

Orange County Public Schools

# Pinar Elementary



2021-22 Schoolwide Improvement Plan

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# Pinar Elementary

3701 ANTHONY LN, Orlando, FL 32822

<https://pinares.ocps.net/>

## Demographics

**Principal: Joscelyn Gladden**

Start Date for this Principal: 6/15/2016

<b>2019-20 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>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	<i>[Data Not Available]</i>
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: B (55%) 2017-18: B (55%) 2016-17: B (55%) 2015-16: C (44%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	[not available]
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Orange County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success

#### Provide the school's vision statement.

To ensure every student has a promising and successful future

### School Leadership Team

#### Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Harold Gladden, Joscelyn	Principal	The principal oversees the total operation of the school.
Green, Adrian	Assistant Principal	Assists with overseeing the total operation of the school.
Gangwisch, Mary	Behavior Specialist	Monitors Tier III behavior intervention and coordinates and oversees ESE/ESY program/staffing/IEP/Revaluations, Matrix, Audits.
Hamilton, Melinda	ELL Compliance Specialist	Supports classroom teachers and serves as the point of contact for new teachers and mentors. Facilitates and monitors ESOL compliance and the integration of ESOL instructional strategies during instruction.
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.
Patel, Dayna	Guidance 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.

### Demographic Information

**Principal start date**

Wednesday 6/15/2016, Joscelyn Gladden

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

**Total number of teacher positions allocated to the school**

34

**Total number of students enrolled at the school**

378

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

6

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

6

**Demographic Data**

**Early Warning Systems**

**2021-22**

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

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

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

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

**The number of students identified as retainees:**

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

**Date this data was collected or last updated**

Wednesday 6/30/2021

**2020-21 - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	44	54	59	62	62	63	0	0	0	0	0	0	0	344
Attendance below 90 percent	13	15	14	20	11	23	0	0	0	0	0	0	0	96
One or more suspensions	1	1	0	0	0	1	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	3	5	6	0	0	0	0	0	0	0	14
Course failure in Math	0	0	0	3	8	9	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	16	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	16	0	0	0	0	0	0	0	19

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	0	3	8	15	0	0	0	0	0	0	0	28

**The number of students identified as retainees:**

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

**2020-21 - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	44	54	59	62	62	63	0	0	0	0	0	0	0	344
Attendance below 90 percent	13	15	14	20	11	23	0	0	0	0	0	0	0	96
One or more suspensions	1	1	0	0	0	1	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	3	5	6	0	0	0	0	0	0	0	14
Course failure in Math	0	0	0	3	8	9	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	16	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	16	0	0	0	0	0	0	0	19

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	0	3	8	15	0	0	0	0	0	0	0	28

**The number of students identified as retainees:**

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

**Part II: Needs Assessment/Analysis**

**School Data Review**

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	46%			57%	57%	57%	54%	56%	56%
ELA Learning Gains	60%			65%	58%	58%	56%	55%	55%
ELA Lowest 25th Percentile	50%			68%	52%	53%	63%	48%	48%
Math Achievement	56%			64%	63%	63%	64%	63%	62%
Math Learning Gains	55%			56%	61%	62%	60%	57%	59%
Math Lowest 25th Percentile	43%			24%	48%	51%	42%	46%	47%
Science Achievement	54%			52%	56%	53%	45%	55%	55%

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**



ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	49%	55%	-6%	58%	-9%
Cohort Comparison						
04	2021					
	2019	53%	57%	-4%	58%	-5%
Cohort Comparison		-49%				
05	2021					
	2019	59%	54%	5%	56%	3%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	55%	62%	-7%	62%	-7%
Cohort Comparison						
04	2021					
	2019	57%	63%	-6%	64%	-7%
Cohort Comparison		-55%				
05	2021					
	2019	67%	57%	10%	60%	7%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	48%	54%	-6%	53%	-5%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

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

The i-Ready reading and math diagnostic assessments were used for progress monitoring at the beginning (BOY), middle (MOY), and end (EOY). Fifth grade science progress was measured by OCPS progress monitoring assessments (PMA) which was also administered at the beginning, middle, and end of the year.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12/24%	14/26%	13/25%
	Economically Disadvantaged	9/23%	11/26%	8/19%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	3/21%	2/13%	2/13%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10/20%	11/21%	13/25%
	Economically Disadvantaged	7/18%	7/16%	8/20%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	2/14%	2/13%	1/7%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11/20%	11/19%	13/25%
	Economically Disadvantaged	6/14%	6/13%	14/30%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	3/9%	5/15%	9/26%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2/4%	9/16%	19/32%
	Economically Disadvantaged	1/2%	4/9%	11/24%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	2/4%	2/6%	8/24%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11/19%	17/29%	23/39%
	Economically Disadvantaged	9/20%	11/24%	17/37%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	5/16%	8/24%	10/29%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3/5%	7/12%	22/37%
	Economically Disadvantaged	2/4%	5/11%	16/34%
	Students With Disabilities	0/0%	0/0%	1/11%
	English Language Learners	1/4%	3/10%	14/41%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	4/8%	5/9%	11/20%
	Economically Disadvantaged	4/10%	4/9%	8/18%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	4/12%	2/7%	4/13%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2/4%	6/11%	14/25%
	Economically Disadvantaged	2/5%	6/14%	10/23%
	Students With Disabilities	0/0%	1/8%	1/8%
	English Language Learners	1/4%	3/10%	7/23%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11/17%	11/17%	15/24%
	Economically Disadvantaged	6/13%	6/13%	8/17%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	4/12%	4/12%	6/18%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13/21%	12/22%	20/32%
	Economically Disadvantaged	7/16%	8/17%	11/23%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	4/12%	4/12%	8/24%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	34/56%	34/63%	30/48%
	Economically Disadvantaged	18/45%	20/56%	16/37%
	Students With Disabilities	0/0%	1/14%	0/0%
	English Language Learners	16/46%	13/48%	11/33%
	Number/% Proficiency	Fall	Winter	Spring

**Subgroup Data Review**

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	4	8		8	8						
ELL	39	48	50	54	53		42				
BLK	43			46							
HSP	45	55	42	56	52	33	51				
FRL	44	61	40	50	51	36	44				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	20	53	60	37	48	31	31				
ELL	58	65	61	68	68	33	64				
BLK	53	50		41	25						
HSP	57	69	65	66	62	33	51				
WHT	57	69		57	46						

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
FRL	57	64	62	60	52	24	50				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	59	69	50	59						
ELL	40	54	58	56	58	35	28				
BLK	21			43							
HSP	54	58	62	66	60	42	45				
WHT	61	46		65	69						
FRL	52	55	61	62	57	38	44				

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	404
Total Components for the Federal Index	8
Percent Tested	98%

**Subgroup Data**

Students With Disabilities	
Federal Index - Students With Disabilities	11
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
<b>White Students</b>	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Analysis

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

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

Progress monitoring data for the 2020-2021 school year indicates that students with disabilities (SWD) did not demonstrate proficiency on the i-Ready reading or math diagnostic assessments. There was an increase in proficiency by all students in math with an increase of 23 percentage points, from 13% to 36%, from the BOY to the EOY i-Ready diagnostic assessment. There was an increase in proficiency by all students in reading with an increase of 15 percentage points, from 18% to 33%, from the BOY to the EOY i-Ready diagnostic assessment.

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

Based on the 2019 state assessments, the data component showing the greatest need for improvement was the math learning gains for the lowest 25th percentile of students with a decrease of 18 percentage points, from 42% to 24%. Math learning gains for all students decreased by 4 percentage points, from 60% to 56% and math proficiency remained the same at 64%.

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

Contributing factors include attendance concerns, and a combination of LaunchED@home and Face-to-Face students as well as low tutoring attendance. New actions will include the implementation of SEL competencies, acceleration tutoring, and all students learning face-to-face.

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

Based on the 2019 state assessments, the data component showing the most improvement was reading proficiency with an increase of 3 percentage points from 54% to 57%. Learning gains of all students increased by 9 percentage points from 56% to 65%, and learning gains for the lowest 25th percentile of students increased by 5 percentage points, from 63% to 68%.

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

Contributing factors included three years of close reading implementation, a focus on re-teaching deficient standards and engaging students in revising knowledge, along with targeted professional development for teachers, and a dedicated paraprofessional to support ELL students in reading.

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

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

OCPS Instructional Framework. With a return to in person learning students will be able to collaborate and engage in discussion to enhance mastery of standards.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Based on the contributing factors and strategies identified to accelerate learning, professional development opportunities to support teachers and leaders will include Cambridge Primary, OCPS content area Impact, Social and Emotional Learning and Leadership (SELL), and i-Ready professional development sessions. Additionally teachers will be supported during collaborative planning sessions. Tier I Intervention and new teachers will receive curriculum, lesson planning, and progress monitoring training.

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

Additional services that will be implemented to ensure sustainability include regularly scheduled meetings with the ESE Team and on-going monitoring of support facilitation services and outcomes, along with working to increase student attendance in school and tutoring.

## Part III: Planning for Improvement

### Areas of Focus:



**#1. Culture & Environment specifically relating to Social Emotional Learning**

Description: Pinar Elementary Integrates and monitors resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally.

Rationale: Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to academic content. By strengthening our school's culture for social and emotional learning, we will address the following school needs:

**Area of Focus Description and Rationale:**

1. Students with attendance below 90%
2. Students referred to the Threat Assessment Team  
During the 2020-2021 school year there were 3 threats to others, and 8 students were monitored by the Threat Assessment Team. This data indicates a need for our students to have increased knowledge of self-awareness, self-management, social awareness, relationship skills, and responsible decision making.
3. Parent and family engagement needs related to strengthening a culture for social and emotional learning. According to the Panorama survey results, only 69% of students responded favorably in the area of self-management with 64% responding favorably in the area of school safety.

**Measureable Outcome:**

By the end of the 2021-2022 school year we will decrease the number of students with less than 90% attendance by 10%. We will decrease the number of SESIR incidents as well as the number of students monitored by the Threat Assessment Team by 25%. We will also increase the percentage of staff members responding favorably in the area of school leadership in the areas of having input in decision making and communication of important information by 10%.

**Monitoring:**

Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.

**Person responsible for monitoring outcome:**

Dayna Patel (dayna.patel@ocps.net)

**Evidence-based Strategy:**

Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families.

**Rationale for Evidence-**

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness the

professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change.

**based Strategy:**

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

**Action Steps to Implement**

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

**Person Responsible** Joscelyn Harold Gladden (joscelyn.haroldgladden@ocps.net)

Pinar Elementary will implement a school-wide SEL curriculum. We will ensure that the school team receives training on the implementation of the Second Step program and create a training plan that leverages the trained school team members to train all necessary stakeholders in the implementation of the curriculum, observe Second Step lessons, and provide feedback.

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

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

**Person Responsible** Joscelyn Harold Gladden (joscelyn.haroldgladden@ocps.net)

Data from the Devereux Strengths Assessment (DESSA) will be used to identify students' social and emotional strengths, typical social and emotional skills, and students in need of social and emotional instruction. Teachers will be trained in the Second Step curriculum which will be used to plan and deliver lessons that address student needs.

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

We will build community by establishing a family resource center where families can access resources and information to support student and school success, creating a welcoming environment where family culture and languages are recognized and respected, host events, workshops and opportunities that are relational, connected to family interests and culture, and are linked to learning.

**Person Responsible** Joscelyn Harold Gladden (joscelyn.haroldgladden@ocps.net)

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

**Person Responsible** Joscelyn Harold Gladden (joscelyn.haroldgladden@ocps.net)

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

**Area of Focus Description and Rationale:** ESSA data for the 2018-2019 school year indicated an overall federal index of 57% for all students. The federal index for our lowest areas was as follows: students with disabilities (SWD) 43%, Black students 42%. The 2020-2021 i-Ready EOY data indicated that SWD grades 3-5 demonstrated that 80% of students were below grade level in reading and as well as math. The 2020-2021 i-Ready EOY data for Black students indicated that 67% were below in reading and math.

**Measureable Outcome:** Our focus will be to increase the learning gains of the lowest 25th percentile. The measurable outcome we plan to achieve is to increase ELA learning gains for the lowest 25th percentile of students by 5 percentage points, from 68% to 73%. We also plan to increase Math learning gains by 26 percentage points, from 24% to 50% for the lowest 25th percentile of students as a result of students increasing their ability to use close reading strategies along with a variety of problem-solving strategies to solve math word problems. We will also increase math fluency as well as math vocabulary knowledge through acceleration instruction.

**Monitoring:** Ongoing progress monitoring will include i-Ready diagnostic assessments, formative and summative assessments, and the 2021-2022 ESSA and FSA data.

**Person responsible for monitoring outcome:** Adrian Green (adrian.green@ocps.net)

**Evidence-based Strategy:** Students in the lowest 25th percentile will be monitored through the MTSS process. The i-Ready diagnostic assessments will be used to identify deficiencies. In addition to intervention instruction, weekly i-Ready online instruction data along with formative assessment data will be used to measure growth.

**Rationale for Evidence-based Strategy:** Ongoing progress monitoring of student data will document student growth as well as the effectiveness of instruction and next steps for intervention. Student growth will also be measured through i-Ready diagnostic and weekly online instruction data.

**Action Steps to Implement**

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

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

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

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

In addition to MAO Acceleration tutoring, we are implementing Tier I intervention support through the addition of four co-teachers to support students in reading and math. Ongoing progress monitoring data and classroom observation data will be used to monitor the effectiveness of instruction and provide actionable feedback to teachers.

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

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

**Person Responsible** Joscelyn Harold Gladden (joscelyn.haroldgladden@ocps.net)

### #3. Instructional Practice specifically relating to ELA

**Area of Focus Description and Rationale:** Description/Rationale: On the most recent Florida Standards Assessment (FSA), data indicated that more than 50% of 3rd, 4th, and 5th grade students scored below a level 3 in English Language Arts (ELA). The following percentages of students scored below 50% on ELA based on the 2021 FSA data: Third Grade-42%, Fourth Grade-38%, and Fifth Grade-47%.

**Measureable Outcome:** The measureable outcome we plan to achieve in ELA on the 2022 FSA is as follows:  
 Third Grade - eight percentage points from 42% to 50%  
 Fourth Grade - twelve percentage points from 38% to 50%  
 Fifth Grade - three percentage points from 47% to 50%

**Monitoring:** To monitor growth towards the goal, i-Ready diagnostic data, Progress Monitoring Activities (PMAs) and Standards-Based Unit Assessments (SBUAs) will be monitored fall, winter and spring as well as at the end of units of instruction. Adjustments to instruction will be made in response to data and instructional groups of students will be created in i-Ready for students in grades three through five. Data will be analyzed and adjustments to small groups will occur when additional data points are collected. Classroom Walkthroughs will happen on a continual basis as well to address instructional delivery, student engagement, and the effectiveness of the collaborative planning process through PLC meetings.

**Person responsible for monitoring outcome:** Joscelyn Harold Gladden (joscelyn.haroldgladden@ocps.net)

**Evidence-based Strategy:** Each student will read connected text every day to support reading accuracy, fluency, and comprehension. For students of greater need, small group instruction will occur to better scaffold student learning.

**Rationale for Evidence-based Strategy:** The selected instructional practice has a moderate level of evidence, as noted in the IES Guide for Foundational Skills to Support Reading for Understanding. Quasi-experiments have a moderate level of evidence because they lack the key feature of randomly selected groups. Here students are assigned to intervention groups by using a non-random process based upon data.

#### Action Steps to Implement

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

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

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

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

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

**Person Responsible** Joscelyn Harold Gladden (joscelyn.haroldgladden@ocps.net)

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

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

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

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

MTSS Problem Solving Teams meet regularly to ensure:

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

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

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Pinar Elementary is ranked 1,322 out of 1,395 elementary schools state-wide and 102 out of 126 elementary schools in Orange County for incidents that occur on campus. There are three categories of incidents that may occur at schools. These three categories include: Violent Incidents, Property Incidents, and Drug/Public Order Incidents. Pinar ES has a total of 17 Violent Incidents with an enrollment of 386 students which converts to 4.40 percent for the incident rate in the 2019-2020 school year. The ranking ranges from Very Low to Very high and Pinar has a ranking of Very High for the incidents that occurred in 2019-2020. Social and Emotional Learning competencies are being embedded into the daily curriculum. Teachers will implement the Second Step SEL curriculum with a focus on self-awareness, relations skills, and responsible decision-making. In addition to the SEL guidance lessons in the classroom, students engage in individual and small group counseling sessions. Individual behavior plans and behavior contracts will be used to address specific behavior concerns with students as needed.**

### Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Pinar Elementary ensures the social-emotional needs of all stakeholders are being met by providing the following services and resources to support positive school culture and environment:

- Social-Emotional Learning competencies
- Threat Assessment Team
- Counseling referrals as needed
- Social Skills instruction
- Cambridge Learner Attributes
- Monthly Parent Workshops
- Provides resources for families
- PTA
- SAC

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

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

Attendance is documented for all

parenting events. Parents are encouraged to participate in a variety of volunteer opportunities throughout the school year including monthly PTA and SAC meetings. Our PEL is also instrumental in establishing partnerships with local businesses and our students participate in the JA in a Day program annually. We also partner with Read 2 Succeed to provide additional reading support for struggling readers in first and second grades. Teachers and support staff will participate in the OCPS Social-Emotional Learning and Leadership professional development sessions and work collaboratively to implement the strategies throughout our school.

### Part V: Budget

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Social Emotional Learning</b>				<b>\$154,276.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

	3610	130-Other Certified Instructional Personnel	1541 - Pinar Elementary	General Fund	386.0	\$154,276.00
			<i>Notes: School Counselor and Behavior Specialist</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups</b>				<b>\$661,026.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	1541 - Pinar Elementary	Title, I Part A	386.0	\$293,052.00
			<i>Notes: Teachers will work to increase reading and math achievement levels and learning gains.</i>			
	5100	160-Other Support Personnel	1541 - Pinar Elementary	Ttitle III	386.0	\$290,836.00
			<i>Notes: Bilingual paraprofessional to support ELL students</i>			
	6300	130-Other Certified Instructional Personnel	1541 - Pinar Elementary		386.0	\$77,138.00
			<i>Notes: Instructional coach to support teachers with ELA and math instruction and intervention</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$815,302.00</b>