Elementary	UniSIG		\$1,306.79
			<i>Notes: Additional Employee Benefits for 2 Program Assistants to provide one on one and small group supplemental instruction =\$1,306.79</i>			
	5100	510	0231 - Pineloch Elementary	UniSIG		\$5,000.00
			<i>Notes: Purchase math manipulatives for ESE students to use in support facilitation groups in K-5 -Number blocks, fraction tiles, fraction circles, math links, Cuisenaire Rods. - not to exceed \$5,000</i>			
	5100	150	0231 - Pineloch Elementary	UniSIG	1.0	\$19,740.00
			<i>Notes: Purchase 1 Ed Para Basic C to support ELL students with accommodations while working on core content at average salary=19,740.00</i>			
	5100	210	0231 - Pineloch Elementary	UniSIG		\$2,678.22
			<i>Notes: Retirement Benefits for 1 Ed Para Basic C to support ELL students with accommodations while working on core content = \$2,678.22</i>			
	5100	220	0231 - Pineloch Elementary	UniSIG		\$1,510.11
			<i>Notes: Social Security Benefits for 1 Ed Para Basic C to support ELL students with accommodations while working on core content= \$1,510.11</i>			
	5100	231	0231 - Pineloch Elementary	UniSIG		\$9,288.60
			<i>Notes: Health Insurance Benefits for 1 Ed Para Basic C to support ELL students with accommodations while working on core content= \$9,288.60</i>			
	5100	232	0231 - Pineloch Elementary	UniSIG		\$13.94
			<i>Notes: Life Insurance Benefits for 1 Ed Para Basic C to support ELL students with accommodations while working on core content= \$13.94</i>			



	5100	240	0231 - Pineloch Elementary	UniSIG		\$61.19
			<i>Notes: Workers Compensation for 1 Ed Para Basic C to support ELL students with accommodations while working on core content = \$61.19</i>			
	5100	250	0231 - Pineloch Elementary	UniSIG		\$8.29
			<i>Notes: Unemployment Compensation for 1 Ed Para Basic C to support ELL students with accommodations while working on core content = \$8.29</i>			
	5100	290	0231 - Pineloch Elementary	UniSIG		\$528.05
			<i>Notes: Additional Employee Benefits for 1 Ed Para Basic C to support ELL students with accommodations while working on core content = 528.05</i>			
<b>3</b>	<b>III.B.</b>	<b>Area of Focus: Positive Culture and Environment: Early Warning System</b>				<b>\$53,189.58</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6150	120	0231 - Pineloch Elementary	UniSIG	0.48	\$18,000.00
			<i>Notes: Curriculum/SEL nights - 60 teachers @ \$25.00/hr. X 3 hrs X 4 nights = \$18,000. Teachers will have one hour of prep/set-up and two hours of parent/student lessons.</i>			
	6150	210	0231 - Pineloch Elementary	UniSIG		\$2,442.60
			<i>Notes: Retirement Benefits for Curriculum/SEL nights - 60 teachers</i>			
	6150	220	0231 - Pineloch Elementary	UniSIG		\$1,377.00
			<i>Notes: Social Security Benefits Curriculum/SEL nights - 60 teachers</i>			
	6150	240	0231 - Pineloch Elementary	UniSIG		\$469.98
			<i>Notes: Workers Compensation for Curriculum/SEL nights - 60 teachers</i>			
	6150	510	0231 - Pineloch Elementary	UniSIG		\$15,000.00
			<i>Notes: Provide resources for Parental Engagement Liaison (PEL) to organize, plan and purchase items to support parent nights make-and-take reading and math material packages, planners, community resource flyers, - not to exceed \$15,000</i>			
	5100	390	0231 - Pineloch Elementary	UniSIG		\$15,900.00
			<i>Notes: Educational Field Trip to Sea World for grades 2-5 - reading/language arts: reading process, literacy analysis, writing process, writing application and communication. Attended educational field trip to Sea World to include admission and transportation. 150 students X \$7.00 per ticket = \$1,050.00 Transportation = 3 charter buses (56 passengers per bus) @ \$2,950.00 = \$8,850.00 Not to exceed \$15,967.94.</i>			
					<b>Total:</b>	<b>\$364,528.00</b>

## Budget Approval

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

No